



**unesco**



**DIVISION OF  
INTERNAL  
OVERSIGHT  
SERVICES**  
Evaluation Office

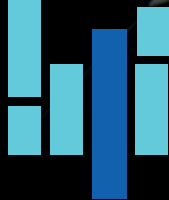
**Division of Internal  
Oversight Services**

# **Evaluation of the Knowledge Products of the Social and Human Sciences Sector (SHS)**

**Final Report**

IOS/EVS/PI 209

March 2023



**Commissioning Office:**

UNESCO, Division of Internal Oversight Services, Evaluation Office

**Authors:**

Mr. Patrick Breard, Independent consultant

**Evaluation Reference Group:**

Ms. Iulia Sevcic, Programme Specialist, Management of social Transformations and Foresight

Ms. Joyce Monteiro, Associate Programme Specialist, Inclusion, Rights and Intercultural Dialogue

Ms. Doaa Abu Elyounes, Programme Specialist, Bioethics and Ethics of Science and Technology

Ms. Nancy McLennan, Programme Specialist, Sport Section

Ms. Claudia Maresia, Associate Programme Specialist, Youth Section

Mr. Juan Pablo Ramirez Miranda, Programme Coordinator, Executive Office

**Cover picture:**

Midnight Studio TH/Shutterstock.com

# Table of Contents

<b>Abstract &amp; Acknowledgements</b>	<b>6</b>	<b>6. Findings</b>	<b>24</b>
Abstract	6	6.1. Relevance	24
Acknowledgements	6	6.2. Coherence	32
Acronyms and Abbreviations	7	6.3. Efficiency	35
<b>Executive Summary</b>	<b>8</b>	6.4. Effectiveness	44
Purpose of the evaluation	8	6.5. Innovation	54
Methodology	8	6.6. Influential Factors	57
Key findings	9	<b>7. Conclusions</b>	<b>58</b>
Recommendations	10	<b>8. Recommendations</b>	<b>59</b>
<b>1. Introduction</b>	<b>13</b>	<b>9. Annexes</b>	<b>60</b>
<b>2. Context of the Evaluation</b>	<b>13</b>	Annex 1. List of stakeholders Consulted	60
<b>3. Scope and Object of the Evaluation</b>	<b>15</b>	Annex 2. List of Resources Consulted	64
3.1. Object of the evaluation	15	Annex 3. List of Knowledge Products Consulted for the Inventory	66
3.2. Theory of Change	17	Annex 4: Evaluation Matrix	69
3.1. Previous assessments	18	Annex 5. Terms of Reference	72
<b>4. Evaluation Objectives and Questions</b>	<b>19</b>	Annex 6. External Consultant's Biodata	77
4.1. Evaluation criteria	19		
4.1. Key Evaluation Questions	19		
<b>5. Methodology of the Evaluation</b>	<b>21</b>		
5.1. Data collection methods	21		
5.2. Data Analysis	23		
5.3. Evaluation Risks and Limitations	23		

# List of Figures, Tables and Boxes

## FIGURES

<b>Figure 1.</b>	Development of SHS knowledge products increased over time.	15	<b>Figure 15.</b>	SHS knowledge products were not found overlapping with other UNESCO and external knowledge products.	36
<b>Figure 2.</b>	Knowledge products on inclusion, rights and dialogue are the most numerous.	15	<b>Figure 16.</b>	More than 80 percent of the budget planned for the 2020-2021 knowledge products went to category 2 publications.	36
<b>Figure 3.</b>	SHS knowledge products are primarily research/discussion papers; guides, manuals, and handbooks; and advocacy tools.	16	<b>Figure 17.</b>	On average, the budget planned for a category 2 publication (or series) is around \$218,000.	36
<b>Figure 4.</b>	The majority of SHS knowledge products have a global scope.	16	<b>Figure 18.</b>	SHS publications benefited more from national or local capacities than from global networks and partnerships.	43
<b>Figure 5.</b>	SHS knowledge products are primarily in English.	16	<b>Figure 19.</b>	Survey respondents found that SHS knowledge products were generally available in a language they understand and of high quality.	46
<b>Figure 6.</b>	Draft reconstructed simplified theory of change.	17	<b>Figure 20.</b>	Polymakers found more often SHS knowledge products enriching international policy debates than contributing to national policy changes.	48
<b>Figure 7.</b>	The majority of surveyed users agreed that SHS knowledge products were relevant for the broader policies and global agendas, such as the SDGs	25	<b>Figure 21.</b>	Citations of the World Social Science Reports peaked in 2014 and 2016, then declined over time.	49
<b>Figure 8.</b>	National topics are rather explored through research and discussion papers.	28	<b>Figure 22.</b>	The World Social Science reports remain cited by academia several years after their production.	51
<b>Figure 9.</b>	Two thematic areas produced publications focusing on national contexts.	28	<b>Figure 23.</b>	Policy makers used sooner the editions of the World Social Science Reports, but academia kept using them over longer periods of time.	51
<b>Figure 10.</b>	The knowledge products that would respond to the professional needs of the largest number of males are Journals, while females rather prioritize Teaching materials.	29	<b>Figure 24.</b>	Use of the SHS knowledge products by donors and the private sector remained limited.	52
<b>Figure 11.</b>	Sociology is the topic that female respondents found addressing the most their professional needs.	29	<b>Figure 25.</b>	The knowledge products that would respond to the professional needs of the largest number of Policy makers are Statistical reports, while academics rather prioritize Journals.	56
<b>Figure 12.</b>	Categories of UNESCO's publications.	29	<b>Figure 26.</b>	Many academics found that Videos and Interactive education tools would respond to their professional needs.	56
<b>Figure 13.</b>	The majority of SHS publications do not fall into any of the UNESCO publication categories.	30	<b>Figure 27.</b>	Human rights and Political science were the topics that Policy makers found responding the most to their professional needs.	56
<b>Figure 14.</b>	Evaluation informants found that SHS knowledge products could better elicit the Sector's overall contribution to peacebuilding.	33			

**TABLES**

<b>Table 1.</b> Evaluation Key Questions.	19
<b>Table 2.</b> Remote interviews.	22
<b>Table 3.</b> Country visits.	22
<b>Table 4.</b> Focus knowledge products.	23
<b>Table 5.</b> Survey respondents based in Africa found more often than in other regions that UNESCO's SHS Knowledge Products respond to their professional needs.	26
<b>Table 6.</b> Total number of consultations and downloads, from 1st January 2019 to 31 December 2022, for the evaluation's sample of SHS knowledge products.	44
<b>Table 7.</b> Top 10 most consulted SHS knowledge products from 1st January 2019 to 31 December 2022.	44
<b>Table 8.</b> The World Social Report 2016 and its Executive Summaries have been viewed more than 58,000 times in slightly over two years.	45
<b>Table 9.</b> The top 10 Inclusive Policy Lab's Think Pieces in terms of views.	45
<b>Table 10.</b> The top 10 Inclusive Policy Lab's podcasts in terms of listeners.	45
<b>Table 11.</b> Within the evaluation sample, the World Social Science Report 2016 is the SHS knowledge product cited the most in policy papers.	50
<b>Table 12.</b> Within the evaluation sample, the World Social Science Report 2016 is the SHS knowledge product that was cited the most in academic and research papers.	51

**BOXES**

<b>Box 1.</b> Developing a comprehensive set of knowledge products in Zimbabwe to support persons with disabilities.	31
<b>Box 2.</b> Development of the World Social Science Report 2016.	41
<b>Box 3.</b> Innovative product development in Latin America and the Caribbean.	55

# Abstract & Acknowledgements

## Abstract

The Social and Human Sciences (SHS) Sector is tasked with deploying scientific endeavors to build inclusive and peaceful societies. This is done through the advancement of the ethics of science and technology, including artificial intelligence and bioethics, countering racism and discrimination, supporting youth engagement and development, gender equality, intercultural dialogue and sports. During the period 2018-2021 covered by this evaluation, the SHS Sector produced more than 100 knowledge products, primarily in the form of research/discussion papers, guides/manuals, and handbooks. The evaluation gathered contrasting findings on the performance of the Sector's knowledge production. While a range of SHS knowledge products were adequately positioned to inform global policies and agendas and respond to the Sector's overall strategic objectives, as a whole, knowledge products appeared scattered. This was partially due to the absence of a common narrative for the Sector and an explicit strategy for its knowledge production. During the period 2018-2021, the Sector concentrated its efforts on developing informative rather transformative knowledge products. Category one publications such as statistical and flagship reports were limited, despite being in high demand. Some knowledge products, including those contributing to UNESCO's normative function, were developed in close consultations with policy makers, researchers and academics, and disadvantaged groups. The Sector also engaged with youth for the development and dissemination of policy notes and manuals. The evaluation recommends the development of a strategy for the SHS knowledge products that would emphasize transformative products, commit increased capacities to dissemination, and strengthen knowledge governance and instruments.

## Acknowledgements

The evaluation was managed by Mr. Ahmedou El Bah, Principal Evaluation Specialist, with the assistance of Ms. Getrude Ndungu, Evaluation Consultant from the UNESCO Internal Oversight Service Evaluation Office. The evaluation was conducted by an independent evaluation consultant: Dr Patrick Breard. The IOS Evaluation Office was responsible for the overall quality of the evaluation process and deliverables. Ongoing quality assurance was provided by the Evaluation Reference Group, whom we thank for their contributions. The IOS Evaluation Office would like to acknowledge and thank all who participated in and contributed to this evaluation. It would especially like to thank the SHS colleagues for their support and cooperation throughout this evaluation process. Special thanks to SHS colleagues in the Executive Office and to staff in UNESCO Harare and Mexico Offices for their support during the country missions.

# Acronyms and Abbreviations

<b>ADG</b>	Assistant Director General
<b>ASPnet</b>	Associated Schools Project Network
<b>COMEST</b>	World Commission on the Ethics of Scientific Knowledge and Technology
<b>CPRD</b>	Convention on the Rights of Persons with Disabilities
<b>CSO</b>	Civil Society Organisation
<b>DPI</b>	Division of Public Information
<b>EO</b>	Evaluation Office
<b>ER</b>	Expected Result
<b>EU</b>	European Union
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>FO</b>	Field Office
<b>GCED</b>	Global Citizenship Education
<b>HQ</b>	Headquarters
<b>IANYD</b>	Inter-agency Network on Youth Development
<b>IBC</b>	International Bioethics Committee
<b>ICCAR</b>	International Coalition of Inclusive and Sustainable Cities
<b>ILO</b>	International Labour Organization
<b>IMMT</b>	Information Material Management Tool
<b>IOM</b>	International Organization for Migration
<b>IOS</b>	Internal Oversight Service
<b>IPBES</b>	Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services
<b>IRD</b>	Inclusion, Rights and Dialogue
<b>ISBN</b>	International Standard Book Number
<b>ISC</b>	International Science Council
<b>ISSC</b>	International Social Science Council
<b>ITU</b>	International Telecommunication Union
<b>LDC</b>	Least Developed Country
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MIC</b>	Middle-Income Country
<b>MLA</b>	Main Line of Action

<b>MOPAN</b>	Multilateral Organisation Performance Assessment Network
<b>NGO</b>	Non-governmental Organisation
<b>OADG</b>	Office of the Assistant Director General
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>OPD</b>	Organisation of Persons with Disabilities
<b>PRODOC</b>	Project Document
<b>PwDs</b>	Persons with Disabilities
<b>QPE</b>	Quality Physical Education
<b>RCO</b>	Resident Coordinator Office
<b>ROSA</b>	Regional Office for Southern Africa
<b>SDC</b>	Swiss Agency for Development and Cooperation
<b>SDG</b>	Sustainable Development Goal
<b>SHS</b>	Social and Human Sciences
<b>SIDA</b>	Swedish International Development Cooperation Agency
<b>SO</b>	Strategic Objective
<b>TOC</b>	Theory of Change
<b>TOR</b>	Terms of Reference
<b>UN</b>	United Nations
<b>UNCT</b>	United Nations Country Team
<b>UNDP</b>	United Nations Development Programme
<b>UNDS</b>	United Nations Development System
<b>UNEG</b>	United Nations Evaluation Group
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFPA</b>	United Nations Population Fund
<b>UNICEF</b>	United Nations Children's Fund
<b>UNPRPD</b>	United Nations Partnership on the Rights of Persons with Disabilities
<b>WHO</b>	World Health Organization
<b>WSSR</b>	World Social Science Report
<b>YAR</b>	Youth As Researchers



# Executive Summary

1. The Social and Human Sciences (SHS) Sector is tasked with deploying scientific endeavors to build inclusive and peaceful societies. During the period 2018-2021, the SHS Sector produced more than 100 knowledge products, primarily in the form of research/discussion papers, guides/manuals and handbooks, advocacy/public information products, and also as videos, podcasts, webinars, or web platforms. Knowledge products spanned across the Sector's thematic areas, with a higher number of resources created on the areas of inclusion, rights, and dialogue; social transformations; and sport and anti-doping. All HQ sections were engaged and over a third of the products were created by or with field offices.

## Purpose of the evaluation

2. This evaluation was requested by the Assistant Director-General for Social and Human Sciences Sector to provide SHS management and teams with evidence and an overview on the positioning and contribution of the Sector's knowledge products to SHS strategic objectives.
3. The evaluation assessed the relevance, coherence, efficiency, and effectiveness of SHS's knowledge products for the period 2018-2021. It sought to provide a better understanding of how the SHS Sector identifies knowledge needs and how it produces, shares, and ensures the quality of its knowledge products. It also explored the products' uptake, and the extent to which they have contributed to the Sector's expected results at the global and regional levels.

## Methodology

4. The evaluation was conducted between February and December 2022. It followed [United Nations Evaluation Group \(UNEG\) evaluation norms and standards](#) and [ethical guidelines](#). The evaluation benefitted from an Evaluation Reference Group to ensure quality of the process and deliverables. The evaluation process and tools were in line with [UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation](#).
5. The evaluation methodology included: (i) a reconstruction of a Theory of Change to inform the design of the evaluation's data collection instruments and analysis of the findings, (ii) an inventory, review and statistical analysis of 101 knowledge products developed during the period under evaluation (2018-2021), (iii) a synthesis of five SHS evaluation reports produced during the period covered by the evaluation (2018-2021), (iv) two online surveys, one targeting users of SHS knowledge products and the second administered to authors/owners of SHS publications, and (v) a global media scan and bibliometric analysis for a sample of SHS publications.
6. Moreover, the evaluation conducted key informant interviews with UNESCO staff (at HQ and field-level), representatives of development partners, Member States delegations and government officials, academia, and research organizations.
7. Finally, the evaluation conducted 2 field missions, to Mexico and Zimbabwe, to consult with UNESCO staff, country level stakeholders, including national government officials and local partners, and get their feedback on the relevance of the SHS knowledge products to the national priorities, and their use by relevant stakeholders, as well as to assess the coherence of these products with the work of SHS in these countries and their results at field level.



## Key findings

### Relevance

8. The thematic coverage of the SHS knowledge products was consistent with UNESCO's mandates. The knowledge products were aligned with global agendas and policies, however their relevance to national strategies varied.
9. Some SHS knowledge products were developed after a formal assessment of knowledge gaps and needs of target audiences, and involved, in some cases, prospective users in their testing or piloting to ensure relevance. However, formal knowledge needs assessments were not systematic, in part due to limited capacities and resources.
10. On some occasions, the SHS sections or programmes formed a comprehensive and coherent bundle of knowledge products to support change across several dimensions and for various user groups. However, many knowledge products finalized during the 2018-2021 period were one-off initiatives as they were neither included in the SHS Publications Plans nor categorized despite UNESCO's corporate policies and processes.
11. SHS publications during this timeframe were for the most part informative, advocacy, advisory or technical products (categories 3 and 4) rather than products addressing major policy issues of global or strategic importance with a transformative goal (categories 1 and 2).

### Coherence

12. The SHS knowledge products assessed were coherent with the Sector's strategic objectives but dispersed and lacking a binding narrative.
13. To some extent, synergies between SHS sections, between HQ and the field, and with other UNESCO's programme sectors were based on available expertise or opportunity, rather than on strategic planning.

14. Overall, the evaluation found that for the products finalized during the period comprising 2018-2021, the design of the SHS knowledge function was not up to the level of the Sector's ambitions and was overly bound by corporate requirements.

### Efficiency

15. SHS staff strove to maximize the value of limited human and institutional resources committed to the development of knowledge products. SHS publications, however, faced a range of administrative requirements and technical limitations, including inadequate IT tools, that affected the efficiency of their production.

### Effectiveness

16. Up to 2021, the visibility of SHS knowledge products was variable. Available data showed a significant number of consultations for SHS category 1 and 2 publications and more limited for the category 4. SHS teams developed quality knowledge products which, in some cases, were complemented by modalities that facilitate access and use at regional and/or national levels.
17. Approaches to foster the use of SHS knowledge products varied, lacking a process that would consolidate, systematize, and leverage the good practices implemented across the sections.
18. The SHS knowledge products, in several instances, informed and influenced international policy dialogues while the contributions to national policy change were often facilitated by complementary interventions. Some evidence suggests that SHS knowledge products were used in academics' teaching activities but only a smaller sample informed research work. A limited number of SHS knowledge products informed UNESCO's programmes and practices, and the use of the knowledge products by other target audiences, including the media, varied.
19. Some SHS knowledge products promoted innovative ideas and "out of the box" content on some areas and through various modalities. However, up to 2021, the Sector did not have an innovation plan and/or strategy and lacked guidelines on managing innovation risks.

## Recommendations

The evaluation makes the following five recommendations addressed mainly to the SHS sector.

### **Recommendation 1: The SHS Sector should develop a strategy to guide knowledge production over the course of the current and the next biennia.**

The SHS strategy for knowledge products should build on or contribute to elicit a common narrative for the Sector. This strategy should be framed within the perimeter of theories of change developed for the Sector and its thematic areas. The strategy should also consider corporate frameworks, including in the areas of communications, research, and innovation.

### **Recommendation 2: The Sector should prioritize the development of transformative and innovative knowledge products.**

The Sector should emphasize the development of flagship global publications and reports. It should consider engaging consultations with partners and stakeholders and exercise foresight for the selection of themes that align with high level policy agendas and events while contributing to the Sector's strategic direction. It should also focus on developing by-products of major publications and reports tailored to the needs of different target audiences, including at regional/national level, to increase reach and likelihood of uptake.

### **Recommendation 3: The Sector should dedicate more efforts to the dissemination of knowledge products.**

The Sector should ensure that sufficient financial resources and staff time are committed to the communication and dissemination of knowledge products. Communication plans should be integrated in the TORs for each publication. The Sector should consider further leveraging its partnerships for the dissemination of knowledge products, including by involving more closely academia from the south, women, and representatives of disadvantaged groups. The sector would benefit also from a broader support for publications from corporate communications.

### **Recommendation 4: The Sector should strengthen and emphasize the systematic use of its knowledge production's standards and processes.**

The Sector should consider developing guidelines for external authors, contributors, and reviewers of the SHS knowledge products. It should also consider developing standards, templates, and supportive guidelines for a series of knowledge products to strengthen the recognition of the Sector, under UNESCO's graphical standards umbrella, and facilitate the identification of the types of products across thematic areas.

### **Recommendation 5: The Sector should consider elevating and strengthening knowledge governance.**

The Sector should consider establishing a Sectoral Publications Committee, eventually composed of (or representatives of) the Sector's two Directors, the Executive Office, the Publications Officer, the Communication Officer, and technical staff (including FO) on a needs basis. Terms of Reference of the Publications Committee could be developed with a view to clarify functions and avoid overlaps with UNESCO's Publications Board. For example, the Publications Committee could contribute to ensure the strategic fit of proposed publications, reduce the risks that proposals are turned down by the Publications Board, assess knowledge development and dissemination in PRODOCs, conduct the policy review of publications, monitor the Publications Plan, analyze publications' uptake and outcomes, and promote the institutionalization of good practices and innovations.

# Management Response

## Overall Management Response

The evaluation scope covers 2018-2021 and includes a large sample of SHS knowledge products in HQ and in the field that were finalized during this period, and whose production spanned from much earlier on. Since then and by the first part of 2023, SHS made a quantum leap shift by designing and implementing an integrated strategy encompassing the production, enhanced and targeted communication and dissemination of high-level knowledge products and publications. Each key publication focused on priority areas of the sector, with the aim to advance SHS' mandate and programmes through the knowledge creation of scientifically sound as well as policy relevant outputs, which are timely in terms of the policy discussion they aim to inform, as well as transformative in their ability to impact policy decisions. This was done by means of upskilling and reinforcing the scientific capabilities of the human capital of the sector; by establishing partnerships with leading institutions worldwide, specialised in relevant areas; and by creating "vulgarization" and dissemination material related to the key scientific pieces produced and by communicating effectively, targeting messages in line with the sought target audience. Important efforts were also made and succeeded to amplify the reach of key messages, in close cooperation with relevant corporate services.

Recommendations	Management response
<p><b>Recommendation 1</b></p> <p>The SHS Sector should develop a strategy to guide knowledge production over the course of the current and the next biennia.</p> <p><b>Addressed to:</b></p> <p>Management of SHS Sector</p>	<p><b>Accepted</b></p> <p>Following the period within the scope of the evaluation (2018-2021), the strategy being implemented by the Sector has entailed establishing frameworks that implement our mandate with purpose. For example, on the Sector's standard setting role, work is being advanced in 40 countries to produce national assessments regarding the Ethics of AI Recommendation, through the Readiness Assessment tool produced in 2022. The Antiracism toolkit is called to become a measurement framework of the efforts of Member States to deliver on the fight against racism. The Sector's partnership with La Caixa is long-term and includes the preparation of an annual report on inequalities. The Transforming MENTalities publication, is also being used to advance transformative work in India, among other examples. This work has established frameworks that will span through forthcoming biennia. The production of forefront knowledge was also ensured through partnering with leading institutions and researchers on topics such as neurotechnologies or chat GPT and by developing new conceptual and empirical framework related to e.g. gender-based resilience and fostering sustainable and inclusive growth by empowering human capital (forthcoming).</p>
<p><b>Recommendation 2</b></p> <p>The Sector should prioritize the development of transformative and innovative knowledge products.</p> <p><b>Addressed to:</b></p> <p>Management of SHS Sector</p>	<p><b>Accepted</b></p> <p>After the period covered by the evaluation (2018-2021), SHS redoubled efforts to produce more strategic, focused and high-quality publications, and to link them to major processes to inform and help steer policy, particularly policy changes in member states. The Sector has systematized and streamlined its knowledge production efforts, which were scattered before, concentrating its resources on key issues. Among the key axes there are the knowledge products of the programme related to the fight against racism and discrimination (with the toolkit and the cost of racism and healing publications), the implementation of programmes in support of the 2021 Recommendation on the Ethics of Artificial Intelligence and the 2017 Recommendation on Science and Scientific research; the launch of the Youth as Researchers initiative; the elaboration of analysis and big-data based initiatives feeding into flagship publications, such as fit4life sports initiatives and the Intercultural Dialogue framework; and innovative research-based work with the MOST "Inclusive and resilient societies report". Forefront knowledge was produced especially in relation to mapping complex technologies such as neurotechnology via science-technology linkages, labour-saving technologies and their impact on inclusion; the gendered impacts of AI (tabled at the CSW67) and the AI ecosystem.</p>

Recommendations	Management response
<p><b>Recommendation 3</b></p> <p>The Sector should dedicate more efforts to the dissemination of knowledge products.</p> <p><b>Addressed to:</b></p> <p>Management of SHS Sector</p>	<p><b>Accepted</b></p> <p>The strategy implemented by the Sector after the period covered by the evaluation (2018-2021), has resulted in the development and implementation of dissemination and communication strategies related to key knowledge products. In the case of the Recommendation on the Ethics of Artificial Intelligence, we created the Global Forum on the Ethics of AI, and the Observatory of Ethics of AI. These provide a real and a virtual platform, respectively, that enhance knowledge sharing and give visibility, every year, to the knowledge we are producing. The Ethical Impact Assessment is going to be launched with the Alan Turing Institute. The Global Forum on Antiracism is consolidated as an annual platform for the dissemination of this work. The Antiracism toolkit is called to become a measurement framework of the efforts of member states to deliver on the fight against racism. The Framework for Intercultural Dialogue, the Fit4Life sports initiative, the Youth as Researchers, and the gender-based resilient publications were conceived and developed with a communication plan which entailed launching them at prominent events; disseminate their content through e.g. interviews and op-eds; and communicating widely through own media channel as well as through partners' medias. And effort was made also to plan publications and finalize production in such a way as to time their launch at forthcoming global events.</p>
<p><b>Recommendation 4</b></p> <p>The Sector should strengthen and emphasize the systematic use of its knowledge production's standards and processes.</p> <p><b>Addressed to:</b></p> <p>Management of SHS Sector</p>	<p><b>Accepted</b></p> <p>As recommended by the evaluation, the Sector welcomes the proposal and will engage in an exercise to develop guidelines for external authors, contributors, and reviewers and explore launching an exercise to develop standards, templates, and supportive guidelines for a series of knowledge products to strengthen the recognition of the Sector, in line with corporate practices and guidelines and in cooperation with relevant corporate services.</p>
<p><b>Recommendation 5</b></p> <p>The Sector should consider elevating and strengthening knowledge governance.</p> <p><b>Addressed to:</b></p> <p>Management of SHS Sector</p>	<p><b>Accepted</b></p> <p>The Sector welcomes the proposal to establish an internal mechanism or Publications Committee, composed of the Sector's two Directors, the Executive Office, the Publications Officer, the Communication Officer, and technical staff (including FO) on a needs basis, with a clear function and for complementarity with the UNESCO Publications Board.</p>

# 1. Introduction

1. This report presents the independent external evaluation of the Knowledge Products of the Social and Human Sciences Sector of UNESCO (SHS) for the period 2018-2021. The evaluation was requested by the Assistant Director-General for Social and Human Sciences to UNESCO's Division of Internal Oversight Services (IOS). IOS included the evaluation in its workplan in the latter half of 2021. The evaluation adhered to the United Nations Evaluation Group (UNEG) Norms & Standards and reflects the requirements outlined in the UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation, as well as in the UNEG Ethical Guidelines for

Evaluation. It adopted a consultative, transparent, and culturally sensitive approach with internal and external stakeholders throughout the process.

2. The report sets out the context of the evaluation and presents the evaluation's scope and methodology. The following sections convey the evaluation's findings per evaluation criteria, prior to providing conclusions and recommendations for consideration by the SHS Sector.

# 2. Context of the Evaluation

3. Serving as a laboratory of ideas,<sup>1</sup> UNESCO helps countries to adopt international standards and manages programmes that foster the free flow of ideas and knowledge sharing. As a world leader in generating knowledge that influences global norms, UNESCO's key strength is the production of specialist knowledge that aims to promote policy dialogue and advocacy and guide more effective programming. The Organization has a strong track record of producing high-quality knowledge, in an accessible way, that is of use to partner governments and other development actors<sup>2</sup>.
4. Within UNESCO's five Programme Sectors, the Social and Human Sciences (SHS) Sector is tasked with advancing policy dialogues and solutions to address major societal challenges, including inequalities and the impact of the major trends (digital, climate, demography) on our societies. It also supports people in understanding each other and working together to build lasting peace and just and inclusive societies. The work of the SHS Sector focuses on the achievement of social inclusion and gender equality; advancing youth development and engagement; the promotion of

values through sports; intercultural dialogue, anti-racism, and the ethics of science and technology. As of October 2022, the SHS Sector was organized under 6 sections<sup>3</sup>:

1. Management of social Transformations and Foresight;
2. Inclusion, Rights and Intercultural Dialogue<sup>4</sup>;
3. Bioethics and Ethics of Science and Technology;
4. Youth;
5. Sport; and
6. Elimination of Doping in Sport.

5. The overall budget of SHS as reported in the 2020-2021 Programme and Budget (40 C/5) represents 6% of the total budget of programmes and programme-related services in UNESCO<sup>5</sup>. In comparison, the Education Sector is allocated 41%; the

1 One of UNESCO's 5 key functions, as stated in the 41 C/4 Medium term strategy page 11, i.e., Laboratory of ideas, Clearing house, Standard-setter, Catalyst and motor for international cooperation, and Capacity-builder.

2 MOPAN. 2019. *MOPAN 2017-2018 Assessments. United Nations Educational, Scientific and Cultural Organization (UNESCO)*. Paris.

3 As of March 2023 and following a restructuring, the SHS Sector is composed of (i) the Executive Office, comprising the Programme Planning and Monitoring Unit, and the Finance and Operations Support Unit; (ii) the Division for Research, Ethics and Inclusion, which includes the Section for Bioethics and Ethics of Science and Technology, the Section for Inclusion, Rights and Intercultural Dialogue, and the Youth Section; and (iii) the Division for Social Policies, composed of the Section for Management of Social Transformations and Foresight, the Sport Section, and the Section for the Elimination of Doping in Sport.

4 The Intercultural Dialogue Section and the Inclusion and Rights Section were merged in January 2021

5 Approved Programme and Budget (40/C5) 2020-2021

Culture Sector 20%; the Natural Science Sector 14%; and the Communication and Information Sector 5%. In terms of staff, 70% of the 53 professional staff of SHS are based in HQ and the remaining 30% are distributed among the UNESCO field offices<sup>6</sup>.

6. From a programmatic perspective, SHS work in the previous 2014 – 2021 Medium Term Strategy (37 C/4) was structured around one of the nine Strategic Objectives of UNESCO, namely **Strategic Objective 6: Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles**. Under this Strategic Objective, the sector's work focused on two main lines of action (MLA):

**Main line of action 1:** Mobilizing knowledge and embedding rights and ethics to foster and achieve social inclusion and equitable societies, with the following expected results (ER):

- Public policy-making in Member States strengthened, based on scientific evidence, humanities-based knowledge, ethics and human rights frameworks.
- National, institutional and human capacities strengthened at all levels to generate, manage, and apply knowledge for inclusive, equitable development that is based on ethical values and human rights.

**Main line of action 2:** Fostering intercultural dialogue and engaging young women and men for peaceful and participatory societies, with the following expected results (ER):

- Youth-led action enabled, from local to global levels, to address societal challenges and consolidate peace.
  - Member States' commitments to the global agendas in favour of inclusive, sustainable, and peaceful societies demonstrated through targeted advocacy campaigns and awareness-raising initiatives.
7. MLA 1, which was mainly dedicated to knowledge generation and dissemination, received 55% of the Sector's non-staff budget in the 2020-2021 biennium<sup>7</sup>.

<sup>6</sup> In 40/C5 the SHS Sector was attributed 53 professional staff's posts, which increased to 56.33 posts in 41/C5. According to EY's organisational diagnosis published in March 2021 the staffing of the SHS Sector decreased by 16% between 2018 and 2021, from 80 staff (Professional: 64; National professional: 1; General service: 15) during the 2018-2019 biennium to 67 staff (Professional: 53; National professional: 1; General service: 13) in 2020-2021.

<sup>7</sup> 40 C/5 Approved programme and budget 2020-2021.

8. The programmatic approach of the Sector was revised during the elaboration of the current Medium-Term Strategy for 2022-2029 (41 C/4) and subsequent Programme and Budget for 2022-2025 (41 C/5). The SHS Sector now contributes primarily to UNESCO Strategic Objective 3 to **Build inclusive, just and peaceful societies by promoting freedom of expression, cultural diversity, education for global citizenship, and protecting the heritage**. The key outcome of the Sector is to Promote inclusion and combat discrimination, hate speech and stereotypes (Outcome 7), but SHS also contributes through several outputs to other outcomes and strategic objectives (confer 41 C/5).
9. The work of UNESCO's Social and Human Sciences Sector makes a direct contribution to supporting Member States in the achievement of two Sustainable Development Goals and three SDG targets: SDG 16 Peace Justice and Strong Institutions (targets 16.6 and 16.7) and SDG 11 Sustainable Cities and Communities (target 11.3)<sup>8</sup>. It also contributes to supporting Member States in the implementation of other SDGs and several associated targets: SDGs 1, 3, 4, 5, 7, 10, 13 and SDG 17<sup>9</sup>.

<sup>8</sup> UNESCO. 2017. *UNESCO's contribution to the implementation of the 2030 Agenda for Sustainable Development*. Paris.

<sup>9</sup> Several components of SHS' work also echo other agendas. The recent report "*Our Common Agenda*" for example proposes 12 areas of action designed to strengthen and accelerate multilateral agreements – particularly the 2030 Agenda – and make a tangible difference in people's lives. The report looks ahead to the 25 next years and formulates recommendations which are supported by the SHS Sector, such as leaving no one behind, promoting peace, listening to, and working with youth, taking into account future generations, or placing women and girls at the centre.

### 3. Scope and Object of the Evaluation

10. Producing and disseminating high quality knowledge is a central activity of the SHS Sector. This includes the collection, analysis and production of data and information in the form of guidance, tools, databases, policy briefs, international norms and standards, and thematic research-based publications. The centrality of this activity was recently emphasized in a message from the Assistant Director General (ADG) which stated a vision for the Sector and called, inter alia, for: *producing more flagships, improving quality and focus, and enhancing dissemination through innovative methods, with the goal of becoming more visible to prominent advocates to key decision makers around the world*<sup>10</sup>.

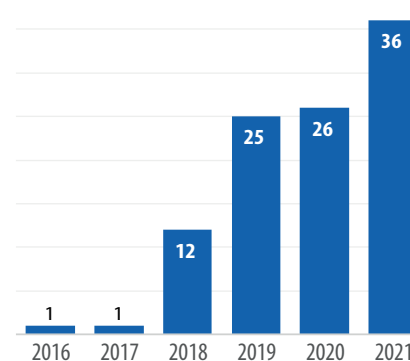
#### 3.1. Object of the evaluation

11. The evaluation defined SHS Knowledge Products<sup>11</sup> as: *an artefact that binds the research, experience, or perspectives of SHS programme staff, researchers, external experts and partners in an explicit form so that it can be effectively accessed, stored, shared, leveraged, and maintained. Knowledge Products often refer to documents (such as flagship reports, books, journal articles, conference proceedings) but may also include multimedia (video, podcasts, etc.).*
12. To inform the areas of review, and methodology, the evaluation performed a content inventory of the SHS knowledge products created during the **period of focus of the evaluation**, i.e., from **2018 to 2021**. To further support the analysis, the review also integrated a few publications produced before that period, e.g., the flagship *World Social Science Report 2016*, and the global report *Fit for life: sport powering inclusive, peaceful, and resilient societies* which was created in 2017 but disseminated in 2018.

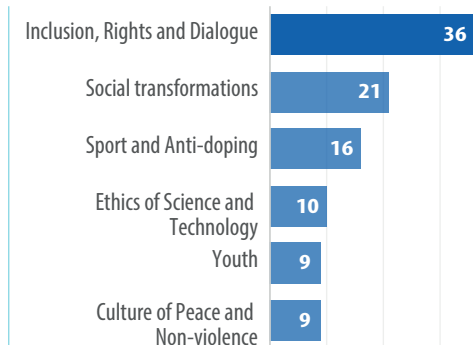
Altogether, the evaluation identified 101 knowledge products from the SHS Sector, including publications authored by field offices and programmes (Annex 3)<sup>12</sup>.

13. Over the period 2018-2021, the trend indicates an increase in the number of knowledge products delivered annually (Figure 1). A significant proportion of knowledge products cover the areas of *Inclusion, Rights and Dialogue*; *Social Transformations*; and *Sport and Anti-doping* (Figure 2). The evaluation's content inventory also identified 8 publications with a specific focus on gender equality and women's empowerment. In addition, many other SHS knowledge products have included a gender dimension without necessarily making women the focus of the product<sup>13</sup>.

**Figure 1. Development of SHS knowledge products increased over time<sup>14</sup>.**



**Figure 2. Knowledge products on inclusion, rights and dialogue are the most numerous.**



<sup>10</sup> Message from ADG/SHS to staff. Version # 4 (11 November 2020)

<sup>11</sup> The definition was based on (i) UNESCO's Publications Guidelines, which defines publications to include: books, periodicals, maps, audio/video, and multimedia; and (ii) evaluation interviews which indicated that other outputs were also to be considered in this category, such as databases, e-platforms, or podcasts.

<sup>12</sup> Identification based on a purposeful sampling, E.g., partial list of knowledge products for 2016 and 2017.

<sup>13</sup> UNESCO developed in 2019 a brief note to ensure that gender equality considerations are included in all documents and publications: *Gender equality guidelines for UNESCO publications*: <https://www.unesco.org/sites/default/files/medias/fichiers/2022/08/GE%20Guidelines%20-%20Publications.pdf>



14. SHS knowledge products have primarily taken the form of research and discussion papers followed by guides, manuals, and handbooks (Figure 3). Flagship, global reports and major publications form about 4% of the inventory and normative documents less than 6%.

**Figure 3.** SHS knowledge products are primarily research/discussion papers; guides, manuals, and handbooks; and advocacy tools.

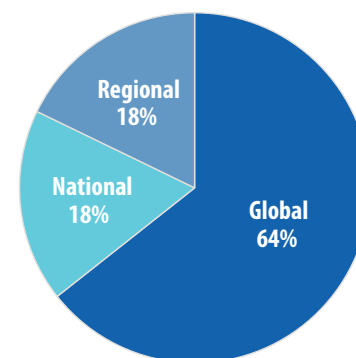


15. The majority i.e., 64 percent of the knowledge products identified by the evaluation have a global scope (Figure 4). The evaluation's content inventory compiled 18 knowledge products developed in and for Africa (19 percent of the SHS knowledge products identified for the period 2018-2021), primarily in Zimbabwe, but also in Egypt and Morocco. Most knowledge products (overall 94 percent) are available in English, while fewer numbers of products are (also) available in other languages. (Figure 5). A few SHS knowledge products have been translated into non-UN official languages, such as Korean, Portuguese, and Bahasa Indonesia. In Zimbabwe, the office produced advocacy videos in sign language and the evaluation observed a publication from the SHS team printed in braille. About 25% of the knowledge products were developed in collaboration with external experts and partners<sup>15</sup> and 30% were created with or by UNESCO field offices.

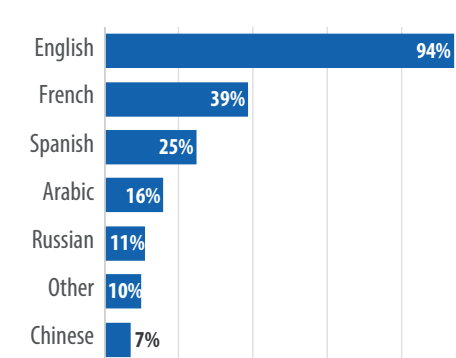
<sup>14</sup> Purposeful inventory.

<sup>15</sup> i.e., individual experts, academics, other organisations including UN entities.

**Figure 4.** The majority of SHS knowledge products have a global scope.



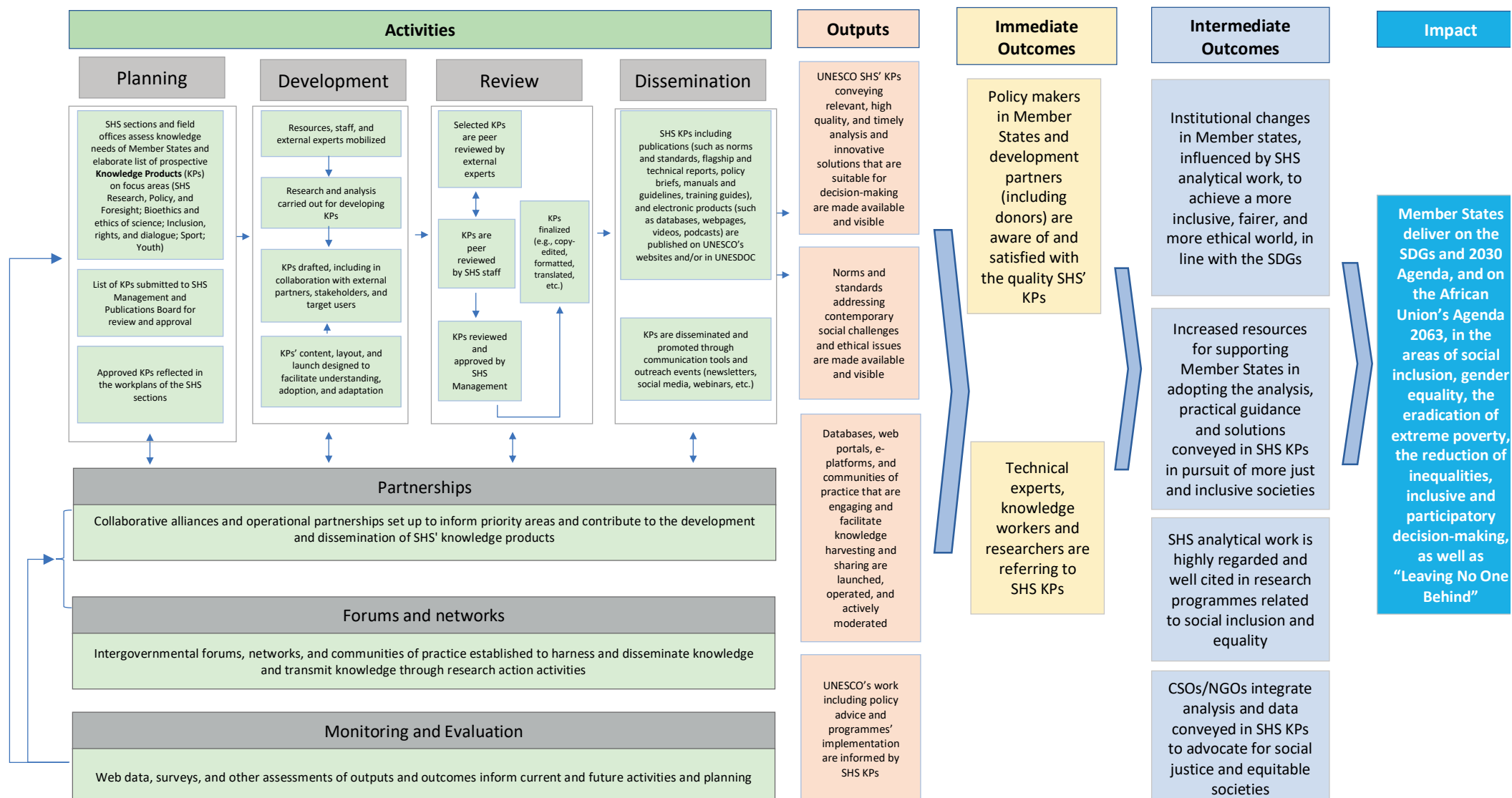
**Figure 5.** SHS knowledge products are primarily in English.



16. As noted above, in addition to books and periodicals, the Sector delivers e-platforms and multimedia tools, and events which contribute to knowledge harvesting and dissemination. Events include webinars, conferences, and symposia (face-to-face and online) and meetings. The evaluation consolidated a list of knowledge products with such formats since 2018. About 15% of the knowledge products categorized by the evaluation were in the form of multimedia or interactive tools, such as podcasts, webinars, e-platforms, forums. These knowledge products coming sometimes as series, such as news articles, think pieces, courses or webinars, have resulted in numerous and/or more specific knowledge items.

## 3.2. Theory of Change

Figure 6. Draft reconstructed simplified theory of change.



17. The SHS Sector had not developed a sector-wide Theory of Change for its knowledge products that would depict the causal pathways through which they are set to achieve specific outcomes and contribute to development impact. Accordingly, the evaluation leveraged secondary resources and interviews to reconstruct a simplified (draft) TOC for SHS knowledge products (Figure 6). The reconstructed Theory of Change builds primarily on the results framework elaborated for the period 2020–2021 (40 C/5) and was also informed by the 2022–2023 results framework (41 C/5). The draft TOC informed the design of the evaluation's data collection instruments and analysis of the findings. It presents several change pathways which emerged as based on the activities and intended outcomes linked to SHS knowledge production.
18. The evaluation also derived the following drivers<sup>16</sup>(D) and assumptions<sup>17</sup>(A) from secondary resources and inception interviews:
  - **D1:** SHS staff have the incentives, time, capacities and resources required to develop knowledge products.
  - **A1:** Local conditions are supportive of the use of SHS' knowledge products (conditioned by the context in which relevant actors operate).
  - **A2:** Members States and policymakers establish necessary policy and financing mechanisms that enable transformative and sustainable results promoted by SHS knowledge products.
19. The reconstructed pathways for a realization of the change processes between outputs and outcomes as well as the underlying assumptions were analysed and served to articulate findings during the evaluation.

<sup>16</sup> Drivers refer to supporting actions or conditions over which UNESCO has a measure of control and that can be facilitated or influenced.

<sup>17</sup> Assumptions are conditions that are beyond the direct control of UNESCO.

### 3.3. Previous assessments

20. Several previous reviews and evaluations assessed the achievements of UNESCO in the delivery of knowledge products. In 2019, MOPAN recognized UNESCO as a world leader in generating knowledge that influences global norms<sup>18</sup>. MOPAN's assessment also commended UNESCO's sectors and institutes for expertise in several areas across its mandate<sup>19</sup> and for developing knowledge products that helped practitioners perform specialised capacity analysis and develop capacity.
21. In 2019, IOS Internal Audit conducted *a Review of UNESCO's Publications*.<sup>20</sup> It noted important progress by the Organization in strengthening the publication process. Amongst these, it mentioned: the establishment of the Publications Board<sup>21</sup>, the Education Sector Publications Committee, the UNESCO Open Access Policy, and the *Information Management Material Tool (IMMT22)* which includes support in the planning process, and guidelines for the entire publications process. However, the review also pointed out that a more strategic approach was needed to ensure that publications were aligned with the Organization's strategic and programmatic priorities. The report also stressed that the entire lifecycle of the publication process needed to be supported by more effective and modern IT tools to be able, for example, to track costs. It also recommended that user-friendliness and accessibility for e-publications be given stronger consideration. Moreover, the report noted that publications should be supported by a well-prepared and timely communication plan and outcomes and impact should be more systematically and rigorously monitored. Several evaluations of SHS programmes and projects also covered, to various extent, the area of knowledge production<sup>23</sup> resulting among other in similar conclusions.
22. In addition, the Sector recently conducted an organizational assessment which encourages removing internal barriers limiting publication; better acknowledging contributors; and relying more on data<sup>24</sup>.

<sup>18</sup> MOPAN. 2019. *United Nations Educational, Scientific and Cultural Organization (UNESCO): 2017-18 Performance Assessment*. Paris.

<sup>19</sup> In particular: crisis-sensitive educational planning, information management and capacity building for ministries of education, the care of UNESCO-designated sites, and the governance of natural resources and sustainable development.

<sup>20</sup> UNESCO. 2019. *IOS Review of UNESCO's Publications*. IOS/AUD/2019/12. Internal Oversight Service. Internal Audit Office. Paris.

<sup>21</sup> In 2011 UNESCO established the Publications Board to guide and strengthen publishing activities at headquarters and in the field. See also the evaluation's findings in section 6.3.

<sup>22</sup> The IMMT is the IT application UNESCO relies on for managing the publications process and pipeline.

<sup>23</sup> *The Evaluation of the UNESCO Fund for the Elimination of Doping in Sport* for example recognized a contribution of the fund to increasing awareness and understanding of doping issues and to developing a repository or resources.

<sup>24</sup> EY. 2021. *SHS Organizational Diagnosis*. Internal document. UNESCO. Paris.

## 4. Evaluation Objectives and Questions

23. The purpose of this evaluation is to provide SHS management and teams with evidence on the positioning and contribution of the Sector's knowledge products to SHS strategic objectives.

### 4.1. Evaluation criteria

24. The evaluation assessed the relevance, coherence, efficiency, effectiveness and added value of SHS's knowledge products. It sought to provide a better understanding of how the SHS Sector identifies knowledge needs and how it produces, shares, and ensures the quality of its knowledge products. It also explored the products' uptake, that is who are the users and how they are being used. The evaluation also assessed the extent to which the knowledge products have contributed to the Sector's expected results at the global and regional levels.
25. The evaluation integrated UNESCO's global priorities: Gender Equality and Africa, by seeking to collect data on gender-relevant matters as well as focusing, when appropriate, on the needs of the African continent.
26. The main objectives of the evaluation were to:
- Assess the strategic relevance of SHS knowledge products vis-à-vis global development agendas, UNESCO's strategies, and needs of target users.
  - Assess the usefulness and value of the SHS knowledge products to Member States, including their policy needs, and other relevant stakeholders.
  - Assess the knowledge products' contributions to the Sector as well as to UNESCO's strategic objectives.
  - Generate lessons learned and draw forward-looking recommendations to inform the future of the knowledge production function of the SHS Sector.
27. The evaluation mainly concentrated on the period from 2018 to 2021, but also considered knowledge products outside of that time range when found useful to inform the assessment. The evaluation covered all the SHS knowledge products at global and field levels that were either accessible through UNESDOC and other online platforms or were provided by SHS staff.
28. The evaluation conveys findings, good practices, and lessons intended to be useful for learning purposes. Furthermore, the evaluation delivers recommendations that span from the strategic to practical and actionable levels. The evaluation was also expected to inform the work of the SHS Sector and to contribute to further strengthening SHS' knowledge production at the global level. Accordingly, the evaluation is not only summative but also formative, aiming to support SHS in its next steps.

## 4.1. Key Evaluation Questions

29. The key evaluation questions (Table 1) served to frame the evaluation process. Initial questions were formulated in the Terms of Reference and then discussed, clarified, and validated during the inception phase based on OECD DAC evaluation criteria.

**Table 1.** Evaluation Key Questions.

CRITERIA	KEY QUESTIONS
<b>RELEVANCE</b>	<ul style="list-style-type: none"> <li>• To what extent are SHS knowledge products relevant to global social challenges and to national needs of Member States?</li> <li>• What is the positioning of the SHS knowledge products in their respective thematic areas?</li> </ul>
<b>COHERENCE</b>	<ul style="list-style-type: none"> <li>• To what extent are SHS knowledge products coherent with the Sector's strategic objectives?</li> <li>• To what extent is the design of the knowledge function appropriate for the achievement of the Sector's objectives?</li> </ul>
<b>EFFICIENCY</b>	<ul style="list-style-type: none"> <li>• How efficiently has SHS used its human and institutional resources in the production and dissemination of knowledge products?</li> <li>• How is SHS monitoring, reporting, and communicating about its knowledge products?</li> <li>• To what extent has SHS used partnerships to develop and/or promote its knowledge products?</li> </ul>
<b>EFFECTIVENESS</b>	<ul style="list-style-type: none"> <li>• How visible are SHS knowledge products within and outside of UNESCO?</li> <li>• What does SHS do to ensure its knowledge products achieve its intended uses, including informing policy makers?</li> <li>• What results have the SHS knowledge products achieved, or contributed to achieving?</li> <li>• How far have SHS knowledge products achieved change on the ground?</li> <li>• What is the added value of the SHS knowledge products?</li> </ul>
<b>INNOVATION</b>	<ul style="list-style-type: none"> <li>• To what extent have the SHS knowledge products promoted innovative ideas and «out of the box» content?</li> </ul>
<b>INFLUENTIAL FACTORS</b>	<ul style="list-style-type: none"> <li>• What have been the main enabling and hindering factors for SHS to fulfil its objectives in terms of knowledge production?</li> </ul>

30. The findings presented in this report follow the structure presented by the above evaluation criteria and questions.

## 5. Methodology of the Evaluation

31. The evaluation adhered to the United Nations Evaluation Group (UNEG) Norms & Standards<sup>25</sup> and adopted a consultative, transparent and culturally sensitive approach with internal and external stakeholders throughout the process. It reflects the requirements outlined in the UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation, as well as in the UNEG Ethical Guidelines for Evaluation.
32. The evaluation questions listed above are structured in line with the OECD DAC Evaluation criteria<sup>26</sup>, and guided the assessment<sup>27</sup>. They were further developed in an evaluation matrix, including evaluation sub-questions, methods for data collection, and source of data for each question (see annex 4). In answering all evaluation questions, the evaluation relied on multiple sources of primary and secondary data for data collection, and used mixed-methods approach for data analysis, triangulation, and validation.

### 5.1. Data collection methods

33. Sources of data and methods of collection included document review, interviews, synthesis of evidence from relevant evaluations<sup>28</sup>, and surveys.
  - **Desk Study:** The review of secondary sources included three components. First, the evaluation conducted an inventory, review, categorisation, and statistical analysis of 101 knowledge products developed during the period under evaluation (2018-2021) to identify their authors, thematic coverage, and publication category.

<sup>25</sup> <http://www.unevaluation.org/document/detail/1914>

<sup>26</sup> <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

<sup>27</sup> The OECD DAC criteria on impact and sustainability were not covered by the evaluation due to a range of factors, such as lack of appropriate baselines, non-experimental design in knowledge production approaches, or limited resources.

<sup>28</sup> Evaluation of UNESCO's work in the thematic area of History, Memory and Intercultural Dialogue – Finalized in September 2020; Evaluation of the NET-MED Youth Project (2014-2018); Evaluation of UNESCO's Bioethics and Ethics of Science and Technology Programme (August 2017); Evaluation of UNESCO's International Convention against Doping in Sport (August 2017); Evaluation of UNESCO's thematic area of work "History, memory and intercultural dialogue for inclusive societies" (2020); Evaluation of Mid-Term Review of the UNESCO Operational Strategy on Youth (OSY- 2014-2021); Review completed in December 2018.

The evaluation conducted a second review which focused on the SHS Publications Plans 2018-2019 and 2020-2021. Both documents were used to assess the effective delivery against the plans. Furthermore, the latest plan was also used to analyse the target audiences of planned publications. The evaluation team also reviewed corporate policies and strategies, procedures and guidelines, project documents and progress reports.

- **Evaluation synthesis:** The evaluation reviewed five evaluation reports<sup>29</sup> produced during the period covered by the assessment to extract and synthesise findings, conclusions and recommendations related to the evaluation questions.
- **Online Surveys:** The evaluation conducted two surveys that were developed in English, French and Spanish and were open for a total period of two months. The first was sent to SHS's stakeholders identified by SHS sections as target users of their knowledge products (i.e., convenient sampling) to collect information on the relevance and effectiveness of SHS' knowledge products. The survey also sought informants' perspectives on the influence and uptake of the knowledge products. The survey targeted 162 respondents and compiled feedback from 82 respondents<sup>30</sup>, for an overall response rate of 51%. The respondents to the survey included 37 females, 39 males, and 6 "other". The assessment also relied on inputs from 16 survey respondents based in Africa (20 percent of respondents from 10 countries).

A second survey was administered to authors/owners of SHS publications produced in the period 2018 - 2021, who were identified in the inventory, to gather information on their objectives, design, operation, dissemination, quality

<sup>29</sup> (i) TalPlay. 2021. *Final Evaluation: 'Prevention of Violent Extremism through Youth Empowerment in Jordan, Libya, Morocco, and Tunisia'*. (ii) UNESCO. 2017. *Evaluation of UNESCO's Bioethics and Ethics of Science and Technology Programme*. IOS Evaluation Office. Paris. (iii) UNESCO. 2019. *Evaluating results of the UNESCO trainings on meaningful youth engagement in UNESCO's work (2017-2019). Survey results*. (iv) UNESCO. 2019. *Evaluation of the Network of Mediterranean Youth Project (2014-2018)*. IOS Evaluation Office. Paris. (v) UNESCO 2021. *Final OSY assessment and scoping for a new UNESCO strategic document on youth (2022-2029). Summary report of Youth Focal Points contributions. September 2021*. Internal document. Paris.

<sup>30</sup> Organisations/profiles represented: Academia/Research: 32; Embassy or Permanent Delegation: 1; International organisation: 5; N.A.: 2; NGO/CSO: 4; Other: 4; Policy Maker (Government): 18; Private citizen: 4; Student: 1; UNESCO Chair: 10; UNESCO National Commission: 1.

assurance and results monitoring systems in place. The survey targeted 43 authors and gathered feedback from 5 respondents, for an overall response rate of 12%.

- **Interviews:** Informants included UNESCO staff (at HQ, and field-level), representatives of the development partners (including UN partners), Member States delegations and government officials, academia, research organizations and civil society (Table 2). Interviews were conducted remotely via Zoom or Teams. Interview protocols were designed in accordance with each informants' group perspectives and their relationship with SHS' knowledge outputs. About 52% of the evaluation interviews were conducted with women. In addition to the field mission conducted in Zimbabwe, which consulted 36 informants, the evaluation interviewed 5 informants based in Kenya.

**Table 2. Remote interviews.**

Sources	Number of meetings
UNESCO SHS Inception Meetings	11
Data Collection meetings	
• UNESCO HQ staff	18
• UNESCO Field Network	6
• National and Development Partners	9
<b>Total</b>	<b>44</b>

- **Country visits:** The evaluation visited two UNESCO field offices in Mexico and Zimbabwe to consult with UNESCO FO staff, country level stakeholders, including national government officials and local partners, and get their feedback on the relevance of the SHS knowledge products to the national priorities, and their use by relevant stakeholders, as well as to assess the coherence of these products with the work of SHS in these countries and their results at field level<sup>31</sup>. The evaluation met with 13 informants in Mexico and 36 informants in Zimbabwe (Table 3).

**Table 3. Country visits.**

Informants	Mexico	Zimbabwe
<b>UNESCO</b>		
• UNESCO Regional and Country Office Staff	4	8
• UNESCO's sectors and institutes: UNESCO category 1 & 2 institutes		
<b>Partners and stakeholders</b>		
• Member States: Governments, ministries, national and sub-national public institutions, UNESCO National Commissions	7	6
• UN Partners: UNDS, Resident Coordinators, UNCT		4
• Non-state actors: NGOs, CBOs, CSOs, young people, cities, private sector	2	13
• Research and academia: Universities and research institutions		5
<b>Total</b>	<b>13</b>	<b>36</b>

- **Global media scan and bibliometric analysis:** *web metrics such as number of downloads and other quantitative data and web analytics subscribed by UNESCO or publicly available.* The evaluation used Overton<sup>32</sup> to assess the level of policy uptake of a sample of SHS publications. The assessment of the level of academic uptake was informed by Google Scholar. Assessment of the visibility and uptake of a sample of SHS publications by the general public relied on reference in online newspapers and social media analytics collected and provided by UNESCO. Leveraging the above data collection tools, the evaluation assessed in detail, five SHS publications (Table 4), covering different SHS sections, to illustrate the specific contributions made by SHS in the respective thematic areas and to identify underlying success and hindering factors. The selected knowledge products represent all four UNESCO publication categories and were proposed by SHS staff as good cases to generate lessons learned for future activities.

<sup>31</sup> The evaluation originally selected four field visit countries based on the following criteria, (i) selected countries have been proposed by at least two sections, and (ii) selected countries are from different geographical regions. The four countries initially targeted were Mexico, Zimbabwe, Lebanon, and Indonesia. Interviews with Lebanese informants were conducted remotely. As for Indonesia, the visit was cancelled as the Sector did not provide the evaluation team with a list of potential informants.

<sup>32</sup> Overton provides the world's largest searchable index of policy documents, guidelines, think tank publications and working papers. It collects data from 182 countries and over a thousand sources worldwide. See at: <https://www.overton.io/>



**Table 4.** Focus knowledge products.

UNESCO Category	Knowledge Product	Primary Author
1	<b>World social science report- 2016.</b> Challenging inequalities: Pathways to a just world.	SHS Sector. Research, Policy and Foresight Section.
2	<b>Manual for Developing Intercultural Competencies.</b> Story circles.	Inclusion, Rights and Dialogue Section.
3	<b>How to Influence the Development of Quality Physical Education Policy.</b> A policy advocacy toolkit for youth.	Sport Section.
4	<b>UNESCO 2018 Asia-Pacific youth evaluation report.</b>	Youth Section (UNESCO Bangkok Office).
N.A.	<b>Report of the International Bioethics Committee (IBC) on the Principle of Individual Responsibility as related to Health</b>	Bioethics and Ethics of Science and Technology Section.

## 5.2. Data Analysis

34. The evaluation used a combination of complementary approaches for data analysis. Qualitative analysis was performed of data collected through desk review, interviews, evaluation synthesis review, and open-ended survey questions. Quantitative analysis covered web and survey data. The evaluation analysed the users' survey at the aggregate level as well as through cross-tabulations to identify perspectives from specific survey segments (e.g., technical areas, target audiences and gender group).
35. Quality assurance was provided by the Evaluation Reference Group which was composed of staff representing each of the Sector's sections. The Reference Group reviewed and commented on the draft inception and evaluation reports and was consulted at key steps of the evaluation process. The IOS also performed a quality assessment of the draft evaluation report against UNESCO's quality Assurance template and commented the draft report. Comments from the Reference Group and from IOS were accounted for and reflected as appropriate in the final evaluation report.

## 5.3. Evaluation Risks and Limitations

36. The evaluation confronted the following limitations, which were mitigated to the extent possible in order to ensure a credible and robust evaluation:
  - **Lack of results framework:** Since knowledge production is not a programme with an explicit results framework, it was not feasible to assess the achievements against set targets using specific indicators. To address this, the evaluation reconstructed a Theory of Change (TOC), to map out SHS's knowledge production process and activities, how they are expected to lead to expected outputs and contribute to desired change. In addition, the reconstructed TOC served as reference framework, when assessing the efficiency and effectiveness of the knowledge products.
  - **Remote data collection:** The evaluation included only two country visits allowing for face-to-face interviews and direct observations. This may have limited the collection of evidence at the outcome level. This constraint was mitigated by relying on complementary data collection instruments including virtual interviews, a stakeholder survey, and a search for publicly available secondary resources.
  - **Limited availability of secondary resources:** The evaluation team had limited access to web metrics, reducing the review of evidence and reporting. This constraint was mitigated by using and triangulating data collected through several data collection instruments, including interviews, stakeholder survey, Google Scholar and Overton data.
  - **Limited availability of staff:** Due to competing demands and agendas, few staff from the Section on Bioethics and Ethics of Science and Technology were able to participate in the evaluation interviews. This limitation was to some extent mitigated through the review of available secondary data (IOS evaluation, knowledge products developed by the Section, interviews with external informants).

## 6. Findings

37. This section is articulated around the evaluation criteria and questions.

### 6.1. Relevance

#### *Responding to global social challenges and national needs*

38. **The SHS knowledge products cover themes that are consistent with UNESCO's mandates and respond to global agendas, but their relevance to national themes is more mixed.** SHS knowledge products are aligned with the global mandates and thematic areas assigned to the Sector by Member States. This includes providing support to the development and implementation of norms and standards in the areas of ethics of science and technology<sup>33</sup>; inclusion, rights and dialogue<sup>34</sup>; social transformations<sup>35</sup>, and sport and anti-doping<sup>36</sup>.
39. The themes covered by SHS knowledge products also support the achievement of the SDGs. The Sector provides support in the achievement of two specific SDGs and three SDG targets.<sup>37</sup>
- a. SDG 16 Peace (targets 16.6 and 16.7)
  - b. SDG 11: Sustainable cities and communities (target 11.3).

33 Relevant norms and standards include : Recommendation on the ethics of artificial intelligence; Declaration of Ethical Principles in relation to Climate Change; International Declaration on Human Genetic Data; Recommendation on Science and Scientific Researchers; Universal Declaration on Bioethics and Human Rights; Universal Declaration on the Human Genome and Human Rights.

34 In line with the Declaration on Race and Racial Prejudice.

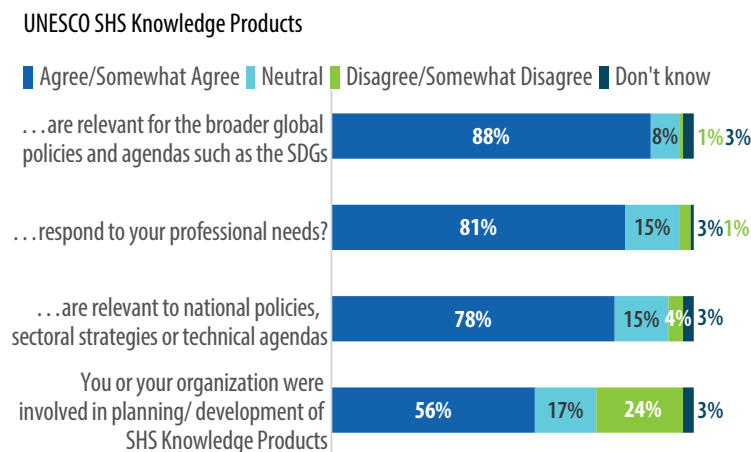
35 The Sector is anchored in the MOST strategy, which is defined by Member States

36 Normative frameworks include: the International Charter of Physical Education, Physical Activity and Sport; and the International Convention against Doping in Sport.

37 UNESCO is not the custodian agency for those indicators

40. The Sector also brings an indirect contribution to SDGs 1, 3, 4, 5, 7, 10, 13 and SDG 17. For example, knowledge products on inclusion and social cohesion contribute to SDG 4.7 (cultural literacy), and SDG 5 (gender equality). Knowledge products on bioethics contribute also to SDG 3 (good health and well-being), 13 (climate action).
41. However, the evaluation noted that a reference to the SDGs was not always explicit in SHS knowledge products nor specified in the SHS Publications Plans, preventing, eventually, the Sector from formulating a more precise analysis of the frequency and/or extent of coverage of each Goal, and of any possible knowledge production gaps to fill.
42. In the user's survey, a vast majority (88%) agreed or somewhat agreed that SHS knowledge products were relevant for the broader global policies and agendas (Figure 7). A slightly fewer percentage of respondents (78%) also found that SHS knowledge products were relevant to national policies, sectoral strategies, or technical agendas. More than 8 out of 10 respondents indicated that SHS Knowledge products were relevant to their professional needs. In contrast, only a bit more than half of respondents said that they had been involved in the actual planning, design or development of the products.

**Figure 7. The majority of surveyed users agreed that SHS knowledge products were relevant for the broader policies and global agendas, such as the SDGs**



43. Evidence of knowledge products being responsive to national agendas was found in Zimbabwe where the SHS team and partners produced a range of reports that came after and in support of the revision of the national Constitution which improved, in 2013, the sensitivity to disability and inclusion.
44. Several evaluation informants, including policy makers in Lebanon, Kenya, and Zimbabwe, also commended the global scope of SHS knowledge products and their value for conveying comparative experiences that broadened national perspectives and expanded learning. However, the inputs collected from academics were more nuanced, some indicating relevance of the SHS knowledge products for their teaching activities but more limited relevance for research purposes. Cross-tabulations of the evaluation's users survey corroborated some mixed perspectives.

**53%** of policy makers and **41%** of academics agreed that UNESCO's SHS Knowledge Products were **relevant** for the broader global policies and agendas but....

**47%** of policy makers and only **16%** of academics agreed they were **relevant** to national policies, sectoral strategies, or technical agendas.

While 53 percent of the policy makers and 41 percent of academics agreed that UNESCO's SHS Knowledge Products were relevant for the broader global policies and agendas, 47 percent of policy makers and only 16 percent of academics agreed that they were relevant to national policies, sectoral strategies, or technical agendas. Regional disparities were also noted, with 50 percent of the respondents from Latin America agreeing that the SHS Knowledge Products were relevant to national policies, sectoral strategies, or technical agendas, compared to 20 percent for participants in Asia.

45. Survey cross-tabulations also indicate that respondents based in Africa tend to agree more often than in other regions that *UNESCO's SHS Knowledge Products respond to (their) professional needs*, but less frequently that *The development and promotion of UNESCO's SHS Knowledge Products benefits from national or local capacities, as appropriate*, suggesting room for the Sector to engage more with national and local partners when developing knowledge products (Table 5).

**Table 5.** Survey respondents based in Africa found more often than in other regions that UNESCO's SHS Knowledge Products respond to their professional needs.

(Based on a transformation of the survey Likert scale into indices, from 1: Disagree to 5: Agree).

Evaluation statements (sample)	Africa	Asia	Europe	Latin America and the Caribbean	North America
UNESCO's SHS Knowledge Products respond to your professional needs	<b>4.19</b>	3.83	4.04	4.17	4.00
UNESCO's SHS Knowledge Products are relevant to national policies, sectoral strategies, or technical agendas	3.63	3.52	3.88	3.58	3.75
UNESCO's SHS Knowledge Products are relevant for the broader global policies and agendas, such as the Sustainable Development Goals	3.75	4.00	4.44	3.75	4.50
The development and promotion of UNESCO's SHS Knowledge Products benefits from national or local capacities, as appropriate	3.13	3.39	3.32	3.83	3.25
UNESCO's global networks and partnerships are well engaged and leveraged in developing and disseminating SHS Knowledge Products	3.13	3.26	3.00	2.67	3.00
UNESCO's SHS Knowledge Products have enriched international public policy debates and global agendas with social and human science knowledge and gender equality considerations	3.50	3.78	3.76	3.08	4.00
UNESCO's SHS Knowledge Products have contributed to national policy changes, directions, or reform, or to parliamentary discussions or documents	3.25	3.52	2.48	3.08	3.50

46. **Some SHS knowledge products benefit from formal needs assessments and are sometimes tested with target audiences, but this is not systematic.** The evaluation found that various knowledge products were based on an assessment of knowledge gaps and needs of target users. One example is the survey<sup>38</sup> developed by the UNESCO Sector for Social and Human Sciences and the UNESCO Institute for Statistics (UIS) in 2017. This initiative identified that the definition of intercultural dialogue and the ways to measure it were unclear. The need to address these gaps was validated by a decision from the Executive Board, which led to the development of two knowledge products<sup>39, 40</sup>.

47. In Zimbabwe, the regional office conducted several surveys and assessments<sup>41, 42, 43</sup> to inform the programming of the Regional Office (and national partners) and the further development of knowledge products. National partners in Kenya referred to regular consultations with the Sector to inform normative and programmatic documents, such as the development of the *Recommendation on the Ethics of Artificial Intelligence*.
48. On various occasions, SHS staff strengthened the relevance (and effectiveness) of knowledge products by involving target users in their development and/or piloting. For example, the toolkit on *Sport values in every classroom: teaching respect, equity and inclusion to 8–12-year-old students*<sup>44</sup> was piloted in 13 countries prior to its launch in 2019 during the Forum preceding the seventh session of the Conference of Parties

38 <http://uis.unesco.org/en/news/unesco-survey-intercultural-dialogue>

39 UNESCO & Institute for Economics and Peace. 2020. *Measuring intercultural dialogue: a conceptual and technical framework*. Paris.

40 UNESCO & Institute for Economics and Peace. 2022. *We need to talk: measuring intercultural dialogue for peace and inclusion*. Paris.

41 UNESCO. 2020. *Towards the effective and meaningful participation of persons with disabilities in Zimbabwe*. Harare.

42 UNESCO. 2020. *Amplifying the Voices of women & girls with disabilities in Zimbabwe: A Comprehensive Study*. Harare.

43 UNESCO. 2021. *Comprehensive situational analysis on persons with disabilities in Zimbabwe*. Harare.

44 UNESCO & al. 2019. *Sport values in every classroom: teaching respect, equity and inclusion to 8–12-year-old students*. Paris.

to the International Convention against Doping in Sport<sup>45</sup>. Similarly, the *Manual for developing intercultural competencies: story circles*<sup>46</sup> was piloted in 5 countries prior to its finalization and dissemination<sup>47</sup>.

49. Another example regards a comprehensive youth policy support toolkit which has been under development after field offices reported gaps in training resources. The toolkit, which has been in the making for 10 years and is reaching completion, has been tested in various countries such as Zambia, Sudan, Nigeria, Côte d'Ivoire, and Jamaica, as well as peer-reviewed, gathering comments from Member States as well as youth organisations. In Zambia, for instance, the testing of the package was coordinated by UNESCO and SHS staff in Paris and Lusaka with support from a national consultant. UNESCO contributed \$32,222 to test and pilot the toolkit in Zambia and support the national youth policy review process, while other partners, including UN agencies, provided direct and in-kind contributions for different components of the process.
50. In many other countries, knowledge products were developed with youth, including through the *Youth As Researchers Initiative* (YAR)<sup>48</sup>, which engaged 270 youth across 70 countries. Studies in this initiative were global, regional and some national.
51. The evaluation found other examples of iterative participatory reviews of knowledge products in Zimbabwe. The publication *Harmful cultural beliefs and practices, stigma and discrimination towards women and girls with disabilities a toolkit for change*<sup>49</sup> was tested at district level through two workshops involving persons with disabilities and Organizations of Persons with Disabilities (OPDs). Several knowledge products were also developed with or by persons with disabilities, such as the publication on *Mainstreaming Disability in the Prevention of and Response to Violence against Women with Disabilities in Zimbabwe*, or a series of video for people with hearing impairment, hearing loss, or deafness.
52. Despite these examples, the evaluation found also significant evidence of knowledge products being developed without any formal assessment of the specific knowledge

45 <https://www.un.org/development/desa/ageing/wp-content/uploads/sites/24/2020/09/Values-Education-through-Sport.pdf>

46 Deardorff D. K. 2020. *Manual for developing intercultural competencies: story circles*. UNESCO & Routledge. Paris.

47 The Manual is inspired by indigenous traditions. It was piloted with indigenous populations in Costa Rica, but with other target audiences in the other pilots.

48 The YAR initiative has engaged approximately 270 young people, from over 70 countries, as researchers.

49 <https://unesdoc.unesco.org/ark:/48223/pf0000375021>

needs of different target audiences. Field Office staff for instance pointed out that “it takes time and resources to rigorously assess demands from target users. We often spend little, if any, time on needs assessment”. Interviews with SHS staff and external partners also indicated that knowledge products were sometimes “opportunistic”, resulting from donors’ funding but not necessarily as a response to a specific needs assessment. Engagements with the National Commissions were also reported variable in countries where this entity is primarily focused on another theme or Sector, such as on Education.

53. SHS staff also frequently shared the perspective that “less is more”, that is, that there were too many publications delivered by the Sector and that not all SHS knowledge products were relevant. The evaluation also noted that many products in the Sector’s Publications Plan did not report audiences’ needs after some formal assessments but rather were based on SHS staff’s own judgement. Furthermore, evaluation interviews and the users’ survey indicated that academics and staff from international organisations had mixed perspectives on the relevance of SHS knowledge products.

### Positioning of SHS knowledge products

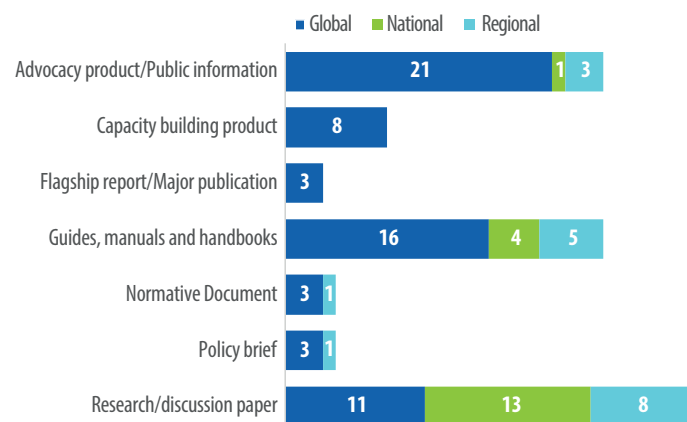
54. **SHS knowledge products frequently target different audiences that do not have the same knowledge needs.** The evaluation analysed the positioning of SHS knowledge products through several lenses. In May 2020, the Sector released the Publications Plan 2020-2021 listing 39 knowledge products proposed for development by SHS HQ staff (22 products) and field offices (17 products) over the course of the biennium. Among other information, the SHS publications plans presented the target audiences of each product. Policy makers were the most frequent prospective users, for 67 percent of the knowledge products, followed by practitioners, 49 percent, youth 38 percent and academia 33 percent<sup>50</sup>. Policy makers were more often targeted by the field network. About 88 percent of the knowledge products from field offices cited policy makers as expected users compared to 50 percent for HQ based knowledge products.
55. All knowledge products except two targeted several types of audiences. For instance, 41 percent of the products targeted simultaneously policy makers and practitioners,

50 Note: Reliability of these statistics is dependent on the accuracy of the information that SHS teams provided to the Publications Plan. The Publications Plan does not present the publications that were effectively produced but projections.

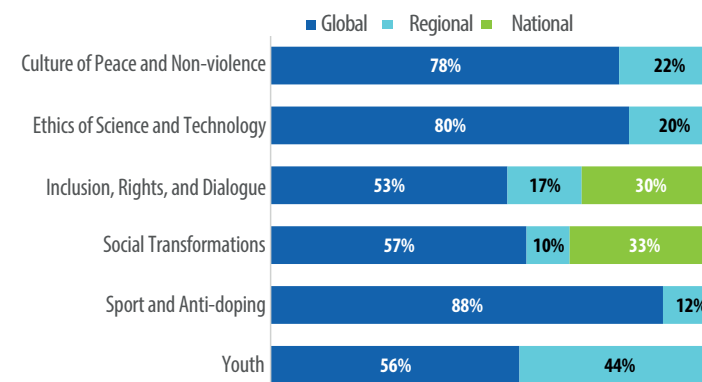
46 percent of the products targeting academia also targeted policy makers and 73 percent of the products targeting youth also targeted policy makers. Target audiences varied across thematic areas, for instance 80 percent of SHS knowledge products on *Inclusion, rights and dialogue* targeted practitioners compared to 11 percent for the products on *Social transformations* (from the Research, Policy and Foresight section), the latter rather targeting academics and the general public.

56. The evaluation's content inventory of knowledge products for the period 2018-2021 (Annex 3) shows that SHS thematic areas have prioritized different categories of publications. *Guides, manuals and handbooks*, for example, formed a significant part of the knowledge products on *Sport and anti-doping*. *Research/discussion papers* addressed primarily *Inclusion, rights and dialogue*, and *Social transformations*, with studies often focusing on national or regional contexts. Conversely, the scope of *Capacity building products* has been usually global (Figure 8). At national level, knowledge products addressed most frequently topics related to *Inclusion, rights and dialogue*, followed by *Social transformations* (Figure 9). Several country informants indicated the potential value for partners and stakeholders to increase localized content on areas such as *Youth* or *Sport*.

**Figure 8. National topics are rather explored through research and discussion papers.**

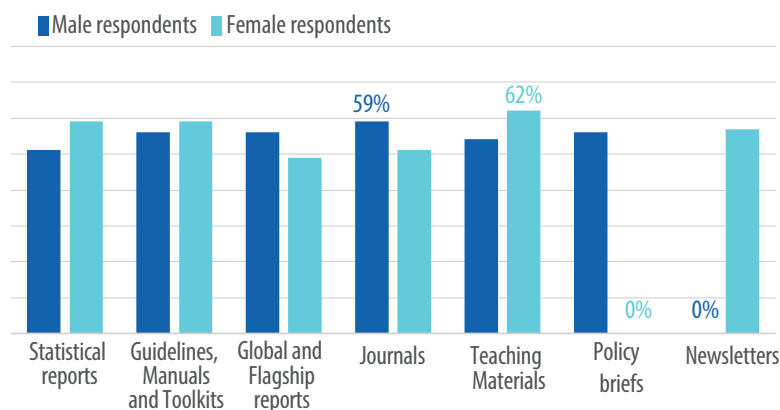


**Figure 9. Two thematic areas produced publications focusing on national contexts.**



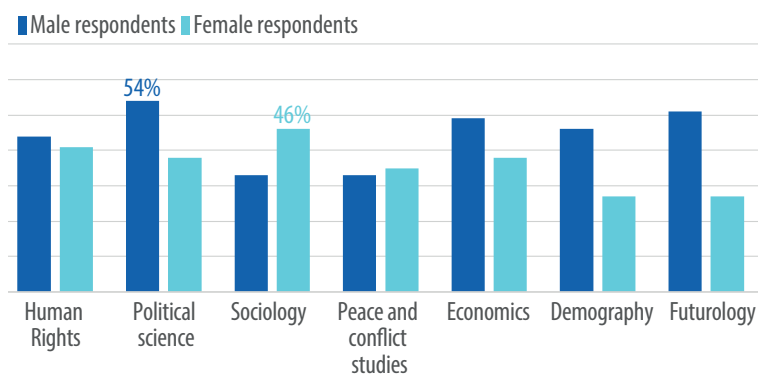
57. Few *Normative documents*, *Flagship/major reports*, and *Policy briefs* were produced by the Sector during the period under evaluation, despite policy makers being referred as the primary target audience for SHS knowledge products. Evaluation informants also reported that SHS knowledge products were often lacking recommendations specifically tailored to types of audiences. The International Bioethics Committee provides a sound example of avoiding such shortcoming by targeting its research reports' recommendations respectively to (i) UNESCO, (ii) Member States, (iii) the research community, (iv) the industry, (v) the media, and (vi) the public.
58. The disaggregated review of the evaluation's survey results further indicates slightly different prioritizations between male and female participants when it comes to selecting the knowledge products that would best address their professional needs. According to 62 percent of female respondents, *Teaching materials* is the type of knowledge product that is most needed while male respondents prioritize *Journals* (Figure 10).

**Figure 10.** The knowledge products that would respond to the professional needs of the largest number of males are Journals, while females rather prioritize Teaching materials.



59. Similarly, female and male respondents rated slightly differently the topics responding to their professional needs, with *Sociology* being prioritized by close to 46 percent of women (Figure 11).

**Figure 11.** Sociology is the topic that female respondents found addressing the most their professional needs.



60. **The Sector has concentrated its efforts on developing publications that are more informative than transformative, leaving aside products such as Statistical reports and Global/flagship reports which are highly demanded by policy makers.** UNESCO publications are classified under four broad content categories according to purpose, audience, and significance with respect to UNESCO's work programme and strategic communication objectives<sup>51</sup>. The four categories are: Flagship publications; Key publications; Policy and technical publications; Local studies, working papers and proceedings (Figure 12).

51 UNESCO. 2013. *UNESCO Publishing. Strategizing publications for impact*. ERI-2013/WS/5. Internal document. Paris.



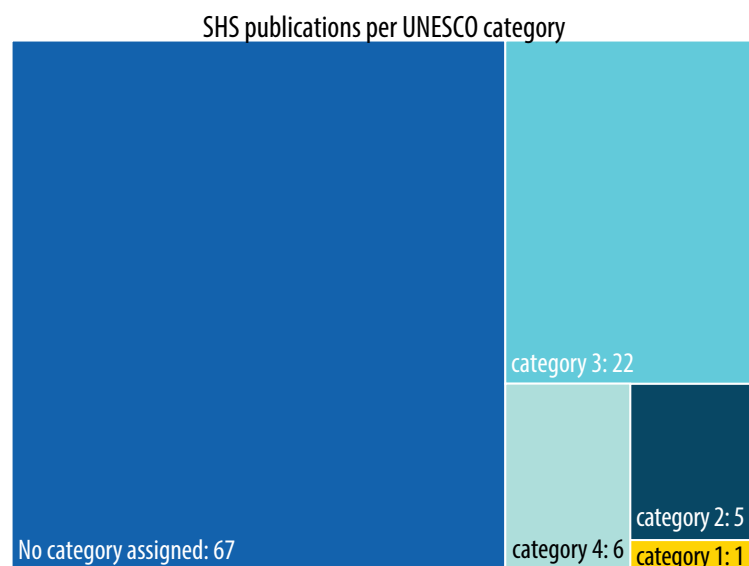
**Figure 12.** Categories of UNESCO's publications.

61. Content development, production, communication, and dissemination processes are expected to be largely determined by these categories. All publications are expected to be submitted to and approved by the Publications Board, with publications in categories 1-3 being evaluated individually by the Board<sup>52</sup>, and publications in category 4 presented to the Board as a list of publications for approval without being individually evaluated.
62. The evaluation's inventory shows that 67 out of 101 of the SHS products do not fall into any of the four categories. (Figure 13). The only category 1 publication refers to the *World Social Science Report 2016* purportedly added to the inventory by the evaluation. The SHS knowledge products in the inventory have not been assigned a category for the following reasons: i) they cover information materials of less than 16 pages (such as Brochures) which are not submitted to the Publications Board (11 out of 61), ii) they relate to materials such as web articles, podcasts, or e-platforms, for which no category is to be assigned (14 out of 61), or iii) they were not submitted

to SHS publication process (36 out of 61). Evaluation informants reported a need for category 1 and 2 knowledge products (see also section on Coherence). For example, the users' survey reported that policy makers featured *Statistical reports* and *Global/flagship reports* among the types of knowledge products they would need the most from the Sector (see also section on Innovation).

<sup>52</sup> Publications under category 1-3 carry a UNESCO ISBN or (in the case of periodicals) ISSN.

**Figure 13.** The majority of SHS publications do not fall into any of the UNESCO publication categories.



63. **Few SHS programmes and initiatives have contributed to the development of cohesive bundles of complementary knowledge products, but this is not systematized partially due to the lack of a strategic approach to knowledge production in the Sector.** SHS publications have sometimes been conceived with the intent to build synergies between products to maximise relevance and achieve systemic influence, such as by targeting different types of actors or by aiming to foster change across several complementary dimensions (e.g., policy and institutional levels, capacities, behaviours).
64. One example is the resource package on Quality Physical Education (QPE) which was developed by the SHS Sector and several external partners. It includes knowledge products spanning across: *Guidelines, Methodology, Infographic, Video, Analysis,*

*Advocacy Toolkit, and Policy Brief*<sup>53</sup>. For instance, the policy brief *Making the case for inclusive quality physical education policy development*<sup>54</sup> presents some evidence-based benefits of investing in inclusive QPE policy development. It also provides policy recommendations for governments, private sector sponsors and sport organizations, and civil society. As a complement to this product, the toolkit on *How to influence the development of quality physical education policy: a policy advocacy toolkit for youth*<sup>55</sup> was designed to support young people advocating for and effectively contributing to the development of QPE policy. Both publications consolidated and disseminated learning from the QPE policy pilot project implemented between 2016 and 2018 to amplify its impact and partnerships.

65. Another example is a brochure *For a Pedagogical Use of General History of Africa*. It was reported as a useful and attractive tool complementing and showing how the series of volumes on the *General History of Africa* can be integrated into education curricula<sup>56</sup>. In Zimbabwe, a comprehensive package of knowledge products has also been developed by the SHS team and external partners. These studies and knowledge resources have provided cross-dimensional support to the national disability agenda and the implementation of the Convention on the Rights of Persons with Disabilities (Box 1).

53 <https://www.unesco.org/en/quality-physical-education#the-qpe-tools>

54 UNESCO. 2021. *Making the case for inclusive quality physical education policy development: a policy brief*. Paris.

55 UNESCO. 2021. *How to influence the development of quality physical education policy: a policy advocacy toolkit for youth*. Paris.

56 In October 2017, a Decision of African Union (AU) Ministers of Education upheld the adoption of GHA pedagogical materials for schools across Africa.

### Box 1. Developing a comprehensive set of knowledge products in Zimbabwe to support persons with disabilities.

The office developed a comprehensive bundle of knowledge products spanning across research, advocacy, capacity building, communications, and normative documents. These documents supported national level changes in the country.

In February 2013 Zimbabwe adopted a new National Constitution which included disability issues for the first time. On 23 September 2013 Zimbabwe also ratified the Convention on the Rights of Persons with disabilities (CRPD). To complement the Government of Zimbabwe's efforts in accelerating the implementation of the CRPD, the United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD) launched in 2018 an initiative to promote a unique joint UN approach to systematically promote disability-rights inclusion.

To the implementation of the CRPD, UNESCO ROSA's SHS team together with national partners and stakeholders carried out several studies on the situation of persons with disabilities (PwDs). Early 2020 UNESCO published two **research products** that assessed the disability landscape in the country. The first study conveyed the findings from a survey on the roles and capacities of organisations 'for and of' Persons with Disabilities in Zimbabwe<sup>57</sup>. This report was followed by qualitative research about women and girls with disabilities<sup>58</sup>.

These reports provided a baseline and served also as key **advocacy materials** for raising awareness on the CRPD and about persons with disabilities. They guided the development of new knowledge products. To raise awareness on the diverse challenges women and girls with disabilities continue to face in the community, and find ways to address them, UNESCO ROSA and partners developed a toolkit to be used by public officers when training local leaders<sup>59</sup>. The **toolkit** was tested with PwDs and with Organisations of Persons with Disabilities (OPDs) through two workshops at district level and adjusted to be simple and usable. **Dissemination events and capacity building workshops** were organized in locations that were PwDs friendly.

To build synergies and scale results, the Office linked the work on PwDs to the gender programming stream. The team supported the development of complementary knowledge products with UNPRPD partners under the EU Spotlight initiative, with the publication in 2021 of a **simple guide for practitioners**<sup>60</sup> to help service providers and professionals become more disability aware and inclusive in delivering their services. The team also produced a **summary report**<sup>61</sup> showcasing OPDs' results in supporting communities and in engaging with the media and highlighting what the donor's funded Spotlight initiative achieved.

Various **communication products** were produced by the Office such as videos, op-eds, marketing materials, and social media campaigns to give more visibility to the situation of PwDs, including during the COVID-19 outbreak.

UNESCO ROSA SHS team also contributed to the development of **strategic and normative products**. In 2019 the Office worked under the Spotlight initiative to support the institutional strengthening of national partners through the development of a strategy for the National Disability Board<sup>62</sup>. The SHS team supported in 2021 the development of a comprehensive review and analysis of the legislative and policy context regarding disability<sup>63</sup>. The study also provided a baseline and possible roadmap for strengthening the institutional, legislative and policy frameworks. In June 2021 the President of the Republic of Zimbabwe released the National Disability Policy<sup>64</sup> which was developed with the support of UNESCO and UNPRPD partners.

57 UNESCO Regional Office for Southern Africa. 2020. *Towards the effective and meaningful participation of PwDs in Zimbabwe*. Harare.

58 UNESCO Regional Office for Southern Africa. 2020. *Amplifying the Voices of women & girls with disabilities in Zimbabwe: A Comprehensive Study*. Harare.

59 UNESCO Regional Office for Southern Africa. 2020. *Harmful cultural beliefs and practices, stigma and discrimination towards women and girls with disabilities: a toolkit for change*. Harare.

60 Deaf Women Included & UNESCO Regional Office for Southern Africa. 2021. *Mainstreaming Disability in the Prevention of and Response to Violence against Women with Disabilities in Zimbabwe*. Harare.

61 UNESCO Regional Office for Southern Africa. 2021. *A spotlight on women and girls with disabilities, a brief report*. Harare.

62 Republic of Zimbabwe. 2019. *National Disability Board Strategic Plan*. Harare.

63 United Nations. 2021. *Comprehensive situational analysis on persons with disabilities in Zimbabwe*. Harare.

64 Republic of Zimbabwe. 2021. *National Disability Policy*. Harare.

66. The above examples describe implicitly a Theory of Change that positions different SHS knowledge products in a causal chain aimed at influencing various partners and stakeholders to achieve the goals set forth by a thematic area or specific initiative. These cases also indicate that such bundles of publications may benefit from or require some level of strategic and systemic planning, resources, and sustained engagement.
67. The evaluation did not find such comprehensive or systemic approach to knowledge development precisely formalized. Informants stressed that the SHS knowledge products were lacking a strategy that would bind the thematic areas as well as connect HQ with the regions towards the achievement of a common narrative (see also section on Coherence). Overall, the evaluation did not find a strategy for knowledge production inserted in the Sector's Theory of Change which would position the types of knowledge products to be developed to specifically inform and influence different target audiences to contribute to achieving the Sector's overall objectives.

## 6.2. Coherence

### SHS' strategic objectives

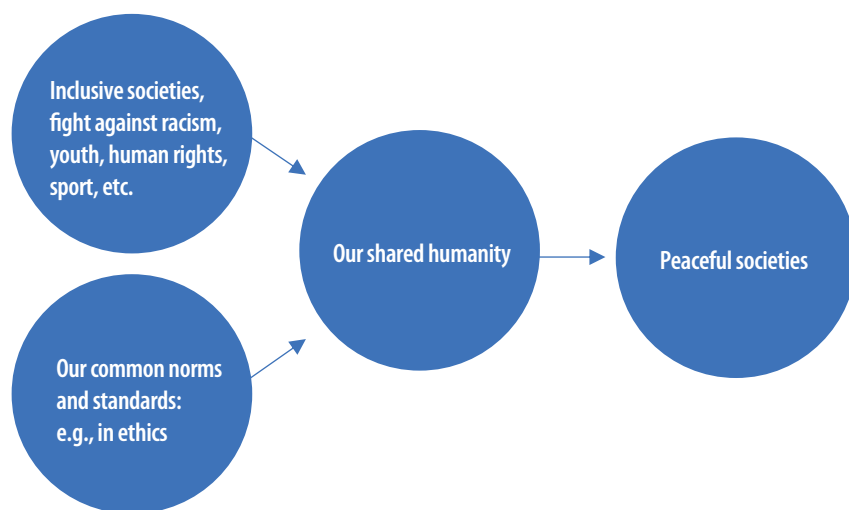
68. The SHS knowledge products were found coherent with the Sector's strategic objectives but dispersed and lacking a binding narrative in support of UNESCO's key messages around "our common humanity" and "building peaceful societies". SHS knowledge products have responded to the Sector's strategic objective of *Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles* (SO6). Out of the 39 knowledge products listed in the SHS Publications Plan 2020-2021, 24 publications explicitly referred to their contribution to MLA 1 (*Mobilizing knowledge and embedding rights and ethics to foster and achieve social inclusion and equitable societies*) and 17 products to MLA 2 (*Fostering intercultural dialogue and engaging young women and men for peaceful and participatory societies*). The evaluation also noted connections between SHS knowledge products and the Sector's Expected Results (ERs) although the cross-thematic description of the latter did not facilitate attributing specific contributions.
69. In comparison, the Sector's strategic objectives 2022-2025 which are inserted in a clearer strategic framework and Theory of Change facilitate the identification of

direct relationships between SHS knowledge products, corporate outcomes (1, 7 and 9), themes, and sections. According to the evaluation survey, a vast majority (85%) of respondents indicated that the SHS knowledge products respond to the Sector's overall strategic objective to support inclusive social development, focused on well-being of people, foster intercultural dialogue for the rapprochement of cultures, counter racism and discrimination, along with gender equality, and promote ethical principles. A similar proportion (83%) indicated that SHS knowledge products respond to the objective to strengthen policy making in Member States, based on scientific evidence, humanities-based knowledge, ethics, and human rights frameworks.

70. In November 2020, the Assistant Director-General (ADG) for the Sector released a message to SHS staff presenting a vision and strategic directions for the Sector. Many components of the message addressed or were closely related to SHS knowledge products, calling for "*sharpening the guiding narrative of the Sector*", "*better focus and smarter dissemination*", the "*need to produce more flagships*", or inviting staff "*to avoid 'one off' activities*".<sup>65</sup> SHS staff, consulted in the context of this evaluation, endorsed this vision, recognizing that its realization would improve the coherence of the Sector's knowledge products. Many informants pointed out that SHS knowledge products have neither sufficiently bound together the thematic areas of the Sector nor presented a common direction.
71. The lack of a global Theory of Change (TOC) for the Sector during the period 2018-2021 was perceived as a missing component further compounded by the lack of TOCs for several SHS thematic areas. A few informants referred to the Global Theory of Change and 9 thematic TOCs developed by the Education Sector as a good practice that the SHS Sector could consider adapting. According to several informants, the support of all SHS knowledge products to the Sector's narrative on "inclusion" and the fight against "inequalities", to UNESCO's corporate message on "Our shared humanity", and their contribution to UNESCO's peace building mandate (as illustrated in Figure 14) have not been sufficiently elicited, leaving the perception of disconnected themes and of a Sector that is rather "*scattered*".

<sup>65</sup> Among other objectives, the Mission statement aims for: "[...] A sector that can measure its impact also in a consistent way. Research, with data at the core, with empirical knowledge, with comparative analysis, with rigorous thinking. Global instruments that do not only inform the narrative, but that are effectively implemented with our support. Strong link with policy and decision makers, that can rely on our insights to advance meaningful agendas; and impactful programs on the ground that translate the common knowledge in impactful interventions."

**Figure 14.** Evaluation informants found that SHS knowledge products could better elicit the Sector's overall contribution to peacebuilding.



72. **Synergies between SHS sections, between HQ and the field, and with other UNESCO's programme sectors have primarily been based on available expertise or opportunity, rather than on strategic planning and processes.**

As introduced earlier (see also section on Relevance), informants stressed that SHS knowledge products were lacking a comprehensive strategy aimed at supporting the achievement of the Sector's strategic objectives, linking thematic areas and connecting HQ with the regions. Staff in regional offices indicated that it would be convenient for the field network to have a clear vision of the goals/objectives of future knowledge products to see which regional inputs can be offered. Several external partners in the regions also questioned the articulation between SHS' global and regional knowledge production.

73. The lack of regional strategies for knowledge products was also reported by some academics and researchers as limiting their capability to plan their collaboration with the Sector. Some mentioned receiving demands for collaboration with short turnaround times, resulting in proposals being declined. Several informants also highlighted that the Sector was lacking a research strategy, pointing out, for example, an absence of global aggregation of field-based data. Furthermore, the lack of a strategic framework impeded field data and research products from

plugging into a higher-level goal and from bringing national or regional data into global knowledge products. Instead, SHS knowledge products were reported as "many disconnected islands". According to some informants, having a strategy for SHS knowledge products, including regional delineations, may empower staff and support discussions with donors.

74. Moreover, many informants expressed their concern about the absence of a global flagship report since the discontinuation of the *World Social Science Report*. It was often underlined that the Sector should concentrate on a few key knowledge products that are recognisable, provide visibility to the themes, and attract stakeholders to the knowledge that the sections provide<sup>66</sup>. Several informants linked this perspective to addressing data gaps as a means to position the Sector globally, e.g. "There should be global data for different specialized themes such as sports, intercultural dialogue...". According to one informant, "SHS knowledge products should be based on peer-reviewed field data collection and evidence-based knowledge. The Sector needs new knowledge based on new data, field-based research, empirical research in all the themes at SHS and UNESCO as a whole". Several initiatives were cited as aligned with such expectations, without necessarily being connected or aggregated, e.g., the MOST Programme, an evidence-based data collection project on intercultural dialogue covering 21 indicators in 163 countries, data collected on Quality Physical Education and data compiled for the *World Social Science Report 2016*<sup>67</sup>.

### Design of the knowledge function

75. **The design of the SHS knowledge function is not up to the level of the Sector's ambitions and is bound by corporate requirements.** According to internal and external informants, the Sector should elevate its knowledge function "to regain the position of think tank it used to have 10 years ago". Various examples of visible and long-lasting products (such as the *General History of Africa*, recommendations on ethics of science, the series of *World Social Science Reports*) were reported to have given the Sector some global visibility and an influential position to inform policy makers and

<sup>66</sup> Note: In the *Draft Programme and Budget for 2022-2025 (41 C/5)*, the Sector has planned for the production of a flagship report on the state of global inequalities, in partnership with La Caixa in Spain.

<sup>67</sup> Although not falling under the period of evaluation, the sector has increased in 2022 its data gathering on key publications that are now the basis for the definition of the work going forward (the Fit4Life and the Framework for Intercultural dialogue, the Gender Resilience framework). An innovative drive has also been engaged with the "Inclusive and Resilient Societies" as it established a new framework for economic decision making (efficiency-equity-sustainability) and the Antiracism toolkit. All the four publications are establishing analytical frameworks that then will inform the work of the Sector.



academia. Building on such examples and past achievements, several avenues could be considered to strengthen the Sector's knowledge function.

76. According to several interviewees, including academics, the Sector has not sufficiently leveraged the MOST Programme as a source of evidence-based information, new analysis and ideas. The pillars of the MOST Programme are also relevant to support the Sector connecting the work of the sections and strategizing knowledge development.
77. Several informants also suggested that each biennium, the Sector should engage systematic consultations across sections and field offices to review recent results, explore joint work and synergies, and build a common understanding. This exercise could leave room to assess the uptake and use of SHS publications and to devise upcoming knowledge products and dissemination activities.
78. Although interactions between sections and bottom-up consultations with field offices have sometimes informed the development of SHS Publications Plan, these discussions have been largely based on individual initiatives rather than on a systematic process, maintaining silos between themes and with other Sectors.

### **Publication process**

79. In 2011, UNESCO established the Publications Board (the Board) to guide and strengthen publishing activities at headquarters and in the field<sup>68</sup>. The Board has an overall responsibility for UNESCO's publications plan, with the mandate to provide a coherent and cost-effective strategic vision to optimize the quality and visibility of UNESCO's outputs. It is supported by Publications Officers based in each Sector who oversee the publishing activities of their Sector and are responsible for submitting projects to the Publications Board. The Publications Officer in SHS is a staff member of the Executive Office. The function involves primarily consolidating the publications pipeline in collaboration with the sections, coordinating with CPE the validation of the pipeline by the Board, and advising and ensuring editorial quality of the knowledge products. Management of the production process, including peer reviews, is devolved to the sections and field offices.
80. Perspectives on the role and benefits of the Board varied significantly. According to a few staff, corroborating a previous survey<sup>69</sup>, the publications process and quality

control measures put in place by the Board are rigid but are required to ensure that knowledge products are of high quality. However, the evaluation found that this perspective was rather an exception.

81. **Most evaluation informants questioned the added value of the Board, often referring to it as having a generic process without any substantive or strategic view of the knowledge products.** Board members are not SHS policy or technical specialists and therefore primarily issue comments of editorial, publishing, or administrative nature. Once validated by the ADG in SHS Publications Plan, all publications proposals can be submitted to the Publications Board without delay (UNESCO Publications Board meets every month). However, in several cases, staff also shared the opinion that it could take a significant amount of time (up to 6 months) for a knowledge product to follow all the steps up to the review by the Publications Board and that requests from the Board to revise the form of a planned publication (often for reasons that staff would consider anecdotal) could delay its approval by several additional months. According to field staff, who also emphasized that country context was competitive, such delays do not respond to the expectations often formulated by national partners and donors.
82. Staff, in interviews, also expressed the need to revamp the submission process and form, and an upgrade of the Information Material Management Tool (IMMT). In 2018, the SHS Publications Officer reviewed and commented the SHS publications workflow<sup>70</sup>, formulating suggestions which intended to address part of the above shortcomings. However, these suggestions together with the recommendations from the 2019 audit report were not implemented<sup>71</sup>. Meanwhile, staff at HQ and in field offices have developed different "*agile*" strategies to avoid that knowledge products go to the Publications Board, such as creating web articles or online content instead of publications, developing products that are less than 16 pages long, which then do not go to the Board, or having field offices providing a registration number in lieu of an ISBN.
83. Shortcomings from this approach is that many SHS knowledge products, developed by regional and field offices, are not necessarily strategized according to a Sector-wide perspective, nor integrated into the Publications Plan, and are not visible to HQ staff. Interviews with SHS HQ staff showed, for example, very limited knowledge of the publications produced in Mexico or Zimbabwe. The evaluation also noted that

<sup>68</sup> <http://www.unesco.org/new/en/member-states/resources/the-unesco-publications-board/>

<sup>69</sup> UNESCO. 2019. *IOS Review of UNESCO's Publications*. Internal Oversight Service. Audit Section. Paris.

<sup>70</sup> Presented as a case study on UNESCO Publications process.

<sup>71</sup> Ibid.

the structure and content of the SHS Publications Plans, despite recent enhancement, could still be improved to expand (e.g., include SDGs) and further systematize data fields (e.g., standardise types of target audiences) in order to deepen and facilitate analysis.

84. Several guidelines are available to staff to support the development and dissemination of knowledge products, including the corporate *UNESCO Publications Manual* (2009), a comprehensive document which has been under revision for several years<sup>72</sup>; a note on *Strategizing publications for impact*<sup>73</sup> (2013) which provides some information on the types of dissemination activities to be implemented per category of publication; and *Gender equality guidelines for UNESCO publications*<sup>74</sup> (2019), a brief note to ensure that gender equality considerations are included in all documents and publications.
85. On the other hand, the evaluation noted that the Sector has few standards and templates for knowledge products, and that many SHS publications have a unique design and do not share common traits with other products from the same thematic area or project.

## 6.1. Efficiency

### *Human and institutional resources*

86. **SHS staff strive to maximize the value of limited resources of the Sector for knowledge production.** According to several informants, limited staffing resources in the Sector push for efficiencies. As noted earlier, the Sector relies on one Publications Officer to coordinate and oversee the pipeline of knowledge products. However, the Sector has not set up a Publications Committee to elevate and strategize the publications process.
87. HQ staff receive also support from the Communications Officer in the Executive Office, for example, when preparing a dissemination campaign and seeking advice on a communications plan such as a social media plan or on the development of

promotional content for the web. Since 2018, the Sector does not have a document that outlines a communication strategy. However, to maximize the likelihood of visibility and uptake, the launch of publications is linked as often as possible to international events or special days. In accordance with corporate guidelines, dissemination efforts are aligned with the category of the publication, sometimes involving ad hoc support such as media relations or press releases. On rare occasions, sections have increased communications expertise and capacities by contracting consultants.

88. Collaborations have been established sometimes across sections at HQ for cost-effectiveness and technical synergies, for example on thematic workshops, knowledge dissemination activities, or capacity-building tools. The Inclusive Policy Lab, for instance, has offered a focus on anti-discrimination. The recently launched “Fit for Life” initiative also intends to advance the delivery of multiple international development frameworks across sport, education, health, youth, and equality sectors. To address the limited capacities’ constraint, field staff have also engaged in collaborations with other regional offices and have pooled resources to minimise costs and maximise reach, such as for a policy review which involved a collaboration of SHS staff across regional offices in Africa.
89. Staff pointed out that collaborations and synergies require proper planning, such as being featured in the PRODOC and/or work plans. About 56% out of 81 users responding to this question of the survey agreed or somewhat agreed that SHS knowledge products were complementary (i.e., no overlap, some synergies) to other UNESCO knowledge products (Figure 15). Respondents also considered that complementarity was high (58% of 76 respondents) with non-UNESCO knowledge products. Although a majority of survey respondents found SHS knowledge products timely and responsive to existing or changing agendas, several interviewees shared contrasted perspectives (see below).

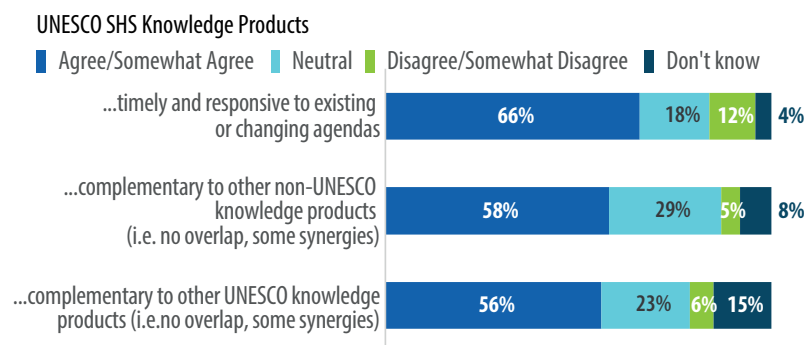
<sup>72</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000181619>

<sup>73</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000225449>

<sup>74</sup> <https://www.unesco.org/sites/default/files/medias/fichiers/2022/08/GE%20Guidelines%20-%20Publications.pdf>



**Figure 15. SHS knowledge products were not found overlapping with other UNESCO and external knowledge products.**

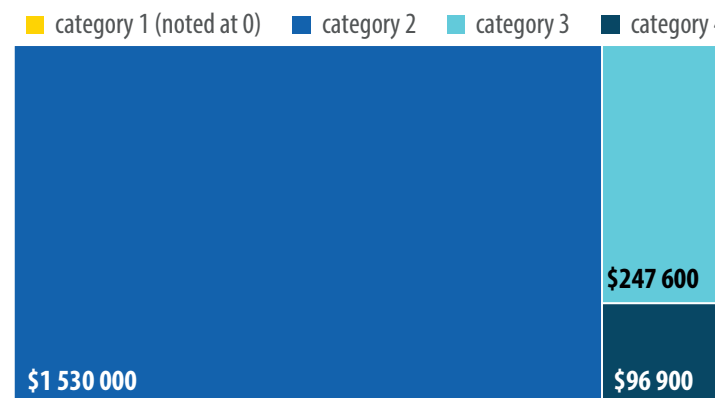


90. A distinctive advantage of UNESCO and the SHS Sector is their capability to benefit from sources of pro bono support, from academics and researchers, including UNESCO Chairs, or from other groups (see also section on Partnerships). One example is the series of 75 Think Pieces from the Inclusive Policy Lab which have been produced voluntarily by external experts. Another example that predates the period of focus of this evaluation is the *Bioethics core curriculum* developed with the assistance of the Advisory Expert Committee for the Teaching of Ethics. Youth have also authored and contributed to SHS publications on a volunteering basis, such as with the YAR initiative.
91. The review of the Publications Plan 2020-2021 shows overall consistency between the resources allocated to SHS publications and the level of expected impact, that is the category of the publication<sup>75</sup>. The budget planned for SHS knowledge products is low for category 3 publications (policy & technical publications) with an average \$14,565 per product and category 4 (local studies working papers and proceedings) with an average \$6,460 per product. Budgets are significantly higher for publications under category 2 (key publications). (See figures 16 & 17). Some important variations can be found regarding the latter, e.g., from a category 2 product planned at \$10,000 to a series of 17 category 2 publications presented with a budget of \$600,000.

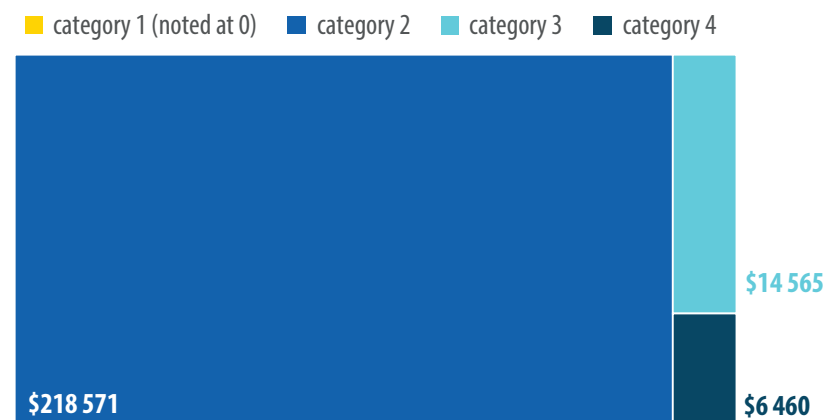
<sup>75</sup> UNESCO does not have a system to track the cost of publications (confer IOS 2019 Audit). The figures provided in this section are based on the SHS publications plans and are therefore only prospective and indicative. They may not accurately reflect the real costs incurred by the Sector for the development and dissemination of knowledge products.

However, informants' interviews and the authors' survey indicated that the bulk of the budget assigned to SHS publications was used for their development with limited, if any, resources left for their dissemination.

**Figure 16. More than 80 percent of the budget planned for the 2020-2021 knowledge products went to category 2 publications.**



**Figure 17. On average, the budget planned for a category 2 publication (or series) is around \$218,000.**



92. Some financial data on the cost of the *World Social Science Report 2016* was also reported to the evaluation. According to the ISSC, the budget for the flagship was \$450,000, with SIDA contributing the largest share, followed by SDC. UNESCO was the third contributor with a budget of \$80,000, an amount not accounting for UNESCO staff costs, which included part-time coordination, technical oversight and dissemination support. In comparison, the evaluation of *UNESCO Science Report*<sup>76</sup> found that the cost of the 2015 edition of the flagship was \$1.9 million, with approximately 51% covered from the regular UNESCO budget to cover staff and production costs and 49% from extra-budgetary sources
93. **The SHS publications face a range of administrative requirements and technical limitations that affect the efficiency of the production.** The Internal Oversight Service has already identified a range of constraints and shortcomings that UNESCO's publications face<sup>77</sup>. The Organization has not yet implemented the recommendations formulated by IOS and the same issues were raised again by SHS staff. This includes, among others, inadequate IT tools. Many informants stressed that the system for data entry was unfriendly or "*cumbersome*", serving a publications process which was described as "*very difficult, complicated to navigate, with lots of steps creating confusion, and not very efficient*". Fixing such issues goes beyond the sphere of control of the Sector, which has already conducted internal reviews and provided comments to the IOS audit proposing fixes.
94. UNESCO's administrative requirements were reported as another constraint in the management of the publications process. The time taken to contract authors or researchers generates a heavy workload. As described by an interviewee, "*a publication with 15 chapters and contributors will mean 15 TORs and 15 contracts*". In a few instances, this has brought staff to question the timeliness and therefore usefulness of some publications. "*Staff describe processes and procedures as inadequate when time is critical*. Further, informants refer to many hidden steps not accounted for in the guidelines. One illustration was the policy paper on *Basic income - on data and policy* which was published in December 2021. Other agencies started later but published well before on the topic. One UNESCO staff further questioned the presence of the Sector on the main on-going issues, such as *Afghanistan, Covid and Ukraine*.
95. The evaluation also noted a lack of detailed workplans supporting SHS knowledge products. Publications are proposed or engaged without necessarily a quantitative estimate of the workload that their full production will entail, i.e., from development up to dissemination and monitoring. According to staff, this, adding to limited resources, leads to overlooking some of the steps of the publication process, in particular needs assessments, dissemination, and monitoring. Together with shifting demands, priorities, and new opportunities, this also reduces the value of the Publications Plan. Basically, few of the planned products are developed, and products that are developed are not necessarily entering the sectoral plan. As mentioned earlier, SHS knowledge products created in the field are often not included in the Publications Plan to avoid entering the complicated process of the Publications Board.
96. A few other institutional, organizational, and technical limitations, which reduce the efficiency of SHS knowledge products, were identified by the evaluation. SHS sections have different mailing lists that are not consolidated even when they might be used to expand the reach and target of some products. Informants further mentioned a need to improve collaboration on the use of the ICCAR network, which can become a useful resource for the entire Sector. Now, ICCAR is a tool used only by the section on inclusion. As noted earlier, the Sector does not have a comprehensive set of templates and standards for knowledge products.
97. **The roles and responsibilities of SHS staff do not always facilitate the efficient development and dissemination of knowledge products.** SHS knowledge products are primarily created by external academics and experts. According to one staff, the push for SHS staff to publish has declined over the past two decades. The evaluation noted that several staff expressed an interest for developing knowledge products but also reported competing priorities and insufficient incentives for dedicating time for research and knowledge production. Limited resources have been also a major constraint. Creating a knowledge product is a demanding exercise and SHS staff pointed out that they do not have time for that. According to a senior staff: "*In principle, chiefs of section should allocate more time for research for the staff with expertise in research and have staff with project management backgrounds working in project management. However, because of limited human resources, every staff is forced to contribute to project management and resource mobilization*". In most Field Offices, informants stressed that resource mobilisation was the priority that diverted professionals with adequate academic and research backgrounds from developing

76 UNESCO. 2017. *Evaluation of the UNESCO Science Report – Towards 2030*. IOS Evaluation Office. Paris.

77 UNESCO. 2019. *IOS Review of UNESCO's Publications*. Internal Oversight Service. Audit Section. Paris.

knowledge products. One SHS staff with both technical expertise and genuine interest for publishing described “*spending a lot of time mobilizing resources to be used in outsourcing academics.*”

98. Field staff are involved in coordinating, reviewing, editing, and rewriting papers, which was found not very efficient. One staff stressed the heavy workload involved with the editorial and approval process and compliance to standards. Internal capacity is not sufficient to rewrite and edit the more than 20 academic papers that will sometimes forge a publication. According to an informant, not all SHS staff have the academic background, nor an interest for developing knowledge products. But for some staff “*it should be in the job description [...] not to become academic but to find time, for example, for one peer reviewed article*”. The Sector could therefore consider also recruiting staff with the skills to conduct “*action-oriented research on the ground, which can be tested in real life, with a government or country, and then scaled up*”. This would enhance the credibility of the Sector, according to another informant.

### Monitoring, reporting, and communication of SHS knowledge products

99. **The monitoring, reporting and communication of the SHS knowledge products confront significant gaps.** SHS’ Publications Plan has become more comprehensive since 2018 but remains only partially adequate to monitor SHS knowledge products. The Sector enhanced the format of the Publications Plan between 2018-2019 and 2020-2021 with the addition of three information categories on “Target audience”, “Audience needs”, and “Impact”, aligned with the IMMT Publications Board Submission Form. SHS teams have not used a consistent codification scheme to fill in these fields, which does not facilitate statistical analysis. Organizations sometimes leverage such forms to collect additional data useful to inform management and to monitor indicators and targets, such as on SDG contribution, cross-cutting/collaborative publications, or gender and geographic location of authors and reviewers.
100. As noted earlier, the Publications Plan only includes parts of the knowledge products developed by the Sector. Some field staff indicated that having limited visibility on the pipeline of knowledge production was reducing opportunities for inputs and collaboration.

The evaluation retrieved **24%** of the publications listed in the Publications Plan for 2018-2019 from UNESDOC

Furthermore, a significant number of knowledge products listed in the plan do not lead to any publication. Some staff indicated that more frequent updates on the status of the publication pipeline could inform management decisions. The Sector would benefit from an assessment and analysis of the past production of its products prior to a new programming cycle.

101. SHS teams have used different modalities to monitor knowledge products without allowing for a consolidated approach and comprehensive view at the level of the Sector. The evaluation found some evidence of punctual monitoring mechanisms. The Sport section, for example, mentioned receiving Google analytics on the number of visits to the website and downloads for publications not on UNESDOC. These reports have been used to review data on the visibility and reach of the products in the first two months after their launch. The Section also conducted an internal review of national communication initiatives to gather evidence of uptake beyond the number of downloads, showing that videos had many downloads but limited policy influence while some products had few downloads but higher policy influence.
102. The section on Inclusion, Rights and Dialogue reported collecting statistics on the number of webinar participants. Furthermore, workshops organized to support the uptake of the *Writing Peace manual* (2017) were accompanied by pre- and post-workshops surveys to assess the usefulness of the material. Reports have also been made available sometimes on the media and social media footprints of specific initiatives. One example is the media coverage report received for the *Recommendation on the Ethics of Artificial Intelligence* (see section 6.4.1). Informants mentioned that such reports should be made more systematically available and present more comprehensive and disaggregated data to help tailor and adapt messages, e.g., to reach young people and influencers. Some of the normative documents on their end come with institutional monitoring processes and frameworks, either at the activity or outcome levels, or both. The *Recommendation on the Ethics of Artificial Intelligence*, for example, will be monitored every 4 years by the Executive Board and the General Conference. In addition, the Sector will also present every 6 months to the Executive Board the measures taken for its implementation.
103. The monitoring, reporting, and communication of SHS knowledge products is confronted by a range of constraints and gaps. The SHS knowledge products are usually neither supported by a Theory of Change nor anchored in a log frame that would inform a robust monitoring and evaluation framework, i.e., indicators and

targets to assess progress and achievements. The IMMT submission form requests teams to provide quantitative indicators and benchmarks that will be used to evaluate the impact of the publication, as well as qualitative indicators and benchmarks. However, the indicators that were reviewed by the evaluation had a narrow scope and were rather output-level performance indicators. Informants also mentioned a lack of standard tools for monitoring the impact of knowledge products, including for some of the normative instruments.

104. Limited capacities were another constraint raised by informants. For example, a field office staff working on a project aimed at gathering data and generating knowledge explained that often there is reluctance in investing in monitoring and evaluation as sometimes it is difficult to illustrate meaningful impact. In the project document, the indicators are performance monitoring indicators. But capacity to actually do the monitoring is challenging. The reality is different from what appears in a project document. The informant further explained that it is difficult to take away resources for monitoring, and it is difficult to find meaningful ways to measure the impact of products.
105. Process-wise, informants also highlighted limitations in the monitoring performed by the Publications Board, which provides quality control at the planning stages of knowledge production but does not cover quality control at the end stages of publications, such as on peer reviews, and dissemination. For instance, there are differences from what is declared to the Publications Board and what it is effectively done.
106. Since there is no periodic reporting on the progress of the publications that were presented to and approved by the Publications Board it is not possible for management to quickly identify the status of publications—those published and those that are incomplete. Furthermore, there is also no defined traceable cost of the publications as there is no tool in UNESCO compiling this information. Limited capacities to report on the use and influence of the knowledge products also reduces opportunities to devise rapid dissemination adjustments, guide future work, and communicate the added value. Only limited evidence can be provided, for example to donors, on the influence that knowledge products have had on policymaking, practices, and behaviours.
107. Finally, another shortcoming regards the lack of use by the Sector of UNESDOC's statistics to monitor the number of consultations and downloads of SHS publications.

Although the extraction of UNESDOC's data requires the intervention of information librarians and was referred as facing some technical limitations, these statistics can be made periodically available, e.g., annually. The SHS Sector currently makes use of such information for the publications that are stored outside of UNESDOC, such as those from the Inclusive Policy Lab or on QPE.

## Partnerships

108. **The Sector has established some efficient partnerships for knowledge production, but they were not necessarily maximized nor maintained and were not leveraged to foster connections and scientific cooperation between partners.** The evaluation found some evidence of inter-sectoral collaborations in the development and dissemination of knowledge products. In Zimbabwe for example, the SHS team coordinates a series of 12 modules on the National Liberation Movements in the Southern part of Africa, a programme initiated after a resolution from the SADC Ministers of Education. The first module<sup>78</sup> was published in 2021 and targeted the general public, the youth, and educators. The second module will target teachers and students. This work benefits from a collaboration with the Education Sector. The SHS team has also contributed to the development of a toolkit produced by the Culture Sector<sup>79</sup>. In Bangkok, informants mentioned that staff from the Natural Sciences Sector were sometimes involved in the review of SHS knowledge products.
109. Despite these examples, SHS informants stressed that collaborations with other sectors have been limited, more often opportunistic, and based on personal networks. Similarly, SHS staff indicated some spontaneous but few strategized collaborations with UNESCO's category 1 and 2 centres. However, new institutional approaches were reported as being progressively taken up. A source of influence is the *UNESCO 2022-2025 Programme and budget 41/C5*, which emphasises intersectionality. In Kenya, Office's management has also called for the development of intersectoral flagship

78 SARDC. 2021. *Youth in the Liberation Struggle and Beyond. Regional Dimensions and Linkages of National Liberation Movements in the SADC Region. Respecting the Past, Building the Future, Module 1*. SADC, SARDC, UNESCO. Gaborone, Harare.

79 UNESCO. 2020. *Harmful cultural beliefs and practices, stigma and discrimination towards women and girls with disabilities: a toolkit for change*. Regional Office for Southern Africa. Culture Sector. Harare.

programmes, which may spur joint publications. In several field offices, informants mentioned adopting new work planning approaches to facilitate joint work<sup>80</sup>.

110. The evaluation found significant evidence of SHS teams approaching and engaging with policy makers, primarily when disseminating knowledge products. Normative products are disseminated through a range of events at global level involving Member States and policy makers, including UNESCO's Executive Board. The above cited examples of collaborations with youth through NET-MED Youth and YAR also offered evidence of organizing dissemination events with policy makers. Another highlighted initiative regards the International Coalition of Inclusive and Sustainable Cities (ICCAR) network, which has become an active global front against racism and discriminations with over 500 members across the globe, including national and local policy makers. The network provides peer reviewers as well as authors to help develop knowledge products, and test knowledge products with webinars. ICCAR includes regional coalitions with which UNESCO has collaborated to develop knowledge products. ICCAR members were for instance trained on the Story Circles methodology<sup>81</sup> presented in the *Manual for developing intercultural competencies: story circles*.
111. At country level, in Mexico for example, the intersectoral publication on Human Mobility and COVID<sup>82</sup> was developed in collaboration with the Mexico City National Commission to Prevent and Eliminate Discrimination (COPRED) and the Coalition of Latin American and Caribbean Cities against Racism, Discrimination and Xenophobia (LAC Coalition). The Office also developed jointly with the City of León (also a member of the LAC Coalition) a review and analysis of public policies of social inclusion<sup>83</sup>. In Lebanon, MOST Schools organized conferences and workshops in 2017-2018 on the prevention of violent extremism and on gender. These events brought together different types of stakeholders including municipalities. The conferences were

80 Although not falling under the period of evaluation, the implementation of the Recommendation on the Ethics of Artificial Intelligence is also calling for the Secretariat to prepare country reviews based on the Readiness Assessment. The Sector has managed to mobilize ample support for this format, which seems to be a promising way to produce relevant and impactful knowledge for change linked to the standard setting role of UNESCO.

81 <https://events.unesco.org/event?id=343230066&lang=1033>

82 UNESCO & COPRED. 2021. *Movilidad Humana y COVID-19: Una aproximación a la respuesta de los gobiernos locales de América Latina y el Caribe*. México.

83 UNESCO. 2021. *León ciudad incluyente: sistematización de las políticas públicas de inclusión social, 2015 – 2021*. México.

followed by two publications by the research centre of the Lebanese University. In Zimbabwe, UNESCO partnered with the Ministry of Public Service, Labour, and Social Welfare to carry out the research that informed the development of a toolkit<sup>84</sup>.

112. In a few cases, evaluation informants mentioned room for furthering collaboration with policy makers. For instance, SHS staff pointed to the opportunity to promote the ICCAR network beyond the IRD Section for the entire Sector to better benefit from this coalition. Furthermore, Field Offices shared inconsistent perspectives on the extent to which UNESCO's National Commissions were adequately leveraged in the development and dissemination of SHS knowledge products. It was sometimes perceived that policy makers were brought on board at the late dissemination stage of SHS knowledge products and not sufficiently during development.
113. Various partnerships with academia and research have contributed to ensuring an efficient development of SHS knowledge products. This has allowed for SHS knowledge products to benefit from high-level expertise, sometimes at a lower cost.
  - In the areas of bioethics and ethics of science, the International Bioethics Committee (IBC) and the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), were put forward by informants as authoring highly regarded and influential reports. Work by the ad-hoc expert groups has been delivered on a pro bono basis, with the SHS section facilitating the process.
  - The *Inclusive Policy Lab* is another notable initiative which operates through an online platform and a network of in-country projects. The online platform surpasses 3400 members, 1400 experts, and 140 online collaborative spaces. The Lab has published 75 Think Pieces as well as 20 podcasts for the ongoing series "The Policy Nerd." The podcast series are knowledge products with deep substantive, technical content. They target experts, social science knowledge producers, and policy makers. Contributors are leading world figures (e.g., Vice President and Minister of Economy of Spain, Minister of Research and Science of Indonesia, Dean of Harvard Kennedy School), thinkers (e.g., former Chair of BBC Trust and director of Cambridge Productivity Center, Vice Chair of IPCC and co-recipient of Nobel Peace Prize) and academics (i.e., researchers leading and setting agendas in their respective fields).

84 UNESCO. 2020. *Harmful cultural beliefs and practices, stigma and discrimination towards women and girls with disabilities a toolkit for change*. Regional Office for Southern Africa. Culture Sector. Harare.



- The 2016 *World Social Science Report* was produced through a collaboration with the International Social Science Council (ISSC, which merged with the International Council for Science **in 2018 to form the** International Science Council). The ISSC

facilitated the identification of contributing researchers. According to informants, the ISSC together with UNESCO and the WSSR brand attracted renowned scholars as well as “*fresh and cutting-edge thinkers who became big names on the issue*” (Box 2).

## Box 2. Development of the World Social Science Report 2016.

The *World Social Science Report 2016, Challenging Inequalities – Pathways to a Just World*, was launched on 22 September 2016 at the Royal Swedish Academy of Sciences, in Stockholm. The Report examined the harmful impact of inequalities on citizens, communities, and countries. It highlighted significant gaps in social science research into inequalities and called for more robust research into the links between economic inequality and other inequalities.

The report targeted two main audiences, policy makers and social scientists. The report was prepared by the International Social Science Council (ISSC) in Paris in cooperation with the UK-based Institute of Development Studies (IDS) at the University of Sussex and co-published by UNESCO.

Content development benefited from pro bono contributions of prominent or innovative and promising researchers identified by the ISSC. The Report was based on contributions from more than 100 experts, from over 40 countries. It was overseen by a Scientific Advisory Committee which included the Nobel-Prize laureate economist Joseph Stiglitz. The Scientific Advisory Committee provided advice on the structure and content of the Report, as well as expert counsel on the development of its key messages and recommendations for research. UNESCO was represented at the level of the Scientific Advisory Committee. The ISSC and contributing authors were tasked to deliver independent research. UNESCO helped to select topics, shape the outline of the report, stress the big issues, conduct a policy review of the Report, but did not direct nor censor content.

The production of the report involved a core team of ISSC and IDS staff equivalent to 3 full-time employees for 18 months. The ISSC was in charge of fundraising for the Report, which was financed by contributions from the Swedish International Development Cooperation Agency (Sida), UNESCO, the Swiss Agency for Development and Cooperation (SDC), the European Science Foundation (ESF), Netherlands' Organisation for Scientific Research (NWO), the Research Council of Norway, Riksbankens Jubileumsfond (Sweden) and the Swedish Research Council. The cost of the report was EUR 450.000, with Sida providing the largest share. UNESCO allocated a EUR 80.000 grant to ISSC.

UNESCO was actively engaged in the publishing and dissemination of the Report. The Report was disseminated through presentations during global, regional, and national policy and academic events in many countries including Cameroon, Colombia, France, India, Malaysia, Morocco, Poland, Sweden UK, and USA.

114. Several staff and external informants nuanced the reach of the above examples by stating that SHS partnerships with academia and research remained frequently punctual and short-term. Some of the constraints put forward by informants were the dispersed scope of the Sector, which affected its visibility and prevented it from building a stable network of highly qualified experts that would facilitate the production of major or flagship publications.
115. External informants also indicated not being familiar with SHS strategy for knowledge products and its pipeline of planned publications. This was reported as limiting opportunities for collaboration, as “*the lack of long-term planning makes it difficult for [social science organisations] to include UNESCO's collaborations into their workplan*”. Some academics also pointed out room for increased interactions with universities around the dissemination of knowledge products, as for example “*80,000 students*

*could be reached just at the Lebanese University*”. External support for dissemination could therefore be integrated into the TORs and project documents. As noted earlier, SHS staff and external partners indicated that partnerships with experts/authors from developing countries (LDCs and also MICs) could be strengthened. Several staff also shared the perspective that UNESCO Chairs “*were often a missed opportunity to develop country-based knowledge which is essential for impactful policy development*”.

116. SHS has engaged frequently with the youth in the development and dissemination of SHS knowledge products. The Sector has collaborated with young people on many projects contributing to the UNESCO Operational Strategy on Youth<sup>85</sup>, which involved sometimes the development and/or dissemination of knowledge products. This includes for example:

<sup>85</sup> UNESCO. 2014. *UNESCO operational strategy on youth 2014-2021*. Paris.

- NET-MED Youth, an initiative highlighted by informants for the partnerships it contributed to establish between UNESCO and youth as well as between youth and national authorities, leading to different levels of policy dialogue, and in few cases to advancing the youth policy process<sup>86</sup>. Although the Project ended in 2018 and delivered studies and research that were mostly used to take stock and produce knowledge regarding the achievements of the Project, there is evidence of recent publications<sup>87</sup> still drawing on this initiative.
  - In 2017, the UNESCO Youth Programme designed the tool *Meaningfully engaging with youth*<sup>88</sup>, in line with UNESCO's Operational Strategy on Youth. The tool was developed by a young consultant after a literature review and inputs from staff and youth CSOs and networks. Numerous workshops were organized using this tool since 2017, both at UNESCO Headquarters and in the field, training until today more than 350 UNESCO staff ranging from interns to assistant director-generals. Trainings were also delivered by young trainers. An interactive on-line version was developed in 2019.
  - More recently, the Sector launched the "Youth As Researchers (YAR) on COVID-19" global youth-led research initiative. YAR engaged approximately 270 young people, from over 70 countries, as researchers (and close to 10,000 youth in support to the research team). This work led to a global policy brief<sup>89</sup> conveying recommendations for decision-makers in the context of the pandemic recovery efforts. The results of this work were presented in March 2022 at a hybrid online/presential high-level policy conference where 50+ young representatives of the initiative and over 20 policymakers joined the SHS Assistant Director-General to create actionable solutions to the initiative's findings and recommendations and led to concrete Member States commitments<sup>90</sup>.
117. Several other examples of partnering with youth were collected from the field. In Zimbabwe, where the SHS team established a Youth committee to inform the development of the module on *Youth in the Liberation Struggle and Beyond*. In Bangkok, SHS staff referred to relying on young academics to develop or review some of the knowledge products. Altogether, evaluative evidence showed significant involvement of youth at various stages of the SHS knowledge product development and dissemination processes, with most often a pro bono contribution to these initiatives.
118. Collaboration with UN agencies was often reported as mutually beneficial. Several sections mentioned frequent collaborations with other UN organisations. The Sport and anti-doping section, for example, cited a collaboration with UN Women, UNICEF and UNDP which enabled synergies and convergence and brought these organizations to provide financial and in-kind support, contributing to disseminating and promoting knowledge products in their own meetings and on their respective media channels, without eclipsing UNESCO leadership. Another collaboration with UN Women focused on gender equality in sports. Collaborations were also reported with the UN Office on Drugs and Crime on the *Global Report on Corruption in Sport*<sup>91</sup>.
119. The above-mentioned guidance manual on *Meaningfully engaging with youth* also facilitated UNESCO's positioning within the UN Interagency Network on Youth Development, leading to the further development and adaptation in 2019 of the manual for its accessibility by all UN staff working across UN programmes and activities relevant to youth. This also led to an innovative partnership with young people, who delivered related trainings to UN agencies and UNCTs<sup>92</sup>.
120. Dissemination of the Story Circles methodology and the *Manual for developing intercultural competencies* has also targeted the United Nations Integrated Multidimensional Stabilization Mission in Mali (MINUSMA) and UN entities in Mali<sup>93</sup>. An online Training of Trainers session promoted intercultural competencies as of special relevance when reducing intercommunal violence and restoring peaceful relations between communities.
121. Another landmark collaboration regards the global report on the *Long walk of peace: towards a culture of prevention*<sup>94</sup>, which was developed under the leadership of UNESCO and involved 32 UN entities. It studies progress and challenges for the UN Peace Agenda, 70 years after the creation of the United Nations and UNESCO. However, the extent to which this collaboration was sustained after the publication and scaled, such as through joint projects, is unclear. Similarly, knowledge partnerships with UN agencies that are the custodian of SDG indicators to which the Sector directly or indirectly contributes appeared ad hoc. In Zimbabwe and Mexico,

86 UNESCO. 2019. *Evaluation of the Networks of Mediterranean Youth (NET-MED Youth) Project (2014-2018)*. Internal Oversight Service. Evaluation Office. Paris.

87 UNESCO. 2021. *Skills forecasting in the South Mediterranean region: approaches and lessons learned from pilot projects*. Paris.

88 UNESCO. 2017. *Meaningfully engaging with youth: guidance and training on UNESCO's work within the Operational Strategy on Youth (2014-2021)*. Paris.

89 UNESCO. 2022. *Youth As Researchers: Exploring the Impact of COVID-19 on Youth*. Global Policy Brief. Paris.

90 The Sector has further launched regional YARs as a new framework to engage youth to produce substance.

91 UNODC. 2021. *Global Report on Corruption in Sport*. Vienne.

92 UNESCO & IANYD. 2019. *Meaningfully engaging with youth. Guidance and training for UN staff*. Paris.

93 <https://events.unesco.org/event?id=4203668020&lang=1033>

94 UNESCO. 2018. *Long walk of peace: towards a culture of prevention*. Paris.

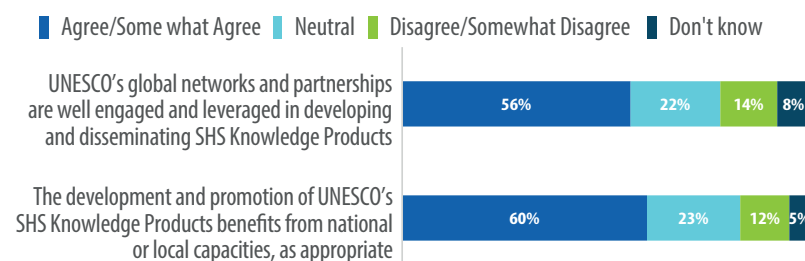


UNESCO partnered with several other UN agencies through initiatives supported by the United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD). In Zimbabwe, this facilitated the development of several knowledge products and a partnership that was commended by the UN Resident Coordinator Office and other UN organisations. The UNPRPD also helped to provide a strategic framework to UNESCO SHS' collaborations with UN organizations in the country.

122. The evaluation pointed out earlier the lack of a strategy for knowledge products at the level of the Sector. This may have prevented SHS teams from designing a strategic approach to UN partnerships on publications. At an operational level, SHS staff also indicated that producing publications with other UN agencies sometimes required additional time as each partner had its own publications policies and procedures, which were often partly overlapping or not fully aligned (e.g., UNESCO's Creative Commons licensing is not necessarily a norm across the UNDS).
123. Partnerships with other types of stakeholders have contributed to the development and dissemination of SHS knowledge products, but the extent to which these collaborations are maximized is unclear. The Inclusive Policy Lab has collaborated with the Basic Income Earth Network (BIEN) for a three-part podcast on India's quest for universal basic income (UBI). Some of the webinars of the Master Class against Racism and Discrimination series have been developed with external partners, such as the Musée de l'Homme for the special edition on the global «Black Lives Matter» movement. In the area of anti-doping, a toolkit was developed in collaboration with the Olympics and Paralympics Committee. The material involved a comprehensive workplan and numerous checkpoints, leading to a production time of close to 5 years. On some occasions, informants mentioned partnerships with the private sector, such as Nike that gave a financial contribution for a publication<sup>95</sup>.
124. As introduced above, informants referred to partnerships often as opportunistic at the global level. According to the evaluation's content inventory, collaboration with external organizations on the development of SHS knowledge products has been more frequent in the field than at HQ: 56 percent of the SHS regional and national knowledge products were produced with an institutional partner compared to 18 percent for HQ issued publications. Respondents to the evaluation's users survey also agreed slightly more frequently that SHS knowledge products have benefited

more frequently from national or local capacities than from global networks and partnerships (Figure 18).

**Figure 18. SHS publications benefited more from national or local capacities than from global networks and partnerships.**



## 6.2. Effectiveness

### Visibility

125. The visibility of the SHS knowledge products is variable, but overall limited. UNESDOC's statistics provided the evaluation with a first assessment on the level of access to different SHS knowledge products. Available data<sup>96</sup> shows a significant number of consultations for SHS category 1 and 2 publications and more limited for the category 4 report in the evaluation's sample (Table 6).

<sup>95</sup> The sector also increased since 2021 its partnership with La Caixa, which includes the production of an annual publication of inequalities, and financial support for the sector every year.

<sup>96</sup> i.e., UNESDOC's statistics start in December 2018.

**Table 6.** Total number of consultations and downloads, from 1st January 2019 to 31 December 2022, for the evaluation's sample of SHS knowledge products. Source: UNESDOC.

Category	Publication title	Year published	Total consultations	Total downloads
1	World social science report- 2016. Challenging inequalities: Pathways to a just world.	2016	23,528	4,018
2	Manual for Developing Intercultural Competencies. Story circles.	2020	28,453	5,730
3	How to Influence the Development of Quality Physical Education Policy. A policy advocacy toolkit for youth.	2021	4,066	845
4	UNESCO 2018 Asia-Pacific youth evaluation report.	2020	187	40
N.A.	Report of the IBC on the Principle of Individual Responsibility as related to Health	2019	2,160	341

126. From 1st January 2019 to 31 December 2022, the 10 most consulted SHS publications included 6 documents related to the ethics of artificial intelligence, and 2 documents related to the COVID-19 crisis (Table 7).

**Table 7.** Top 10 most consulted SHS knowledge products from 1st January 2019 to 31 December 2022. Source: UNESDOC.

Rank	Product title <sup>97</sup>	Year published	Total consultations	Total downloads
1	Outcome document: first draft of the Recommendation on the Ethics of Artificial Intelligence	2020	29,288	4,802
2	World tales: short story competition, competition rules	2020	28,909	2,484
3	Manual for developing intercultural competencies: story circles	2020	28,453	5,730
4	Preliminary study on the Ethics of Artificial Intelligence	2019	19,452	3,487

<sup>97</sup> This list was not filtered by the evaluation and includes substantive and technical publications as well as procedural notes.

5	Recommendation on the Ethics of Artificial Intelligence	2022	18,208	3,991
6	Statement on COVID-19: ethical considerations from a global perspective	2020	18,032	2,216
7	The socio-cultural impact of COVID-19: exploring the role of intercultural dialogue in emerging responses	2020	14,185	1,147
8	Draft text of the Recommendation on the Ethics of Artificial Intelligence	2021	10,384	1,685
9	Recommendation on the Ethics of Artificial Intelligence	2022	9,723	1,960
10	Composition of the Ad Hoc Expert Group (AHEG) for the Recommendation on the Ethics of Artificial Intelligence	2020	9,155	755

127. The evaluation also reviewed the number of consultations prior to 2019 for the *World Social Science Report 2016*. In slightly over 3 months after the launch, the Report had been viewed 10,361 times and the three versions of the Executive Summary more than 9,430 times (Table 8). In slightly over 2 years the Report had been viewed 31,300 times. Although such figures are lower than those coming from other UNESCO's flagship reports, this is a significant achievement. For comparison, 4 months after its launch, the UNESCO Science Report 2015 had been viewed a total of 27,308 times. As another point of reference, the GEM Report 2016 was viewed 53,622 times within the first 4 months of its launch.

**Table 8.** The World Social Report 2016 and its Executive Summaries have been viewed more than 58,000 times in slightly over two years.

Number of views Executive Summary	2016 (22 Sept – 31 Dec)	2017 (01 Jan – 31 Dec)	2018 (01 Jan – 31 Dec)
in English	2,949	2,514	1,940
in French	2,691	2,246	1,301
in Spanish	3,790	5,736	4,271
Number of views for Full Report	2016 (22 Sept – 31 Dec)	2017 (01 Jan – 31 Dec)	2018 (01 Jan – 31 March)
in English	10,361	12,508	8,431

128. Other available data comes from the SHS knowledge products that are stored on the MOST platform. The **75 Think Pieces** of the Inclusive Policy Lab have 38,136 cumulative views since creation (Table 9).

**Table 9. The top 10 Inclusive Policy Lab's Think Pieces in terms of views.**

Think Pieces <sup>98</sup>	Views
How the marginalized fight their way through the pandemic: the Philippine case	10,677
Move the debate from Universal Basic Income to Universal Basic Services	5,269
Analytical framework for inclusive policy design	2,313
How Malaysia can leverage e-commerce to leave no one behind in recovery	1,426
Inequalities in sub-Saharan Africa: what role for social policy	1,380
In Indonesia, the COVID-19 pandemic hurts poor women the most	1,243
Recent changes in income inequality in China	1,094
Addressing inequality in Brazil: taxation and multi-sectoral reforms	1,047
Minimum subsistence income, the Spanish way	957
Basic income - on data and policy	898

129. The 20 podcasts of the Inclusive Policy Lab's "The Policy Nerd" series have a cumulative of 77,584 listens (Table 9), resulting in an average of 3,879 listens per podcast, from 44 countries.

**Table 10. The top 10 Inclusive Policy Lab's podcasts in terms of listeners.**

Podcasts <sup>99</sup>	Listens
Basic Income – deciphering the promises and the data	1,448
Data equity – there is no hiding	1,149
Invest in knowledge, use it to rebuild	961
Close social protection gaps to reset equitably after COVID-19	647
Put carbon dividend at the core of post-COVID reboot	637
California trials basic income, other 14 pilots are in sight	588
Data value: to share, or not to share	457
Universal Basic Services vs. Universal Basic Income - let's talk	417
Stand on the shoulders of giants, take the next leap on climate	414
Is 'victim-shaming' a thing in social policy – let's talk	364

130. Available data therefore shows varying levels of access to SHS knowledge products. According to the evaluation interviews, the visibility of many SHS knowledge

products has been low, and only 21 percent of the users' survey respondents agreed (and 39 percent somewhat agreed) that SHS knowledge products were visible and quickly accessible (Figure 22). Several academics pointed out not knowing the SHS knowledge products and rather using reports from other UN organisations, such as UNDP, WHO, ILO, IOM, or the Regional Commissions. At regional and national level, awareness of the SHS publications from other field offices was also reported as partial. Notable exceptions frequently highlighted by staff and external partners regard the *World Social Science Report 2016* and the *Recommendation on the Ethics of Artificial Intelligence*.

131. Several operational limitations were also put forward by internal and external informants. The lack of a newsletter to launch and promote knowledge products and other information was identified as a gap for the Sector. In comparison, the Natural Science Sector uses the Mailchimp platform, available to all UNESCO Sectors, to disseminates its newsletter and has listserv that updates everyone on the list about the recent publications. The evaluation also noted that the Sector does not have a central mailing list that would consolidate each section's contact lists to help increase outreach and avoid overlaps. The Sector also does not use 'advanced' distribution capabilities that would allow recipients to select the thematic areas or products they are interested in, which would be helpful in coping with the diverse and very specific networks and partners of the Sector.
132. External partners including policymakers and academics are informed through newsletters or email alerts about the knowledge products released by other UN organizations, such as UNDP, UNFPA, UNICEF.
133. In addition to UNESCO website and UNESDOC, the Sector has used several social media platforms to disseminate knowledge products such as Twitter, LinkedIn, Facebook, and Instagram. The lead time and pace for introducing innovative communication channels and social media platforms (such as Facebook, Instagram) has been rather slow due to considerations of reputational risks for the Organization. However, this may lead to UNESCO being considered as outdated especially by young people. Some found that the Organization would benefit from finding the right balance between risk and innovation to communicate with young people in ways that reach them.

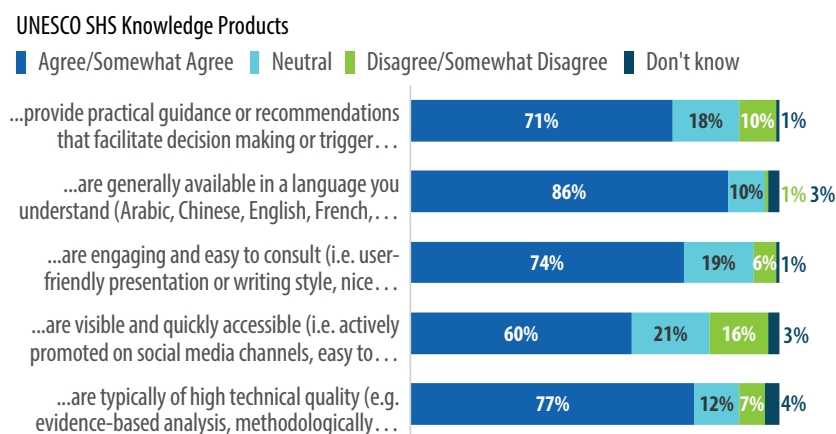
<sup>98</sup> Data provided by the SHS Sector on 5 October 2022.

<sup>99</sup> Ibid.

## Ensuring SHS knowledge products are used

134. **SHS teams have developed quality knowledge products which, in some cases, are complemented by modalities that facilitate access and use at regional and/or national levels.** The SHS Sector has implemented a range of approaches and activities to ensure that knowledge products achieve their intended uses. Although the evaluation's content inventory showed that English was the language most used (94 percent of the SHS publications were in English, followed by French at 36 percent, and Spanish at 24 percent), this was seldom reported as a constraint by evaluation informants. About 60 percent of survey respondents agreed (and 26 percent somewhat agreed) that SHS knowledge products were generally available in a language they understand (Figure 19).

**Figure 19. Survey respondents found that SHS knowledge products were generally available in a language they understand and of high quality.**



135. In a few instances, Field Office staff also mentioned localising and adapting the content of the SHS knowledge products created at HQ. In Nairobi for example, the *Declaration of Ethical Principles in relation to Climate Change*<sup>100</sup> was transposed by the Regional Office for Eastern Africa into more concrete terms for SIDS countries.

100 UNESCO. 2017. *Declaration of Ethical Principles in relation to Climate Change*. Paris.

In India, the SHS team developed an advocacy product<sup>101</sup> to localise the global brochure and promote the *Fit for Life* initiative<sup>102</sup>. External partners also stressed that another important means to facilitate use was the fact that SHS knowledge products were freely accessible online, i.e., UNESCO did not charge for its knowledge. Several informants also commended the quality of the products as an additional characteristic fostering their use.

136. As introduced in the previous section, SHS teams have sometimes designed communication plans (e.g., social media plans and web media) to support dissemination. The comprehensive communication strategy of the *World Social Science Report 2016* was cited as a good practice. Other approaches highlighted by SHS staff as good practices are: the communication and social media plan and campaign that supported the dissemination of the *Recommendation on the Ethics of Artificial Intelligence*<sup>103</sup>; the communication and outreach plans and activities surrounding the launch of the *Fit for Life* initiative; and the communication component of the Inclusive Policy Lab.

137. Targeted dissemination is one of the modalities sometimes implemented by SHS teams to ensure the use of knowledge products. Normative documents have been disseminated to policy makers and Members States, for example through UNESCO delegations, and to expert networks. The *Recommendation on the Ethics of Artificial Intelligence* was officially submitted by the Director General to delegates and Member States and was shared by the SHS team with the 36 members of the International Bioethics Committee, UNESCO Chairs and their own networks, and networks of bioethics practitioners. The *World Social Science Report* was presented, among other at global events such as the 1st Forum of Ministers of Social Development for Central Africa in 2016 and to the 1st Forum of Ministers of Social Development for Asia-Pacific in 2017. The global policy brief on *Youth As Researchers: Exploring the Impact of COVID-19 on Youth* was presented in 2022 to Ministers responsible for youth. The toolkit on *Sport values in every classroom: teaching respect, equity, and inclusion to 8–12-year-old students* was launched in 2019 during the Forum preceding the Conference of Parties to the International Convention against Doping in Sport.

101 <https://unesdoc.unesco.org/ark:/48223/pf0000381913.locale=en>

102 <https://unesdoc.unesco.org/ark:/48223/pf0000379910>

103 <https://unesdoc.unesco.org/ark:/48223/pf0000381137>

138. Another notable approach taken by SHS teams to ensure that knowledge products achieve their intended uses has been to integrate them or mainstream the knowledge in dedicated capacity development activities. For example, the dissemination and uptake of the toolkit on *Meaningfully engaging with youth* was supported by trainings and workshops. Another example is the rollout of the *Writing Peace Manual*, which involved pilot workshops with training sessions in countries such as Ivory Coast, Egypt, and Morocco. The dissemination of the Art-Lab tools also involved workshops in Cameroon and Tchad. Through the “Building Resilience through the Development of Intercultural Competencies” project, the Sector also implemented regional trainings on the *Manual for developing intercultural competencies* and Story Circles methodology in the Euro-Mediterranean region<sup>104</sup>. MOST Forums of Social Development, such as MOST Forum of Arab Social and Health Ministers on “Multi-Dimensional Social Protection Policies in Conflict and Conflict-Affected Arab States” in December 2018, have also provided Ministers and decision-makers with a unique multi-stakeholder platform for dialogue with researchers, the UN system and civil society, to share experiences, knowledge and policies.
139. Some SHS knowledge products have been translated into development projects (see also next section). For example, the report on *Measuring intercultural dialogue: a conceptual and technical framework*<sup>105</sup> contributed to the production of the report on *We Need to Talk: Measuring intercultural dialogue for peace and inclusion*<sup>106</sup>, and informed the development of UNESCO’s project on *Measuring the enabling environment for effective intercultural dialogue*<sup>107</sup>. Similarly in Zimbabwe, knowledge products informed the design of new projects, or their extension. For example, research products that assessed the disability landscape<sup>108, 109</sup> informed the design of projects set to address some of the gaps identified in the assessments (and as noted in box 1, also served advocacy objectives and resource mobilization). Similarly, the *World Social Science Report* on inequalities was used for mobilising resources (e.g., in Indonesia) initiating new development projects.

104 <https://events.unesco.org/event?id=1981704663&lang=1033>

105 <https://unesdoc.unesco.org/ark:/48223/pf0000373442>

106 <https://unesdoc.unesco.org/ark:/48223/pf0000382874>

107 <https://www.unesco.org/en/interculturaldialogue/measuring>

108 UNESCO. 2020. Towards the effective and meaningful participation of PwDs in Zimbabwe. Regional Office for Southern Africa. Harare.

109 UNESCO. 2020. Amplifying the Voices of women & girls with disabilities in Zimbabwe: A Comprehensive Study. Regional Office for Southern Africa. Harare.

140. **Approaches to foster the use of SHS knowledge products have remained dispersed, lacking a robust process that would consolidate, systematize, and leverage the good practices implemented across the sections.** The above evidence was compiled by the evaluation from many different activities and sources. Above all, and reflective of the findings from the earlier sections, informants emphasized that the actions to ensure the use of SHS knowledge products produced during the period 2018-2021 had remained insufficiently strategized and dispersed<sup>110</sup>. For instance, several informants noted that SHS knowledge products often lacked a section on how to translate reports or general knowledge into policy recommendations or actionable initiatives for other stakeholders. Counter examples were also identified, such as with the reports from the International Bioethics Committee or the policy brief *Making the case for inclusive quality physical education policy development*, but this is the exception rather than the rule.
141. Similarly, examples about initiatives or teams developing complementary knowledge products such as research studies followed by guidelines, toolkits, or advocacy products. But informants underlined that this was rarely comprehensive nor a reflection of a full-fledged strategy.
142. The earlier sections conveyed a range of constraints and limitations that prevent SHS knowledge products from achieving their intended use. In several cases, informants stressed the limited resources and capacities as a key hindering factor.

UNESCO Chair, “There should be more tools for policy makers and for experts, more guidelines, manuals to help implement what knowledge products recommend. There is a need also to digest products to make them easier for the public. Also, there is a need for toolkits for practitioners: for accompanying people trying to practice and implement. This is about knowledge translation; a comprehensive approach is needed.”

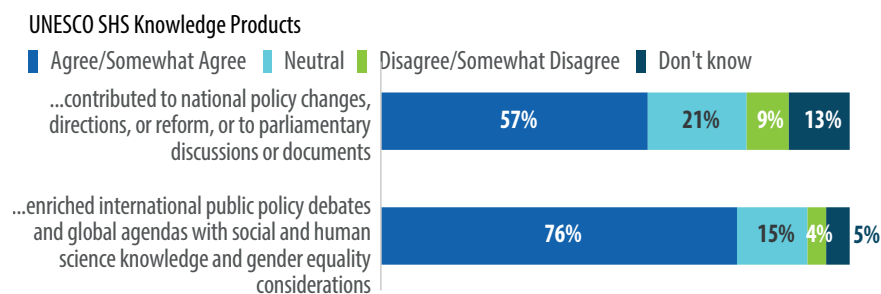
110 The Sector reported linking, since 2021, the production of research and publications with high profile events which are now in the SHS workplan.



## Results achieved

143. **The SHS knowledge products have in several instances informed and influenced international policy dialogues while the contributions to national policy change were often facilitated by complementary interventions.** Thirty eight percent of the respondents to the evaluation's users survey agreed (and 38 percent somewhat agreed) that the SHS knowledge products have enriched international policy debates and global agendas (Figure 20). In comparison, a lower proportion of about 29 percent of survey participants agreed (and 28 percent somewhat agreed) that SHS knowledge products have contributed to national policy changes, directions, or reform, or to parliamentary discussions or documents. Survey cross-tabulations put more light on this difference when considering more specifically the policymaker segment. Among the policy makers responding to the survey, 58 percent agreed that the SHS knowledge products have enriched international policy debates and global agendas, but only 22 percent agreed that they have contributed to national policy changes, directions, or reform, or to parliamentary discussions or documents.

**Figure 20.** Policymakers found more often SHS knowledge products enriching international policy debates than contributing to national policy changes.

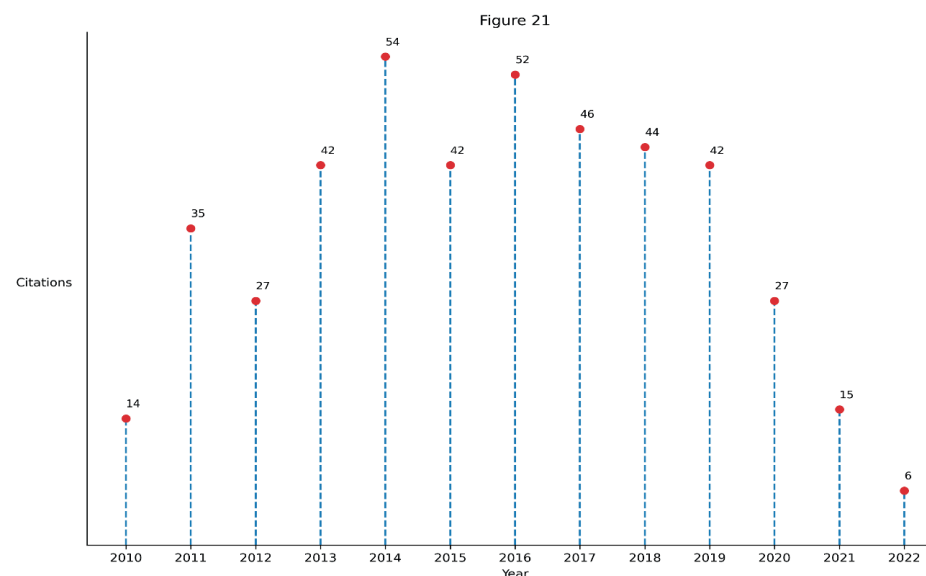


144. The influence of the SHS knowledge products on international policy discussions can be illustrated with the normative products coming out from the Conventions as they are legally binding and subject to international reviews and periodic monitoring. Recommendations and strategies are not legally binding but are also expected to have a significant impact. These publications and by-products inform Member States through the Executive Board, Permanent Delegations, and National Commissions. They are also referred by other international organisations and regional

entities. The Council of Europe, for instance, used the (draft) *Recommendation on the Ethics of Artificial Intelligence* in a report on the legal framework for AI systems<sup>111</sup>. The Recommendation has also been cited by FAO in its recent *Science and Innovation Strategy*<sup>112</sup>. Several SHS staff also underlined the effectiveness of consultative processes to bring knowledge products into intergovernmental debates, such as with the UNESCO Youth Forum; the Global Forum against Racism; or the link of the MOST Programme to Member States through the Intergovernmental Council (IGC), Ministerial Forums, and network of MOST National Committees.

145. The flagship series of *World Social Science Report* is another resource which has been used in analyses and cited by more than a dozen UN organisations, several European Union bodies and agencies, the OECD, IPBES, the development banks, among others. According to Overton (confer infra), the three flagship reports have been cited in 208 policy documents (and in 243 UNESCO publications). Citations of the Reports peaked in 2014 and 2016, then declined over time (Figure 21).

**Figure 21.** Citations of the World Social Science Reports peaked in 2014 and 2016, then declined over time.



111 Council of Europe. 2021. *A Legal Framework for AI Systems*. Strasbourg. <Link>

112 <https://www.fao.org/3/cc2273en/cc2273en.pdf>

146. A series of SHS webinars organized in response to the COVID-19 crisis highlighted a different avenue to informing international debates. Between March and September 2020, the SHS team organized 15 webinars on the effects of the pandemic, looking at “Inclusion in the time of COVID-19” through different themes such as gender-based discrimination, disability inclusion, and role of the youth during the pandemic.<sup>113</sup> This series informed a policy brief and led the team to organise a series of regional experts consultations (6 webinars based on regions) that were concluded in a report. Member States took notice of this webinar series, inciting the Executive Board to adopt, in December 2020, a decision containing the global call against racism<sup>114</sup>.
147. At national level, the uptake of the SHS knowledge products in policymaking processes shows slightly different patterns. In Kenya for example, national partners referred to a significant range of SHS knowledge resources that have guided policy development. The Operational Strategy on Youth (2014-2021) and related knowledge products informed the Kenyan National Youth Development Policy (2019)<sup>115</sup>. The International Charter of Physical Education, Physical Activity and Sport<sup>116</sup> and supportive knowledge products such as the Guidelines for Policy-Makers on Quality Physical Education (QPE)<sup>117</sup>, and QPE policy guidelines methodology<sup>118</sup> were used to develop quality physical education in the country. SHS’ normative products, reports, and guidelines on the ethics of science contributed to set up research ethics committees in universities and research institutions, and to develop a curriculum for ethics committees that “*borrowed heavily on UNESCO’s resources*”. Work was also referred underway with the Ministry of Health to set up bioethics committees.
148. One notable pattern across these cases is the time required to translate normative products and major publications into national policies and practices<sup>119</sup>. Informants in Kenya and many other interviewees highlighted the long “shelf life” of some SHS publications, such as the series on the *General History of Africa*. Most of the SHS

knowledge products cited by informants in Kenya were developed before the period of focus of the evaluation, that is prior to 2018-2021.

149. In Zimbabwe, national studies and technical support from the SHS team contributed to the development of the *National Disability Board Strategic Plan 2020-2022*<sup>120</sup>. It further influenced the *National Disability Policy*<sup>121</sup> as well as the drafting of the Inclusive Education Policy regarding the rights of persons with disabilities to access any school. Other examples of SHS knowledge products informing policy makers were found in Indonesia, where the SHS’ data collection work on disability and development of city disability profiles fed into policy making at a subnational level. In a significant part of the above cases, the uptake and influence of the knowledge products owed to national agendas and resources as well as to complementary interventions embedded in development projects, such as capacity building activities and technical support.
150. The evaluation used the Overton database<sup>122</sup> to assess the level of policy uptake of a selected number of SHS knowledge products<sup>123</sup>. Within the sample, the *World Social Science Report 2016* is the knowledge product that has been cited the most in policy documents (Table 10). Two products were seldom cited in policy papers, but policy makers were not among their primary target audiences. Four out of five products come with a significant percentage of self-citations, i.e., they were solely or primarily used within UNESCO’s processes. According to an informant, the Sector “*needs to work more on making knowledge more palatable for policy makers instead of assuming uptake with the knowledge products published. Possible long-term dissemination and outreach to policy makers may be what is missing to fill this gap*”.

113 <https://en.unesco.org/covid19/inclusion-webinars>

114 <https://www.unesco.org/en/articles/global-call-against-racism>

115 Other evidence of the uptake of the Operational Strategy on Youth can be found in the external mid-term evaluation: Mid-term review of the UNESCO Operational Strategy on Youth 2014-2021 - UNESCO Digital Library.

116 <https://unesdoc.unesco.org/ark:/48223/pf0000235409>

117 <https://unesdoc.unesco.org/ark:/48223/pf0000231101>

118 <https://unesdoc.unesco.org/ark:/48223/pf000023381>

119 This was further illustrated with the International Convention against Doping in Sport, which was adopted in 2005 and entered into force in 2007. In Kenya, the Convention was approved in 2009, leading to the establishment of the Kenya Antidoping Agency in 2016.

120 [https://en.unesco.org/sites/default/files/national\\_disability\\_board\\_strategic\\_plan\\_2020-2022.pdf](https://en.unesco.org/sites/default/files/national_disability_board_strategic_plan_2020-2022.pdf)

121 <https://veritaswomen.net/wp-content/uploads/2021/09/National-Disability-Policy-June-20211.pdf>

122 Overton is a private company that monitors references to publications in policy documents. Overton has indexed more than 6 million documents from more than 1,500 policy sites that host documents from over 25,000 organisations. <https://www.overton.io/>

123 Selection was done during the inception phase in consultation with the evaluation’s Reference Group.



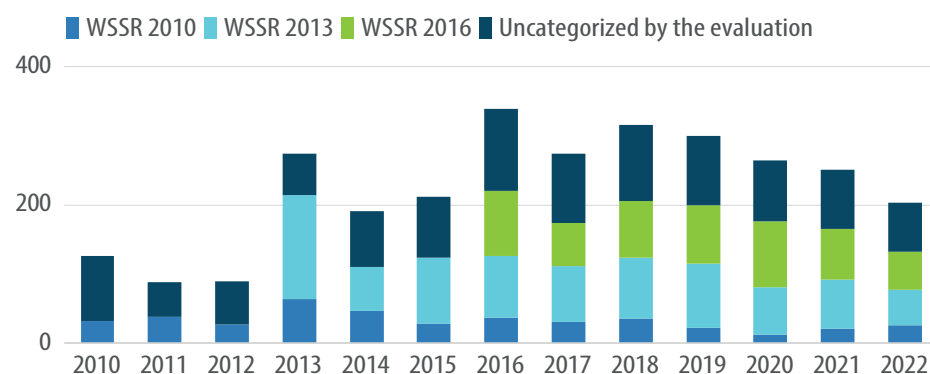
**Table 11.** Within the evaluation sample, the World Social Science Report 2016 is the SHS knowledge product cited the most in policy papers.

Knowledge product (year published)	Number of policy citations (Source: Overton)	Percentage of UNESCO's self-citations
World Social Science Report. Challenging inequalities: Pathways to a just world. (2016)	110	33%
Manual for Developing Intercultural Competencies. Story circles. (2020)	26	88%
How to Influence the Development of Quality Physical Education Policy. A policy advocacy toolkit for youth. (2021)	7	100%
UNESCO 2018 Asia-Pacific youth evaluation report. (2020)	0	-
Report of the IBC on the Principle of Individual Responsibility as related to Health. (2019)	25	92%

151. Some evidence suggests that SHS knowledge products have been used in academics' teaching activities but only a smaller sample has informed research work. Several SHS knowledge products were reported as contributing to teaching activities. The *Writing Peace* manual, sometimes complemented by a session on *Story Circles*, was used in several countries (e.g., Oman, Egypt, Côte d'Ivoire) in training workshops for school children by UNESCO, the National Commission for UNESCO, and local partners, including the Associated Schools Project Network (ASPnet). The *General History of Africa* was also mentioned by several informants as being an "extremely useful" teaching tool. In Zimbabwe, the SHS team collaborated with the Education Sector's Global Citizenship Education (GCED) initiative on training teachers and integrating *Youth in the Liberation Struggle and Beyond* in the school curriculum. Another example cited earlier regards the uptake by teachers, such as in Kenya, of materials on Quality Physical Education.
152. The evaluation's users survey and interviews with academics, including UNESCO Chairs, indicated several cases of use of the SHS knowledge products in research activities. In Kenya, normative and related publications on the ethics of science have led to a strengthening of research ethics and processes. The book on *Transforming*

*the Future*<sup>124</sup> was commended by two informants for its breadth and depth, and "knowledge neutrality" by bringing diverse points of view. According to Research Gate, the book has been read by 12,204 people and referred in 112 citations. A researcher further described the *World Social Science Report* on inequalities as "excellent, an extremely important product, innovative, participatory". According to Google Scholar, since 2010, the three issues of the flagship Report have been cited 2,932 times, with each edition showing rather persistent academic use over time (Figure 22).

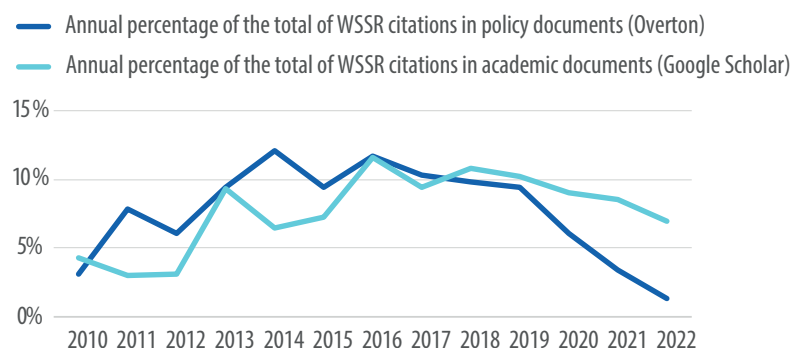
**Figure 22.** The World Social Science reports remain cited by academia several years after their production.



153. When comparing policy and academic citations of the series of *World Social Science Reports*, data shows that uptake by policy makers has been faster than by academia but the use of the series of Reports by the latter has been more durable, with academic references decreasing at a slower pace over time (Figure 23). The annual percentage of the total citations of the WSSR in policy documents

124 <https://unesdoc.unesco.org/ark:/48223/pf0000264644>

**Figure 23.** Policy makers used sooner the editions of the World Social Science Reports, but academia kept using them over longer periods of time. (Sources: Overton and Google Scholar).



154. Within the evaluation's sample of SHS knowledge products, in addition to the *World Social Science Report*, Google Scholar indicates significant citations for the *Manual for Developing Intercultural Competencies* (Table 11). Together with other groups of informants (confer supra), academics and researchers still mentioned room for making the SHS knowledge products more visible. Some also noted that publications from other agencies such as the ILO, UNDP, WHO, or the Regional Commissions were more visible and usable by academia. A few interviewees also indicated that the MOST Programme, commended by academia, had become less visible over time.

**Table 12.** Within the evaluation sample, the *World Social Science Report 2016* is the SHS knowledge product that was cited the most in academic and research papers.

Knowledge product (year published)	Number of academic citations (Source: Google Scholar)
World Social Science Report. Challenging inequalities: Pathways to a just world. (2016)	570
Manual for Developing Intercultural Competencies. Story circles. (2020)	153
How to Influence the Development of Quality Physical Education Policy. A policy advocacy toolkit for youth. (2021)	1
UNESCO 2018 Asia-Pacific youth evaluation report. (2020)	0
Report of the IBC on the Principle of Individual Responsibility as related to Health. (2019)	4

**155. A limited number of SHS knowledge products informed UNESCO's programmes and practices.**

A few SHS knowledge products were frequently referred to as having informed the Sector's programming and activities. Normative documents, for example, contribute to the agenda of work of the Sector. The *Operational Strategy on Youth* was also reported influential by staff members for designing interventions and regional engagement for the youth in policy discussions/participation in decision making processes. The *World Social Science Report 2016* is another resource that has informed SHS' programming. The workstream on basic income and policy paper on *Basic Income – Data and Policy*, for example, was initiated after the Report. There were also instances where it was also used as an advocacy tool and for fundraising, such as by describing the context and baseline in a project proposal submitted to the EU by the SHS team in Indonesia and the OECD<sup>125</sup>. In Zimbabwe, the agencies part of the UNPRPD initiative in the country used UNESCO's national studies to inform their programming. A few reports informed the United Nations Common Country Analysis<sup>126</sup> such as the *Amplifying the voices of women and girls with disabilities in Zimbabwe: a comprehensive study* and *Harmful cultural beliefs and practices, stigma and discrimination towards women and girls with disabilities: a toolkit for change*.

**156. The use of the SHS knowledge products by other target audiences has been variable.**

The evaluation gathered some evidence of an uptake of the SHS knowledge products by the media sector. Between 22/9/16 and 31/12/16, the *World Social Science Report 2016* was featured in 52 press articles worldwide, including in the national press of 10 Low- and Middle-Income Countries (LMICS). It was also covered in theafricanews.net and caribbeannews.net. More recently, between 24/11/2021 and 07/12/2021, the *Recommendation on the Ethics of Artificial Intelligence* was featured in 950 articles across 650 different media outlets. It reached a potential of 930 million readers across 80 countries covered by the press and media coverage report. It was referred as UNESCO's best media coverage for 2021, getting higher visibility than the Organization's two other top featured news for the year, i.e., the announcement of the 'Gilgamesh Tablet' handed back to Iraq, and the recommendations regarding the Great Barrier Reef.

157. Although some sections (e.g., sport and anti-doping section) have previously benefited from partnerships with private sector companies' uptake of knowledge products was limited according to the evaluation's interviews and users survey

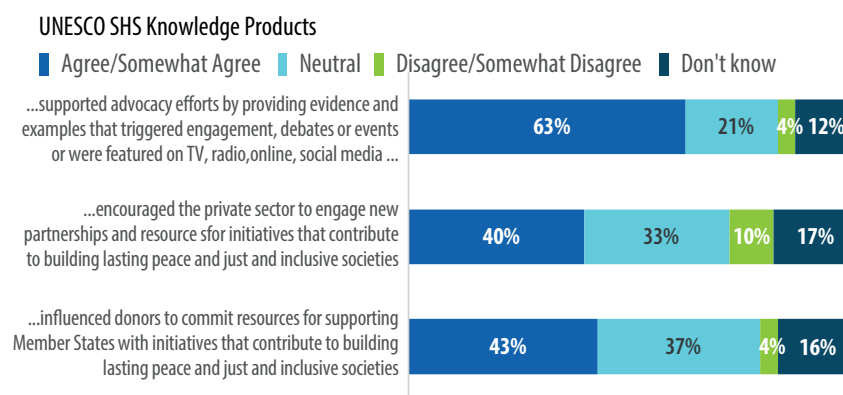
<sup>125</sup> UNESCO & OECD. 2018. *Inclusive Indonesia: from evidence to policy to impact. CASE FOR SUPPORT*. Jakarta.

<sup>126</sup> [https://zimbabwe.un.org/sites/default/files/2021-06/UNCT\\_ZW\\_CommonCountryAnalysis\\_2021Final\\_0.pdf](https://zimbabwe.un.org/sites/default/files/2021-06/UNCT_ZW_CommonCountryAnalysis_2021Final_0.pdf)

(Figure 24). Similarly, few examples of knowledge products developed for donors were identified except the brief developed by OECD and UNESCO in Indonesia and a study<sup>127</sup> specifically developed for advocacy and resource mobilization efforts in Zimbabwe in 2020.

158. According to the evaluation's users survey, 22 percent of the respondents agreed (and 36 somewhat agreed) that UNESCO's SHS Knowledge Products have influenced CSOs/NGOs' in developing programmes and projects, and other initiatives which target intercultural understanding and the building of lasting peace and just and inclusive societies.

**Figure 24. Use of the SHS knowledge products by donors and the private sector remained limited.**



### Changes triggered by SHS knowledge products

159. As mentioned earlier, often SHS knowledge products have a long-life span and takes time to contribute to tangible impacts. Some referred to the period of a biennium as only sufficient to “plant the seeds” of change.
160. **SHS knowledge products have contributed to supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures, and promoting ethical principles.** Twenty six percent of the users' survey respondents agreed (and 37 percent somewhat agreed) that UNESCO's SHS Knowledge Products have influenced individual behaviours and institutions

<sup>127</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000374228>

to support people in understanding each other and working together to build lasting peace and just and inclusive societies. Several internal and external informants highlighted the influence of some SHS knowledge products in making societies more inclusive. Disability policies in Indonesia, Kenya, and Latin America were reportedly influenced by publications from the Inclusive Policy Lab. Some informants also put forward the uptake of the knowledge products developed under the MOST Programme. National policies in the Philippines were referred to as being informed by the activities and products of the Futures Literacy initiative.

161. In Kenya, national partners said the *General History of Africa* is in the national education curriculum. Knowledge products on Slave Routes were used to design slave route sites. Another example came from related workshops on access to justice for women and girls with disabilities who are victims of Gender Based Violence (GBV) and harmful practices. In Gurube, a village in the north of the country, the trainings led to an increase in the number of cases on harmful practices reported to the police's Victim Friendly Unit. The knowledge products and dissemination activities also informed a project proposal to develop safe shelters for girls and women affected by GBV.
162. The SHS knowledge products have also contributed to integrate Quality Physical Education in national policies and school curricula. In Mexico, Fiji, and Zambia, the SHS team supported the implementation of Quality Physical Education (QPE) projects. The national implementation was guided (to about 85 percent according to SHS staff) by the SHS publications. The products gave guidelines on “how to do it” as opposed to “what to do”, which enabled the individual countries to fit the guidelines according to the national needs and inspired the countries to go beyond the guidelines. In Fiji, this facilitated the first QPE policy which involved thousands of stakeholders in its development. National partners in Kenya also reported that UNESCO's guidelines helped incorporate QPE in the schools' curriculum when the country was reforming it into a competency-based curriculum. The policy on *Physical Education and Sport Policy for basic Education* was published in July 2021<sup>128</sup>. Country informants further highlighted that the Anti-Doping Agency of Kenya<sup>129</sup> was established because of UNESCO's Anti-Doping Convention<sup>130</sup>.

<sup>128</sup> Republic of Kenya. Ministry of Education. 2021. *Physical Education and Sport Policy for basic Education*. State Department of Early Learning and Basic Education. Nairobi. <[link](#)>

<sup>129</sup> <https://www.adak.or.ke/>

<sup>130</sup> <https://en.unesco.org/themes/sport-and-anti-doping/convention>

163. The SHS knowledge products have contributed to educating and empowering the youth. Several informants mentioned that the UNESCO Operational Strategy on Youth has been influential when designing interventions and regional engagement for youth in policy discussions or participation in decision making processes. The Strategy and its by-products contributed to the design of national youth policies, such as in Zambia where the statutes of the National Youth Development Council were made more cohesive with grassroot youth associations. In Kenya, the revision of the Kenyan National Youth Development Policy in education adopted in 2019 used the tools developed by the Youth Section to meet and cover new challenges faced by young people. Among the changes were the inclusion of topics such as youth radicalization, and youth and technology.
164. As another example, the publication on *Meaningful Youth Engagement* has been promoted, adapted, and adopted by the Inter-agency Network on Youth Development (IANYD). The tool has been used by other agencies within IANYD in trainings on youth empowerment for youth networks and UNCTs in countries such as Vietnam and Egypt. It was also used successfully by the International Telecommunication Union (ITU) which integrated a youth component in the work of the organisation. NET-MED Youth was another example where knowledge products and related activities contributed to changing behaviours and practices. According to a staff, Algeria for example was one the countries where the initiative has incited the government to bring young people on board to inform policies and projects.
165. SHS knowledge products have contributed to making societies more ethical. As noted earlier, Conventions are to be implemented by Member States, and Recommendations to influence national policies. The *2017 Recommendation on Science and Scientific Researchers*, for example, has brought “a large minority of Member States [to report] some new institutions and measures taken to strengthen science and research ethics and clarify responsibilities in line with the 2017 Recommendation”<sup>131</sup>. In Kenya, national partners stressed the influence of the SHS Sector on establishing research ethics committees in universities and research institutions.

131 <https://unesdoc.unesco.org/ark:/48223/pf0000379704>

## Value added

166. **The added value of the SHS knowledge products spans across several dimensions with room for enhancements.** Several informants stressed the Sector’s comparative advantages and “*lack of competition*” on several thematic areas, providing a window for unique content. UNESCO brings unusual perspectives within the UN system as it invests in both natural and social sciences a multi-dimensional angle for credible knowledge production. SHS knowledge products were commended for their analytical depth and breadth. External informants across several countries including in Kenya, Mexico, and Lebanon mentioned that the global scope and comparative advantages that shaped the SHS knowledge products enriched national/local perspectives with good practices. Some informants also pointed out UNESCO’s neutrality and trustworthiness. The convening role of the Organization and the bridges it created between research, practice, and policy were also considered as an added value.
167. Nevertheless, there still is opportunity for the Sector to strengthen the added value of its knowledge products. Internally and externally, many informants pointed to the lack of databases and statistical information as a significant shortcoming across SHS global thematic areas as well as limited knowledge products developed at country level. According to an informant, for example, “*there should be global data for different specialized themes such as sports, intercultural dialogue, etc.*” The Sector would also gain from strengthening field-based empirical research. The added value of the knowledge products would be enhanced through action-oriented research testing new approaches in real life, in the form of pilots, prior to scaling up.
168. As conveyed earlier, stakeholders see that the added value of the Sector’s knowledge products would also be enhanced with the development of a flagship publication. Informants suggested that topics would need to be strategic, anticipating themes that will be relevant within a few years, bringing new perspectives and data, and infuse SHS’ thought leadership into policy making processes. Positioning the Sector on the main on-going policy issues, such as those related to current crises (Afghanistan, Ukraine, Covid, etc.) was also raised by some informants. They further

indicated that contribution to building inclusive and peaceful societies was the most relevant area of work in the context of the world today, underscoring the importance of UNESCO's mandate.

### 6.3. Innovation

169. **SHS knowledge products have promoted innovative ideas and “out of the box” content on some areas and through various modalities.** In terms of **topics**, informants commended, for example, the *World Social Science Report 2016* on inequalities as covering an issue that has since become highly recognized, including in reports from the IMF and the Development Banks. At country level, the research<sup>132</sup> that the Sector has supported in Lebanon to analyse economic and gender disparities and cultural issues with a focus on older women reportedly brought in new perspectives, different from the traditional interest of development agencies related to reproductive health and household violence, when exploring marginalized women. In Zimbabwe, the bonding between agendas and/or projects was reported as triggering innovative content, such as on the Southern African Liberation History project and the bridges established with the Global Citizenship Education (GCED) area, the General History of Africa, and the fight against racism and discrimination. Similarly, the links created between persons with disabilities (PwDs) and gender-based violence have led to an innovative publication<sup>133</sup> as well as to new opportunities for partnerships, resource mobilisation, and project interventions (under the EU Spotlight Initiative).

132 Kayal M. Tarabey L. *Marginalized Women: the case of Syrian Elderly Rural Women at Times of War and Forced Displacement*. [https://www.crss-ul.com/uploads/marginalizedwomen\\_1.pdf](https://www.crss-ul.com/uploads/marginalizedwomen_1.pdf)

133 UNESCO. 2020. *Harmful cultural beliefs and practices, stigma and discrimination towards women and girls with disabilities: a toolkit for change*. Regional Office for Southern Africa. Culture Sector. Harare. <[link](#)>

170. In terms of **methodologies**, the MOST Programme, the Inclusive Policy Lab, and the Future Literacy Lab were reported by internal and external informants as innovative approaches. The Youth As Researchers which delivered a global policy brief was also recognised by external informants and beneficiaries as highly innovative. In Zimbabwe, the SHS team organized research activities and trainings co-conducted with PwDs through the Organisations of Persons with Disabilities and Women's Organizations. Various initiatives have piloted knowledge products with target users, a methodology often found in the innovation toolbox.
171. In terms of format, the policy brief on *Basic income - on data and policy*<sup>134</sup> was considered an innovative product, integrating text, podcasts, and Twitter messages. Another example is a recent publication and platform developed by UNESCO Office Montevideo and the Regional Bureau for Science in Latin America and the Caribbean (Box 3). Taking a different angle, knowledge products in Zimbabwe were developed in accessible formats to cater for PwDs, e.g., in braille, audio-visual, and sign language. The SHS team also created and launched a series of social media messages, the DYKs (DidYouKnow<sup>135</sup>) to further disseminate knowledge products.

134 <https://unesdoc.unesco.org/ark:/48223/pf0000380169>

135 E.g., <https://twitter.com/unescoROSA/status/1547112091525517312>



### Box 3. Innovative product development in Latin America and the Caribbean.

Young women in Latin America and the Caribbean face accumulated disadvantages and vulnerabilities in terms of their effective access to education, health, work, and political participation. Covid-19 has had economic and social consequences throughout the region, aggravating the already existing inequalities affecting youth.

Against this backdrop, a partnership was established between the UNESCO Montevideo Regional Office, Colegio de Mexico (COLMEX), and **Consejo Latinoamericano de Ciencias Sociales (CLACSO)**<sup>136</sup>. **The collaboration** led to the production of *Danzar en la Bruma*<sup>137</sup>. The publication is not only a report on gender and youth in the context of inequalities in Latin America and the Caribbean. It is also intended as a platform for action (<http://danzarenlasbrumas.org/>) inspiring alternatives, in the hope of achieving sustained transformations for the achievement of justice and equity in the region.

This initiative was developed in the context of the MOST Programme. One of the roles of the MOST Programme is precisely to explore different ways of doing research. It delivered this “atypical” research product which combines the academic part with a platform that introduces life stories from real young women through music, art, a Spotify playlist, posters that can be downloaded, and animations that humanize the data which is presented. Stories were transformed into animations; the chapters bear the stamp of the music; the illustrations in turn are posters and postcards that keep the call present; and social sciences and art are conjugated in a digital platform of free and open access.

The process of constructing this knowledge product was also innovative. It had not only an academic committee but also a young women committee. Peer reviews were organized so that the different chapters “speak to each other”, which is different from how research is done normally.

The launch event involved a virtual presentation by the ADG of SHS, and the President of COLMEX. The platform has had 11,000 visits and the publication was downloaded 1,800 times. A second phase is in the pipeline to discuss with partners how to position the recommendations in policy spaces and to link this platform with other HQ initiatives, such as “Youth as Researchers”.



<sup>136</sup> The Latin American Council of Social Sciences (CLACSO) is an international non-governmental institution with associative status at UNESCO, created in 1967. It currently brings together 836 research and postgraduate centers in the field of social sciences and humanities in 55 countries in Latin America and other continents.

<sup>137</sup> UNESCO. 2022. *Danzar en las brumas: género y juventudes en entornos desiguales en América Latina y el Caribe*. UNESCO Office Montevideo. Regional Bureau for Science in Latin America and the Caribbean. COLMEX. CLACSO. Paris.

172. **The Sector does not have an innovation plan and/or strategy and lacks clear guidelines on managing innovation risks.** The Sector did not develop an innovation strategy or plan to spur innovation, which is therefore left to project opportunities and individual initiatives with unclear scalability prospects. The evaluation found a significant number of informants indicating that among the causes constricting the Sector from being innovative was that UNESCO is “politically cautious”, “risk adverse” or “conservative”. Several staff, for instance, mentioned reluctance from the Organization to engage in broad and open exchanges with external communities, including youth, academia, and CSOs, to discuss a publication under development or to participate in its dissemination through debating its content. For some informants, this further creates a risk for the Organization to focus on showcasing good development practices but disregard valuable lessons learned.

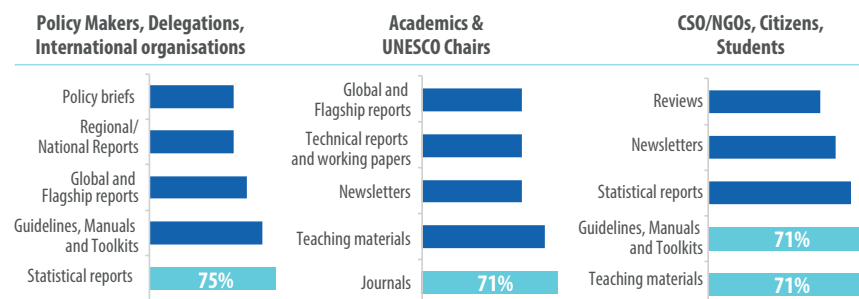
173. The evaluation asked several interviewees for areas on which the Sector could be innovative in the future through the development of knowledge products. Some of the feedback echoed the SHS programme strategy presented in the 41 C/5, with suggestions to develop a flagship report on the state of global inequalities. Other topics referred to re-fostering trust in science, seconding the points raised in the consolidated report on the implementation of the *2017 Recommendation on Science and Scientific Researchers*<sup>138</sup>. Other topics spanned across open science, AI and information literacy, inclusion, and family.

174. The evaluation’s users survey also considered the types of knowledge products that the Sector could develop in the future. Policy makers, together with Permanent

<sup>138</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000379704>

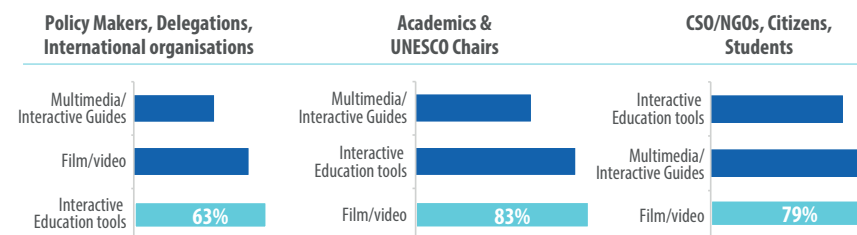
Delegations, UNESCO National Commissions, and international organisations, academics (including UNESCO Chairs), and other respondents returned different priorities. According to 75 percent of the policy makers responding to the survey, *Statistical reports* are the type of knowledge product that the SHS Sector could develop to respond to their professional needs, followed by *Guidelines, manuals, and toolkits* (for 67 percent of responding policy makers) and *Global/flagship reports* (58 percent). For academics, the types of knowledge products most often selected to respond to their professional needs were *Journals* (for 71 percent of the responding academics and UNESCO Chairs), followed by *Teaching materials* (64 percent). For other respondents (i.e., CSOs/NGOs, students, and citizens), *Teaching materials* followed by *Guidelines, Manuals and Toolkits* would be the most relevant types of knowledge products (Figure 25).

**Figure 25. The knowledge products that would respond to the professional needs of the largest number of Policy makers are Statistical reports, while academics rather prioritize Journals.**



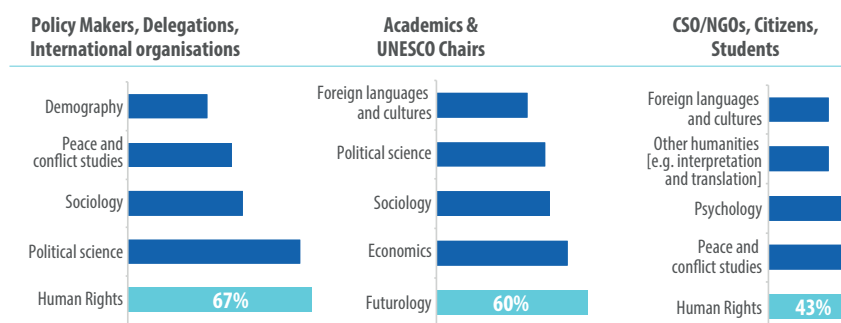
175. When considering multimedia and interactive knowledge products, slight differences appeared between the categories of survey respondents. Policy makers selected first *Interactive Education Tools* (63 percent) while academics prioritized *Film/Video* (83 percent of the respondents) as the types of products responding to their professional (Figure 26). The evaluation noted that overall, academics rated multimedia and interactive products higher than publications.

**Figure 26. Many academics found that Videos and Interactive education tools would respond to their professional needs.**



176. In terms of topics for the SHS knowledge production, policy makers ranked *Human rights* (67 percent of responding policy makers), and *Political science* the most relevant for their professional needs. Academics prioritized *Futurology* (60 percent of the respondents) followed by *Economics*. Other respondents (NGO/CSOs, citizens and students) selected *Human rights* followed by *Peace and conflict studies* (Figure 27).

**Figure 27. Human rights and Political science were the topics that Policy makers found responding the most to their professional needs.**



177. Cross-tabulations indicate that prioritizations of knowledge products vary slightly per user group. The evaluation also found some differences when cross-tabulating data by region, and by gender, echoing eventually the relevance of adequately targeting content and dissemination campaigns to prospective user groups.



## 6.4. Influential Factors

178. **Several institutional factors have positively influenced the Sector's knowledge production.** The following points were highlighted in the previous sections:

- **Enabling mandate and approaches:** UNESCO is committed to the achievement of SDGs and the contribution provided by the SHS Sector across its thematic areas is unique within the UN system. The Sector comes with a global cross-thematic view. The comparative experiences that the Sector brings into knowledge products enlarge the scope of perspectives of national partners. As a knowledge broker, the Sector has shed light on problematic issues that are often ignored or overlooked.
- **Supportive leadership and vision:** The ADG's new vision for Sector spelled out in December 2020 called for an increase in knowledge production, and to strengthen the focus, reach, and influence of SHS publications. SHS staff support the new vision. The Sector has a proven track record of delivering seminal and influential knowledge products. Initiatives such as the MOST Programme and the Inclusive Policy Lab were designed to bridge research and policy making.
- **Focus on Knowledge gaps and needs:** The normative and standard setting role of the Sector contributes to ensuring that some knowledge products are anchored in global policy agendas and national knowledge needs. Conventions and recommendations bring the need for advocacy publications, "how to" types of knowledge products, and for gathering and analysing good practices and lessons learned.
- **Policies, projects, and practices:** The Sector has direct access to policy makers among other through the governing bodies of UNESCO, which supports knowledge brokering and policy uptake. Knowledge products have informed or triggered development projects, contributing to the adoption of recommended policies and approaches through a range of complementary interventions, such as policy advice, technical support, and capacity development. Some knowledge products were tested and piloted with target users, to ensure relevance and facilitate uptake.

- **Partnerships:** The Sector has access to a range of partners who convey expertise and networks, sometimes at no cost. Engagement with youth has been extensive, providing a platform for rich collaborations and for expanding the dissemination and visibility of knowledge products. Some sections have also engaged other categories of partners to contribute to the development and dissemination of knowledge products (e.g., ASPnet, ICCAR).

179. On the other hand, **a range of organizational and operational factors have limited the Sector's capability to fulfil its objectives in terms of knowledge production.** They include:

- **Broad thematic coverage:** For the period 2018-2021, the Sector covered a variety of themes across SHS broad mandate but did not rely on a clear Theory of Change and there was an absence of a common narrative among the different sections working on research and knowledge production. The Sector produced many knowledge products, which intended to inform (e.g., categories 3 and 4) rather than to transform (categories 1 and 2).
- **HQ/Field collaboration:** The low coherence between HQ and the field network and a lack of balance between producing knowledge products that are relevant to national needs while supporting the overall strategic role of the Sector. For the period under evaluation, workplans and publication plans were prepared with limited sector-wide consultations, joint brainstorming, and/or strategic synergies.
- **Staffing capacities and financial resources:** The development of knowledge products was confronted by limited financial and human resources due to competing priorities and this also hindered in turn the visibility achieved by the knowledge products. Staff were engaged in resource mobilization, limiting the time available for knowledge management and production.
- **Procedures and processes:** Existing publication procedures, processes, and management systems bring unclear added value and caused increasing delays, efforts, and transactions costs. Various approaches have been used to avoid following heavy corporate procedures, eventually reducing the visibility of some knowledge products.
- **Dissemination:** Many knowledge products developed during the period 2018-2021, were not accompanied by communication and dissemination activities. Some dissemination channels are bound to the corporate communication strategy and therefore have limited options.

## 7. Conclusions

180. **Conclusion 1:** The evaluation gathered contrasting findings on the performance of the Sector's knowledge production for the period 2018-2021. While a range of SHS knowledge products were adequately positioned to inform global policies and agendas and respond to the Sector's overall strategic objectives, overall, knowledge products appeared scattered. This was partially due to the absence of a common narrative for the Sector and an explicit strategy for its knowledge production.
181. **Conclusion 2:** During the period 2018-2021, the Sector concentrated its efforts on developing informative rather transformative knowledge products. Category one publications such as statistical and flagship reports were limited, despite being in high demand. Some knowledge products, including those contributing to UNESCO's normative function, were developed in close consultations with policy makers, researchers and academics, and disadvantaged groups. The Sector also engaged with youth for the development and dissemination of policy notes and manuals. Many good practices developed throughout the Sector were not compiled nor systematized.
182. **Conclusion 3:** Some SHS knowledge products informed and influenced global policy dialogues and national policymaking. These include normative documents, global/flagship reports, manuals, and publications developed by field offices. Academics have used SHS manuals in their teaching activities but fewer publications in their research work. Moreover, several knowledge products have informed UN programmes and activities.
183. **Conclusion 4:** Several knowledge products were adapted to regional or national contexts, to facilitate uptake and use. They were also used in capacity development activities and trainings and have triggered and/or informed the design of programmes and projects to further their uptake and sustain their achieved results.
184. **Conclusion 5:** SHS tried to maximize the value of its limited resources. SHS staff established some effective partnerships for knowledge production, including with external stakeholders on a pro bono basis, but these were not always maintained, partially due to an array of administrative requirements inside the house and technical limitations. The monitoring, and reporting of the SHS knowledge products was also confronted by significant gaps. In the period under review, there were limited incentives for SHS staff to engage in knowledge development.
185. **Conclusion 6:** Some SHS knowledge products benefited from solid communication plans and were disseminated through a variety of outreach activities, including presentations, conferences, webinars, and social media campaigns. However, dissemination remained overall an under-developed step in the knowledge production process, often due to limited resources and low prioritization.

## 8. Recommendations

186. The proposed recommendations are drawn from the findings and conclusions reached through the evaluation process. They have been developed by the evaluation team and discussed during the presentation of evaluation findings with members of reference group.

**Recommendation 1: The SHS Sector should develop a strategy to guide knowledge production over the course of the current and the next biennia.**

187. The SHS strategy for knowledge products should build on or contribute to elicit a common narrative for the Sector. This strategy should be framed within the perimeter of theories of change developed for the Sector and its thematic areas. The strategy should also consider corporate frameworks, including in the areas of communications, research, and innovation.

**Recommendation 2: The Sector should prioritize the development of transformative and innovative knowledge products.**

188. The Sector should emphasize the development of flagship global publications and reports. It should consider engaging consultations with partners and stakeholders and exercise foresight for the selection of themes that align with high level policy agendas and events while contributing to the Sector's strategic direction. It should also focus on developing by-products of major publications and reports tailored to the needs of different target audiences, including at regional/national level, to increase reach and likelihood of uptake.

**Recommendation 3: The Sector should dedicate more efforts to the dissemination of knowledge products.**

189. The Sector should ensure that sufficient financial resources and staff time are committed to the communication and dissemination of knowledge products. Communication plans should be integrated in the TORs for each publication. The Sector should consider further leveraging its partnerships for the dissemination of knowledge products, including by involving more closely academia from the south, women, and representatives of disadvantaged groups. The sector would benefit also from a broader support for publications from corporate communications.

**Recommendation 4: The Sector should strengthen and emphasize the systematic use of its knowledge production's standards and processes.**

190. The Sector should consider developing guidelines for external authors, contributors, and reviewers of the SHS knowledge products. It should also consider developing standards, templates, and supportive guidelines for a series of knowledge products to strengthen the recognition of the Sector, under UNESCO's graphical standards umbrella, and facilitate the identification of the types of products across thematic areas.

**Recommendation 5: The Sector should consider elevating and strengthening knowledge governance.**

191. The Sector should consider establishing a Sectoral Publications Committee, eventually composed of (or representatives of) the Sector's two Directors, the Executive Office, the Publications Officer, the Communication Officer, and technical staff (including FO) on a needs basis. Terms of Reference of the Publications Committee could be developed with a view to clarify functions and avoid overlaps with UNESCO's Publications Board. For example, the Publications Committee could contribute to ensure the strategic fit of proposed publications, reduce the risks that proposals are turned down by the Publications Board, assess knowledge development and dissemination in PRODOCs, conduct the policy review of publications, monitor the Publications Plan, analyze publications' uptake and outcomes, and promote the institutionalization of good practices and innovations.



# Annexes

## Annex 1.

List of stakeholders Consulted

62

## Annex 2.

List of Resources Consulted

66

## Annex 3.

List of Knowledge Products Consulted  
for the Inventory

68

## Annex 4.

Evaluation Matrix

71

## Annex 5.

Terms of Reference

74

## Annex 6.

External Consultant's Biodata

79



## 9. Annexes

### Annex 1. List of stakeholders Consulted

#### I. Inception Meetings

Name	Professional Title
1. Iulia Sevcuic	Programme Specialist, Research, Policy and Foresight section under the MOST programme, SHS sector
2. Joyce Monteiro	Assistant Programme Specialist, Inclusion, Rights and Dialogue Section, SHS sector
3. Nancy McLennan	Programme Specialist, Sport Section, SHS sector
4. Juan Pablo Ramirez Miranda	Programme Specialist, Executive Office, SHS sector
5. Mimouna Abderrahmane	Publications Officer, Executive Office, SHS sector
6. Petra Van Vucht Tijssen	Communication Officer, Executive Office, SHS sector
7. Irakli Khodeli	Programme Specialist and Chief of Section, Bioethics and Ethics of Science section
8. Anna Maria Majlöf	Chief of Section, Inclusion, Rights and Dialogue section
9. Pedro Manuel Monreal Gonzalez	Chief of Section A.I, Programme Specialist, Research, Policy and Foresight section
10. Souria Saad-Zoi	Chief of Section – Youth Section
11. Raluca Petre-Sandor	Assistant Project Officer, International Convention against Doping in Sport

#### II. Data Collection

##### a. UNESCO Staff

Name	Professional Title
12. Amina Hamshari	Programme Specialist, Inclusion, Rights and Dialogue Section, SHS sector
13. Steven Riel Miller	Programme Specialist, Research, Policy and Foresight section
14. Abdul Rahman Lamin	Programme Specialist, Youth Section
15. Claudia Maresia	Assistant Programme Specialist (Youth Section)
16. Kristina Balalovska	Senior Programme Assistant (Youth Section)
17. Maria Kypriotou	Assistant Programme Specialist (Youth Section)
18. Eunice Smith	Officer-in-charge in the bureau of strategic planning (BSP) as the SHS focal point and the focal point for category II centers

Name	Professional Title
19. Charaf Ahmimed	Senior Advisor on global strategy (CAB)
20. Matthieu Guevel	Director of Communications, DIR/DPI
21. Irmgarda Kasinskaite	Advisor for Communications and Information (CI)
22. Angela Melo	Director of Division of Policy and Programme, SHS
23. Linda Tinio	Assistant Programme Specialist, Inclusion, Rights and Dialogue section, SHS
24. Euan Mackway-Jones	Assistant Programme Specialist, Inclusion, Rights and Dialogue section, SHS
25. Guillermo Trasancos	Senior Legal Officer, Chief of Section, LA/CR
26. Hugue Charnia Ngandeu Ngatta	Programme Specialist - UNESCO Office in Nairobi
27. Seiko Sugita	Programme Specialist - UNESCO Office in Beirut
28. Murodjon Khalikov	Project Assistant, UNESCO office in Tashkent
29. Ganbaatar, Undral	Programme Specialist in Bangkok and Youth As Researchers sub-regional teams Coordinator
30. Vize, Susan	Programme Specialist in Bangkok and Youth As Researchers sub-regional teams Coordinator
31. Partey, Samuel	SC Programme Specialist in Nairobi – Alternate YFP
32. Yumiko Yokozeki	Director, UNESCO International Institute for Capacity Building in Africa (Ethiopia)
33. Anneke Schimider	New head of section, Research, Policy, Foresight section, SHS sector
34. Bettina Dietinger	Librarian information specialist, UNESCO
35. Thomas Chanussot	Senior Cybersecurity and Digital Assets Manager/CISO, UNESCO
36. Meron Ewketu	Librarian information specialist, UNESCO

#### b. National and Development Partners

Name	Professional Title
37. Kusumaningrum, Astuti	Youth As Researchers participant in Indonesia
38. Joel Ongoto	(Ag) Deputy Secretary General, R&RM / Director, Social and Human Sciences Programme - Kenya National Commission for UNESCO
39. Julius Gatune	Future literacy and foresight UNESCO chair; professor at Maastricht University
40. John Gogo	Youth Officer in the ministry of ICT, innovation, and youth affairs under Dr. Raymond Ouma
41. Adib Nehmeh	Former UNESCWA Social Policy Expert, Consultant
42. Senteney Shami	Director General & Special Projects, Arab Council for the Social Sciences
43. Lubna Tarabey	Professor, Lebanese University
44. Mathieu Denis	Acting CEO and Science Director, ISC Centre for Science Futures
45. Sari Hanafi	Professor, American University of Beirut



**c. Mexico mission (June – August 2022)**

Name	Professional Title
46. Mr. Eduardo Jaramillo	Former Director of Health Promotion, Department at Ministry of Health (MoH); Currently Director International Organizations, Ministry of Foreign Affairs (SRE); Interview proposed by HQ
47. Marta Cristina Rodriguez	Deputy Director of International Affairs; Instituto Mexicano de la Juventud (IMJUVE) Mexican Institute of Youth; Interview proposed by HQ
48. Ms. Pilar Sandoval Salas	Former Director of Health Equity and Services to Youth, IMJUVE
49. Ms. Alejandra Jauregui	Instituto Nacional de Salud Publica (National Institute of Public Health)
50. Christina Rodriguez	Secretary for the Strengthening of Social Inclusion. Government of Leon
51. Mrs. Rocío Acevedo	General Director of Government Management, Municipality of Leon
52. Mrs. Luz del Carmen Rivera	Director for the attention to vulnerable groups, National System for Integral Family Development (DIF-Leon)
53. Mr. Armando Meneses	Technical Secretary, Council for the Prevention of Discrimination, Mexico City COPRED
54. Dorian Rommens	Focal point for SHS in Mexico City - UNESCO Mexico Office (consultant)
55. Andres Morales	Regional Coordinator for SHS Montevideo Office
56. Monica Valdez Gonzalez	-
57. Mrs. Geraldine González de la Vega	President, Council for the prevention of Discrimination, Mexico City
58. Ms. Nayeli Yoal	Director of Sectoral and Regional Coordination, Mexican Youth Institute (IMJUVE)
59. Carlos Tejada, Elisúa López y Luis carlos Zea Mares	UNESCO (Resilart)

**d. Zimbabwe mission (July 2022)**

SHS Staff/team	
Name	Professional Title
60. Phinith Chanthalangsy	SHS Head of Unit
61. Memory Zulu	National Coordinator for the UNPRPD
62. Melody Chaitezvi	Programme Assistant (SHS Sector)
63. Kudzai Chokumara	Junior Programme Ass. - Spotlight initiative
64. Applause Masuka	Intern (SHS Sector)
65. Goden Tomu	Intern (SHS Sector)
66. Chimbidzikai Mafumo	former UNESCO Communications officer (Feb 2017 to Feb 2022)
67. Julia Sais	ED Programme Specialist

External Partners	
Name	Professional Title
68. Prof. Finn Reygan	Research Director and Strategic Lead (Acting): Identity and Belonging in the Human and Social Capabilities (HSC) Division at the Human Sciences Research Council (HSRC)
69. Ms. Nomthandazo Mbandazayo	Schools Out Project Manager, Human Sciences Research Council (HSRC)
70. Phyllis Johnson	Founding Director, Southern African Research and Documentation Centre (SARDC)
71. Vemmah Makoni	Southern African Research and Documentation Centre (SARDC)
72. Raymond Ndlovu	Southern African Research and Documentation Centre (SARDC)
73. Memory Mandikiana	Programmes Manager, Sensory disability, Federation of Organizations of Disabled People in Zimbabwe (FODPZ)
74. Elisa Ravengai	Disability inclusion Specialist, Visually impaired, Federation of Organizations of Disabled People in Zimbabwe (FODPZ)
75. Panashe Zingoni	Programs Intern, Visually impaired, Federation of Organizations of Disabled People in Zimbabwe (FODPZ)
76. Hilda Mupfumira	MEAL officer, Federation of Organizations of Disabled People in Zimbabwe (FODPZ)
77. Hazel Musvovi	Programmes Assistant, Federation of Organizations of Disabled People in Zimbabwe (FODPZ)
78. Leonard Marange	National Director, Federation of Organizations of Disabled People in Zimbabwe (FODPZ)
79. Nobuhle Moyo	Project Officer, Leonard Cheshire Disability Zimbabwe
80. Shaibu Chitsiku	Director, Leonard Cheshire Disability Zimbabwe
81. Turkson Zimbudzana	Project Officer, Leonard Cheshire Disability Zimbabwe
82. James Martin	Project Officer, Leonard Cheshire Disability Zimbabwe
83. Magdeline Madibela	Advisor for Gender and Disability, United Nations Resident Coordinator Office (UNRCO)
84. Kudakwashe Machiha	Zimbabwe Albinism Services, United Nations Resident Coordinator Office (UNRCO)
85. Lincoln Hlatywayo	Consultant, Primson Management Services
86. Simukai Sibanda	Operations Manager, Primson Management Services
87. Precious Tafuma	Deputy Director, Primson Management Services
88. Prof. Tsitsi Chataika	Senior Lecturer, Department of Education Foundations, University of Zimbabwe
89. Dr. Obert Mapako	Senior Technician, Disability Support Services, University of Zimbabwe
90. Agnes Chindimba	Founder and Executive Director, Deaf Women Included
91. Beatrice Mugandani	Programs Manager, Deaf Women Included
92. Patricia Mujajati	Programme Associate at United Nations Population Fund (UNFPA)
93. Gift Govere	Disability and Inclusion Programme Analyst, UNDP
94. Dorothy Meck	Founder, Afrovision Trust
95. Bheki Mlauzi	Consultant, COVID-19 Assessment Consultants
96. Dr Christine Peta	Director in the Department of Disability Affairs, Ministry of Public Service, Labour and Social Welfare

## Annex 2. List of Resources Consulted

- Buddhi Consultancy Limited. 2018. *Evaluation of the UNESCO Fund for the Elimination of Doping in Sport*. New Zealand.
- Council of Europe. 2021. *A Legal Framework for AI Systems*. Strasbourg.
- Deaf Women Included & UNESCO Regional Office for Southern Africa. 2021. *Mainstreaming Disability in the Prevention of and Response to Violence against Women with Disabilities in Zimbabwe*. Harare.
- Deardorff D. K. 2020. *Manual for developing intercultural competencies: story circles*. UNESCO & Routledge. Paris.
- EY. 2021. *SHS Organizational Diagnosis*. Internal document. UNESCO. Paris.
- MOPAN. 2019. *United Nations Educational, Scientific and Cultural Organization (UNESCO): 2017-18 Performance Assessment*. Paris.
- Republic of Kenya. Ministry of Education. 2021. *Physical Education and Sport Policy for basic Education*. State Department of Early Learning and Basic Education. Nairobi.
- Republic of Zimbabwe. 2019. *National Disability Board Strategic Plan*. Harare.
- Republic of Zimbabwe. 2021. *National Disability Policy*. Harare.
- SARDC. 2021. *Youth in the Liberation Struggle and Beyond. Regional Dimensions and Linkages of National Liberation Movements in the SADC Region. Respecting the Past, Building the Future, Module 1*. SADC, SARDC, UNESCO. Gaborone, Harare.
- UNESCO & al. 2019. *Sport values in every classroom: teaching respect, equity and inclusion to 8–12-year-old students*. Paris.
- UNESCO & COPRED. 2021. *Movilidad Humana y COVID-19: Una aproximación a la respuesta de los gobiernos locales de América Latina y el Caribe*. Mexico.
- UNESCO & IANYD. 2019. *Meaningfully engaging with youth. Guidance and training for UN staff*. Paris.
- UNESCO & Institute for Economics and Peace. 2020. *Measuring intercultural dialogue: a conceptual and technical framework*. Paris.
- UNESCO & Institute for Economics and Peace. 2022. *We need to talk: measuring intercultural dialogue for peace and inclusion*. Paris.
- UNESCO & OECD. 2018. *Inclusive Indonesia: from evidence to policy to impact. CASE FOR SUPPORT*. Jakarta.
- UNESCO. 2013. *UNESCO Publishing. Strategizing publications for impact*. ERI-2013/WS/5. Internal document. Paris.
- UNESCO. 2014. *Medium-Term Strategy 2014-2021*. 37 C/4. Paris.
- UNESCO. 2014. *UNESCO operational strategy on youth 2014-2021*. Paris.
- UNESCO. 2017. *Declaration of Ethical Principles in relation to Climate Change*. Paris.
- UNESCO. 2017. *Evaluation of the UNESCO Science Report – Towards 2030*. IOS Evaluation Office. Paris.
- UNESCO. 2017. *Meaningfully engaging with youth: guidance and training on UNESCO's work within the Operational Strategy on Youth (2014-2021)*. Paris.
- UNESCO. 2017. *UNESCO's contribution to the implementation of the 2030 Agenda for Sustainable Development*. Paris.
- UNESCO. 2018. *Approved programme and budget 2018-2019: first biennium of the 2018-2021 quadrennium*. 39 C/5. Paris.
- UNESCO. 2018. *Long walk of peace: towards a culture of prevention*. Paris.
- UNESCO. 2019. *Evaluation of the Networks of Mediterranean Youth (NET-MED Youth) Project (2014-2018)*. Internal Oversight Service. Evaluation Office. Paris.
- UNESCO. 2019. *IOS Review of UNESCO's Publications*. IOS/AUD/2019/12. Internal Oversight Service. Audit Section. Paris.
- UNESCO. 2020. *Amplifying the Voices of women & girls with disabilities in Zimbabwe: A Comprehensive Study*. Regional Office for Southern Africa. Harare.
- UNESCO. 2020. *Approved programme and budget 2020-2021: second biennium of the 2018-2021 quadrennium*. 40 C/5. Paris.
- UNESCO. 2020. *Harmful cultural beliefs and practices, stigma and discrimination towards women and girls with disabilities: a toolkit for change*. Regional Office for Southern Africa. Harare.

- UNESCO. 2020. *Message from ADG/SH to staff. Version # 4 (11 November 2020)*. Internal document. Paris.
- UNESCO. 2020. *Towards the effective and meaningful participation of PwDs in Zimbabwe*. Regional Office for Southern Africa. Harare.
- UNESCO. 2021. *A spotlight on women and girls with disabilities, a brief report*. Regional Office for Southern Africa. Harare.
- UNESCO. 2021. *Comprehensive situational analysis on persons with disabilities in Zimbabwe*. Harare.
- UNESCO. 2021. *How to influence the development of quality physical education policy: a policy advocacy toolkit for youth*. Paris.
- UNESCO. 2021. *León ciudad incluyente: sistematización de las políticas públicas de inclusión social, 2015 – 2021*. Mexico.
- UNESCO. 2021. *Making the case for inclusive quality physical education policy development: a policy brief*. Paris.
- UNESCO. 2021. *Skills forecasting in the South Mediterranean region: approaches and lessons learned from pilot projects*. Paris.
- UNESCO. 2022. *Approved programme and budget 2022-2025: first biennium 2022-2023*. 41 C/5. Paris.
- UNESCO. 2022. *Danzar en las brumas: género y juventudes en entornos desiguales en América Latina y el Caribe*. UNESCO Office Montevideo. Regional Bureau for Science in Latin America and the Caribbean. COLMEX. CLACSO. Paris.
- UNESCO. 2022. *Medium-Term Strategy 2022-2029*. 41 C/4. Paris.
- UNESCO. 2022. *Youth As Researchers: Exploring the Impact of COVID-19 on Youth*. *Global Policy Brief*. Paris.
- United Nations. 2017. *Repositioning the UN development system to deliver on the 2030 Agenda: ensuring better future for all*. (A/72/124-E/2018/3). New York.
- United Nations. 2017. *Repositioning the United Nations development system to deliver on the 2030 Agenda: our promise for dignity, prosperity and peace on a healthy planet*. (A/72/684-E/2018/7). New York.
- United Nations. 2018. *Strengthening policy research uptake in the context of the 2030 Agenda for Sustainable Development*. JIU/REP/2018/7. Joint Inspection Unit. Geneva.
- United Nations. 2021. *Comprehensive situational analysis on persons with disabilities in Zimbabwe*. Harare.
- United Nations. 2021. *Our Common Agenda – Report of the Secretary-General*. New York.
- UNODC. 2021. *Global Report on Corruption in Sport*. Vienne.

### Annex 3. List of Knowledge Products Consulted for the Inventory

Topic	Document name	Date
Culture of Peace and Non-violence	A day with Gandhi	2020
Culture of Peace and Non-violence	Long walk of peace: towards a culture of prevention	2018
Culture of Peace and Non-violence	Silk Roads Programme: dialogue, diversity and development	2020
Culture of Peace and Non-violence	Writing peace: a proposed experimentation protocol for young people	2018
Culture of Peace and Non-violence	Writing peace: an exhibition for thinking and sharing peace across time and space	2019
Culture of Peace and Non-violence	Writing peace: instructional framework for the manual	2018
Culture of Peace and Non-violence	Writing peace: teacher's guide	2019
Culture of Peace and Non-violence	Youth Lens on the Silk Roads Best photos from the International Silk Roads Photo Contest (1st ed.)	2018
Culture of Peace and Non-violence	Youth Lens on the Silk Roads Best photos from the International Silk Roads Photo Contest (2nd ed.)	2020
Ethics of Science and Technology	Bioethics Committees and Public Engagement. Guidebooks on National Bioethics Committees Series, no. 5	2019
Ethics of Science and Technology	Bioethics committees and public policy. Guidebooks on National Bioethics Committees Series, no. 4	2019
Ethics of Science and Technology	Charter of Ethics of Science and Technology in the Arab Region	2019
Ethics of Science and Technology	Manual de educación en bioética: la agenda curricular en bioética: abriendo horizontes, volumen 1	2021
Ethics of Science and Technology	Recommendation on the Ethics of Artificial Intelligence	2021
Ethics of Science and Technology	Report of the IBC on assisted reproductive technologies (ART) and parenthood	2019
Ethics of Science and Technology	Report of the IBC on the Principle of Individual Responsibility as related to Health	2019
Ethics of Science and Technology	Report of the International Bioethics Committee (IBC) on the principle of protecting future generations	2021
Ethics of Science and Technology	Report of the International Bioethics Committee of UNESCO (IBC) on the ethical issues of neurotechnology	2021
Ethics of science and technology	Responsabilidad social y salud. Informe del Comité Internacional de Bioética de la UNESCO (CIB)	2017
Inclusion, Rights and Dialogue	A spotlight on women and girls with disabilities	2021
Inclusion, Rights and Dialogue	Advancing the Rights of Women and Girls with Disabilities in Zimbabwe	2019
Inclusion, Rights and Dialogue	Amplifying the voices of women and girls with disabilities in Zimbabwe: a comprehensive study	2020
Inclusion, Rights and Dialogue	Art-Lab Talks	2020
Inclusion, Rights and Dialogue	Comprehensive pilot assessment of the UN's level of disability Inclusion using the UNDIS framework	2021
Inclusion, Rights and Dialogue	Comprehensive situational analysis on persons with disabilities in Zimbabwe, 2021	2021
Inclusion, Rights and Dialogue	COVID-19 and vaccination in Latin America and the Caribbean: challenges, needs and opportunities	2020
Inclusion, Rights and Dialogue	Developing Intercultural Competencies through Story Circles	2021
Inclusion, Rights and Dialogue	Disability inclusive COVID-19 response: best practices	2021
Inclusion, Rights and Dialogue	e-Platform on Intercultural Dialogue	2018

Topic	Document name	Date
Inclusion, Rights and Dialogue	Global Forum against Racism and Discrimination	2021
Inclusion, Rights and Dialogue	Harmful cultural beliefs and practices, stigma and discrimination towards women and girls with disabilities: a toolkit for change	2020
Inclusion, Rights and Dialogue	ICCAR web stories in the context of COVID-19	2020
Inclusion, Rights and Dialogue	Inclusion in the time of COVID-19: addressing racism, discrimination, and exclusion	2020
Inclusion, Rights and Dialogue	Interface of Disability, Gender and Culture in Zimbabwe Perspectives of Communities: Abridged Summary Report	2020
Inclusion, Rights and Dialogue	Key recommendations from the Art-Lab review: presented on the 10th of December 2020 during «Art-Lab #4-The imperative of cultural justice: arts for inclusion, equity and human rights»	2020
Inclusion, Rights and Dialogue	Legacies of slavery: a resource book for managers of sites and itineraries of memory	2018
Inclusion, Rights and Dialogue	LEÓN Ciudad Incluyente: Sistematización de las Políticas Públicas de Inclusión Social 2015 – 2021	2021
Inclusion, Rights and Dialogue	Mainstreaming disability in the prevention of and response to violence against women with disabilities in Zimbabwe: a simple guide for practitioners	2021
Inclusion, Rights and Dialogue	Manual for developing intercultural competencies: story circles	2020
Inclusion, Rights and Dialogue	Master Class Series against Racism and Discriminations	2020
Inclusion, Rights and Dialogue	Measuring attitudes & perceptions on the impact of COVID-19 in select Sub-Saharan African cities	2020
Inclusion, Rights and Dialogue	Measuring Intercultural Dialogue A conceptual and technical framework	2020
Inclusion, Rights and Dialogue	Movilidad humana y COVID-19: una aproximación a la respuesta de los gobiernos locales de América Latina y el Caribe	2021
Inclusion, Rights and Dialogue	Policy responsiveness for inclusion of persons with disabilities in the context of the COVID-19 pandemic	2021
Inclusion, Rights and Dialogue	Rapid impact assessment of COVID-19 on persons with disabilities in Zimbabwe	2020
Inclusion, Rights and Dialogue	Regional Expert Consultation against Gender Stereotypes in North America	2021
Inclusion, Rights and Dialogue	Regional Expert Consultations against Racism and Discriminations	2020
Inclusion, Rights and Dialogue	Report: Global forum against Racism and Discrimination, March 2021	2021
Inclusion, Rights and Dialogue	Respuesta inclusiva al COVID-19 con perspectiva de discapacidad en Latinoamérica y el Caribe: buenas prácticas y propuestas de acción	2021
Inclusion, Rights and Dialogue	The socio-cultural impact of COVID-19: exploring the role of intercultural dialogue in emerging responses	2020
Inclusion, Rights and Dialogue	Towards an effective and meaningful participation of persons with disabilities in Zimbabwe: survey findings report on the roles and capacities of organizations 'for and of' persons with disabilities in Zimbabwe	2020
Inclusion, Rights and Dialogue	Towards building a roadmap against racism and discriminations: highlights of the UNESCO regional expert consultations against racism and discriminations	2021
Inclusion, Rights and Dialogue	UNESCO survey on intercultural dialogue, 2017: analysis of findings	2018
Inclusion, Rights and Dialogue	Youth of Central Asia: Challenges for Peacebuilding A comprehensive research review	2021
Inclusion, Rights and Dialogue	تفريع عمل قباوب تيبيرعلا غللا: تفريع عمل قطنملا يف تفريع عمل Original language: Arabic (Building knowledge societies in the Arab Region: Arabic language as a gateway to knowledge)	2019
Social transformations	Assessing the National Action Plan for Inclusive Policy Design of Climate Change Adaptation in Indonesia's Coastal Areas: a collaborative report	2018
Social transformations	Banjarmasin City: a disability-inclusive city profile	2019



Topic	Document name	Date
Social transformations	Basic income – on data and policy. MOST Policy Papers series.	2021
Social transformations	Changing the narratives about migration: media and social transformations	2020
Social transformations	Greening the Mekong: action for a greener economy with children and youth; a study on advancing inclusive green economy through empowerment and participation of young people in Greater Mekong	2021
Social transformations	High school perceptions of the social sciences in Beirut: a pilot study	2020
Social transformations	Inclusive Policy Lab	2018
Social transformations	Intercultural dialogue: a review of conceptual and empirical issues relating to social transformation. MOST Discussion Papers series.	2019
Social transformations	Le genre et l'université au Maroc État des lieux, enjeux et perspectives	2018
Social transformations	MOST Schools: management of social transformations	2019
Social transformations	Participatory data collection for disability-inclusive cities	2018
Social transformations	Rapid impact assessment of COVID-19 on persons with disabilities in Malawi	2021
Social transformations	Social and human science knowledge for a better world	2019
Social transformations	Social protection in conflict and conflict-affected Arab countries: key challenges and policy recommendations. MOST Policy Papers series.	2019
Social transformations	Social sciences and the COVID-19 pandemic: state of knowledge and proposals for action	2021
Social transformations	The Policy Nerd Podcast Channel	2021
Social transformations	The politics of social inclusion Bridging knowledge and policies towards social change	2020
Social transformations	Toolbox of practises and program ideas: disability-inclusive city Banjarmasin	2019
Social transformations	Transforming MENTalities: gender equality and masculinities in India	2021
Social transformations	Transforming the future: anticipation in the 21st century	2018
Social transformations	World social science report, 2016. Challenging inequalities: Pathways to a just world	2016

## Annex 4. Evaluation Matrix

Relevance		
Key questions	Suggested measures or evidence	Suggested sources and methods
To what extent are SHS knowledge products relevant to global social challenges and to national needs of Member States?	<ul style="list-style-type: none"> <li>Evidence of needs assessments (surveys, reports, minutes from consultations, reference in PRODOCs, etc.)</li> <li>Reference to SHS' KPs in UNESCO's frameworks, mandates, policies, workplans</li> <li>Inventory of SHS KPs in terms of geographic scope, topics, types/categories, targets and alignment with global social challenges</li> <li>Number of KPs per SDG</li> <li>SHS' KPs include references to global, technical and sectoral policies and agendas</li> <li>Reference and opinion of SHS staff and partners</li> <li>Evaluator's expert judgement on all evidence sources</li> </ul>	<p><b>Desk review:</b> SHS surveys, PRODOCs, and KPs; UNESCO frameworks and policies; Content inventory</p> <p><b>Web</b> metrics: Overton data (e.g., SDG coverage)</p> <p><b>Interviews:</b> SHS staff and partners</p> <p><b>Surveys:</b> SHS authors of KPs; Partners and stakeholders</p> <p><b>Case</b> studies: SHS staff and partners</p>
What is the positioning of the SHS knowledge products in their respective thematic areas?	<ul style="list-style-type: none"> <li>Number of KPs per category and other characteristics (inventory of SHS KPs according to geographic scope, topics, types/categories, languages, etc.)</li> <li>Number of KPs per SDG</li> <li>Reference to SHS' KPs in relevant frameworks, mandates, policies, outputs, and evaluations</li> <li>Opinion of SHS staff about target users of KPs</li> </ul>	<p><b>Desk</b> review: SHS frameworks, mandates, policies, KPs, and evaluations; Content inventory</p> <p><b>Web</b> metrics: Overton data (e.g., SDG coverage)</p> <p><b>Interviews:</b> SHS staff</p> <p><b>Survey:</b> SHS authors of KPs</p>
Coherence		
Key questions	Suggested measures or evidence	Suggested sources and methods
To what extent are SHS knowledge products coherent with the sector's strategic objectives?	<ul style="list-style-type: none"> <li>Reference to SHS' KPs in relevant SHS strategies, work plans, PRODOCs, outputs, and evaluations</li> <li>Level of alignment between SHS KPs and SHS strategic objectives (e.g., scope, topics/sections, types/categories, target users)</li> <li>Evidence of results frameworks referring to KPs in SHS sections, programmes, projects</li> <li>Analysis of SDG mainstreaming in SHS' knowledge products (Overton)</li> <li>Reference to Gender and Human Rights principles in SHS' knowledge products</li> <li>Reference by SHS staff that KPs informed strategies and programmes</li> </ul>	<p><b>Desk</b> review: SHS surveys, PRODOCs, and KPs; UNESCO frameworks and policies; Evaluations; Content inventory</p> <p><b>Web</b> metrics: Overton data (e.g., SDG coverage)</p> <p><b>Interviews:</b> SHS staff and partners</p> <p><b>Surveys:</b> SHS authors of KPs; Partners and stakeholders</p>
To what extent is the design of the knowledge function appropriate for the achievement of the sector's objectives?	<ul style="list-style-type: none"> <li>Reference to knowledge production in SHS' Programme and Budget, strategic plans and related strategies and policies</li> <li>Reference to Knowledge Products in SHS' staff annual objectives and performance appraisal</li> <li>Evidence of a governance structure, objectives, results frameworks, resources, and capacities for the knowledge function</li> <li>Opinion of authors of the SHS KPs</li> <li>Opinion of SHS staff and other UNESCO staff such as DPI, KM section, Publications Board, other sectors</li> <li>Evaluator's expert judgement, drawing on all evidence sources</li> </ul>	<p><b>Desk</b> review: UNESCO Programme and Budget, strategic plans; Staff's job descriptions and annual objectives; SHS workplans, evaluations; Guidelines for KPs; Publications plans and reports</p> <p><b>Interviews:</b> SHS staff, DPI, Publications Board, other sectors (Education, Sciences)</p> <p><b>Survey:</b> SHS authors of KPs</p>

Efficiency		
Key questions	Suggested measures or evidence	Suggested sources and methods
How efficiently has SHS used its human and institutional resources in the production and dissemination of knowledge products?	<ul style="list-style-type: none"> <li>Recorded instances of improvements in SHS KPs management over time</li> <li>Resources dedicated to the development and dissemination of knowledge products</li> <li>Survey evidence and opinion of SHS authors of KPs</li> <li>Time taken to develop knowledge products / evidence of delays</li> <li>Opinion of other UNESCO staff such as DPI, KM section, Publications Board, other sectors</li> <li>Correlation between cost and uptake of KPs</li> </ul>	<p><b>Desk</b> review: Strategies, MOUs, evaluation reports; financial data</p> <p><b>Web</b> metrics: Overton data (e.g., citations coverage)</p> <p><b>Interviews:</b> SHS staff, DPI, Publications Board, other sectors (Education, Sciences)</p> <p><b>Survey:</b> SHS authors of KPs</p> <p><b>Case</b> studies: SHS staff and partners</p>
How visible are SHS knowledge products within and outside of UNESCO?	<ul style="list-style-type: none"> <li>Communications plans for SHS KPs</li> <li>Number of website hits and KPs downloads</li> <li>Evidence of uptake in policy documents, academic papers, web searches</li> <li>Media and social media coverage</li> <li>Survey evidence and opinion of SHS staff and stakeholders</li> <li>Evaluator's expert judgement drawing on all evidence sources</li> </ul>	<p><b>Desk</b> review: Citations of SHS KPs in UN and other reports; monitoring and evaluation reports</p> <p><b>Web</b> metrics: SHS/UNESCO web metrics; Overton data (policy uptake); Google scholar metrics (academic journals and research); media and social coverage</p> <p><b>Interviews:</b> SHS staff and stakeholders</p> <p><b>Survey:</b> Partners and stakeholders</p> <p><b>Case</b> studies: SHS staff and partners</p>
To what extent has SHS used partnerships to develop and/or promote its knowledge products	<ul style="list-style-type: none"> <li>Evidence of partnership strategies, MOUs, and partners referred in communication plans</li> <li>Evidence of joint events, conferences, forums</li> <li>Consensus amongst staff and stakeholders that the right strategic partners were engaged</li> <li>Survey evidence and opinion of SHS staff and stakeholders regarding efficiency of KPs</li> </ul>	<p><b>Desk</b> review: Strategies, MOUs, evaluation reports; Communication plans</p> <p><b>Interviews:</b> SHS staff and stakeholders</p> <p><b>Survey:</b> Partners and stakeholders</p> <p><b>Case</b> studies: SHS staff and partners</p>
How is SHS monitoring, reporting, and communicating about its knowledge products?	<ul style="list-style-type: none"> <li>Strategies and procedures developed by SHS for monitoring knowledge products</li> <li>Dashboards and monitoring reports of access and use of SHS KPs produced by SHS staff and other UNESCO units</li> <li>Recorded instances of efforts being improved in response to monitoring, evaluation or reporting</li> <li>Survey evidence and opinion of SHS staff and stakeholders regarding the usefulness of monitoring, evaluation and reporting</li> <li>Evaluator's expert judgement regarding the credibility and utility of monitoring, evaluation and reporting</li> </ul>	<p><b>Desk</b> review: Publications Board's guidelines; SHS workplans, monitoring reports; Publications plans and reports</p> <p><b>Interviews:</b> SHS staff, DPI, Publications Board; external partners and stakeholders</p> <p><b>Surveys:</b> SHS authors of KPs; Partners and stakeholders</p>

Effectiveness		
Key questions	Suggested measures or evidence	Suggested sources and methods
What results have the SHS knowledge products achieved, or contributed to achieving?	<ul style="list-style-type: none"> <li>Reference to SHS' knowledge products in policies, SDG related reports, and other publications on intercultural dialogue, youth-led action, bioethics, and other areas addressing societal challenges and peace</li> <li>Reference to SHS' knowledge products in academic and other secondary resources</li> <li>Recorded instances of agendas and policies being revised in response to SHS' knowledge products</li> <li>Reference to Member States using SHS KPs for advocacy in favour of inclusive, sustainable, and peaceful societies</li> <li>Reference to SHS KPs by other stakeholder groups (e.g., UN organizations, private sector, CSOs/NGOs, etc.)</li> <li>Programmes and projects monitoring and evaluation reports</li> <li>Opinion of SHS staff, partners, and stakeholders</li> <li>Survey evidence</li> <li>Evaluator's expert judgement drawing on all evidence sources</li> </ul>	<p><b>Desk</b> review: UN reports (SDG reports, VNR, etc.); national reports; monitoring and evaluation reports</p> <p><b>Web</b> metrics: SHS/UNESCO web metrics; Overton data (policy uptake); Google scholar metrics (academic journals and research); media and social coverage</p> <p><b>Interviews:</b> SHS staff and stakeholders</p> <p><b>Survey:</b> Partners and stakeholders</p> <p><b>Case</b> studies: SHS staff and partners</p>
What does SHS do to ensure its knowledge products achieve its intended uses, including informing policy makers?	<ul style="list-style-type: none"> <li>Evidence of joint events, conferences, forums</li> <li>Evidence of targeting and dissemination plans in PRODOCs; Communications plans for SHS KPs; activities referred in workplans; Assessments in monitoring and evaluation reports</li> <li>Opinion of SHS staff, partners, and stakeholders</li> <li>Survey evidence</li> <li>Evaluator's expert judgement drawing on all evidence sources</li> </ul>	<p><b>Desk</b> review: Communication plans; PRODOCs; web data</p> <p><b>Interviews:</b> SHS staff and stakeholders</p> <p><b>Surveys:</b> SHS authors of KPs; Partners and stakeholders</p> <p><b>Case</b> studies: SHS staff and partners</p>
What is the added value of the SHS knowledge products?	<ul style="list-style-type: none"> <li>Survey evidence and opinion of SHS staff and stakeholders</li> <li>Evaluator's expert judgement drawing on all evidence sources</li> </ul>	<p><b>Interviews:</b> SHS staff and stakeholders</p> <p><b>Survey:</b> Partners and stakeholders</p> <p><b>Case</b> studies: SHS staff and partners</p>
Factors affecting performance		
Key questions	Suggested measures or evidence	Suggested sources and methods
What have been the main enabling and hindering factors for SHS to fulfil its objectives in terms of knowledge production?	<ul style="list-style-type: none"> <li>Survey evidence and opinion of SHS staff and partners</li> <li>Evaluator's expert judgement, drawing on all evidence sources</li> </ul>	<p><b>Interviews:</b> SHS staff and stakeholders</p> <p><b>Survey:</b> SHS authors of KPs; Partners and stakeholders</p> <p><b>Case</b> studies: SHS staff and partners</p>

## Annex 5. Terms of Reference

### DRAFT TERMS OF REFERENCE

#### *Evaluation of the Knowledge Products of the Social and Human Sciences Sector (SHS)*

##### **I. Background**

1. Serving as a laboratory of ideas, UNESCO helps countries adopt international standards and manages programmes that foster the free flow of ideas and knowledge sharing. Producing and disseminating high quality knowledge is a central activity of the Social and Human Sciences (SHS) sector of UNESCO. This includes the collection, analysis and production of data and information in the form of tools, databases, policy briefs, international norms and standards, thematic research-based publications, etc.

##### **I. Brief description of SHS**

2. UNESCO is composed of five Programme Sectors. The Social and Human Sciences (SHS) sector is tasked with supporting the creation and use knowledge to support people in understanding each other and working together to build lasting peace and just and inclusive societies. The work of the SHS Sector focuses on achievement of social inclusion and gender equality; advancing youth development; the promotion of values through sports; anti-racism and the ethics of artificial intelligence.
3. The SHS Sector is organized under 5 sections:
  - i. Research, Policy and Foresight;
  - ii. Inclusion and Right;
  - iii. Intercultural Dialogue;
  - iv. Bioethics and Ethics of Science and Technology; and
  - v. Youth and Sport Section.
4. The overall budget of SHS as reported in the 2020-2021 Programme and Budget (40 C/5) represents 6% of the total budget of programmes and programme-related

services in UNESCO. In comparison, the Education sector is allocated 41%; the Culture Sector 20%; the Natural Science sector 14%; and the Communication and Information sector 5%. Staff wise, 70% of the professional staff of SHS are based in HQ and the remaining 30% are distributed among the UNESCO field offices.

5. From a programmatic perspective, SHS's work is structured around one of the nine Strategic Objectives of UNESCO reported in the 2014 – 2021 Medium Term Strategy, namely ***Strategic Objective 6: Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles***. The sector's work corresponds to two main lines of action:

**Main line of action 1: Mobilizing knowledge and embedding rights and ethics to foster and achieve social inclusion and equitable societies, with the following expected results (ER):**

- Public policy-making in Member States strengthened, based on scientific evidence, humanities-based knowledge, ethics and human rights frameworks;
- National institutional and human capacities strengthened at all levels to generate, manage and apply knowledge for inclusive, equitable development that is based on ethical values and human rights;

**Main line of action 2: Fostering intercultural dialogue and engaging young women and men for peaceful and participatory societies, with the following expected results (ER):**

- Youth-led action enabled, from local to global levels, to address societal challenges and consolidate peace;
- Member States' commitments to the global agendas in favor of inclusive, sustainable and peaceful societies demonstrated through targeted advocacy campaigns and awareness-raising initiatives;

##### **b. Rationale for the evaluation**

6. The evaluation was requested by the SHS Sector to IOS. IOS included the evaluation in its workplan in the latter half of 2021.

7. The choice to assess knowledge production reflects the importance of this function within SHS. MLA 1, which is mainly dedicated to knowledge generation and dissemination, receives 55% of the sector non-staff budget in the 2020-2021 biennium<sup>139</sup>. In addition, a recent organizational diagnosis of the sector<sup>140</sup> conducted by an external consulting firm, identified the **need to produce more knowledge and engage better with policy makers** as key priorities for the sector. The evaluation also comes at a time when a new management team has recently taken over, with a clear objective to strengthen the knowledge production function within the sector.
8. In her memo to SHS staff, detailing her vision and strategy for the sector, the Assistant Director General (ADG), who took up her office in July 2020, highlighted the following:
9. **MISSION:** *The SHS Sector stays ahead of the curve and serves as a resource of excellence for UNESCO's delivery of innovative solutions to complex public policy challenges through the mobilization of frontier social (including economics) and human sciences. It does so in a timely and effective manner and engages with Member States and stakeholders to support change. A sector that connects with high-level decision-makers in different fields (but particularly with governments) to advance joint solutions. A sector that produces the evidence to influence policies, institutions and current practices....*
10. *A sector that can measure its impact also in a consistent way. Research, with data at the core, with empirical knowledge, with comparative analysis, with rigorous thinking. Global instruments that do not only inform the narrative, but that are effectively implemented with our support. Strong link with policy and decision makers, that can rely on our insights to advance meaningful agendas; and impactful programs on the ground that translate the common knowledge in impactful interventions.*
11. **AMBITION:** *SHS products becoming as important and top of mind as culture and education. Developing programs, in the social fields, that are as powerful or visible as the Biosphere Reserves, the program for protection of journalists, or the cultural sites. A sector that is recognized by its innovative contributions to advance the well-being of people, and people-centred growth. That joins the best causes of the world; the fight against climate, the fight against inequalities, the defence of human rights, the support to the most vulnerable, a more equitable digital transformation<sup>141</sup>.*

139 40 C/5 Approved programme and budget 2020-2021

140 The SHS organizational diagnosis was initiated by SHS management and conducted by E&Y in March 2021

141 Message from ADG/SH to staff. Version # 4 (11 November 2020)

12. The new SHS vision document, emphasizes the need for the SHS Sector to produce more flagships, improve quality and focus and enhance dissemination through innovative methods and using real time communication with the goal of becoming more visible to prominent advocates and key decision makers around the world.

### III. Purpose and Scope

13. The purpose of this evaluation is to provide SHS management and teams with evidence on the positioning and contribution of the sector's knowledge products to SHS strategic objectives. The evaluation will assess the relevance, coherence, and added value of SHS's knowledge products. It will seek to provide a better understanding of how the SHS Sector identifies knowledge needs and how it produces, shares, and ensures the quality of its knowledge products. It will also explore uptake that is who is reading SHS products and how are they being used. The evaluation will also assess the extent to which the knowledge products have achieved or contributed to the sector's expected results at the global and field level.
14. The evaluation period will be from 2018 to 2021 and will cover all the SHS knowledge products at global and field levels.
15. The evaluation will integrate UNESCO's global priorities Gender Equality and Africa by seeking to collect data on gender-relevant matters as well as focusing, when appropriate, on the needs of the African continent.

### IV. Evaluation objectives and questions

16. The main objectives of the evaluation are to:
  - Assess the strategic relevance of SHS knowledge products;
  - Assess the usefulness and value of SHS knowledge products to Member States and other relevant stakeholders;
  - Assess the SHS knowledge products contributions to the sector as well as UNESCO's strategic objectives;
  - Generate lessons learned and draw forward-looking recommendations to inform the future of the knowledge production function of the SHS Sector.
17. To achieve these objectives, the evaluation will seek to answer the following overarching questions:
  - To what extent are the SHS knowledge products relevant to global social challenges and to national needs of Member States?



- To what extent are SHS knowledge products coherent with the sector's strategic objectives?
- To what extent is the design of the knowledge function appropriate for the achievement of the sector objectives?
- What is positioning of the SHS knowledge products in their respective thematic areas?
- What is the added value of SHS knowledge products?
- How efficiently has SHS used its human and institutional resources in the production and dissemination of knowledge products?
- How is SHS monitoring, reporting and communicating about its knowledge products?
- How visible are SHS knowledge products within and outside of UNESCO?
- What does SHS do to ensure its knowledge products achieve its intended uses, including informing policy makers?
- What results have SHS knowledge products achieved, or contributed to achieving?
- To what extent has SHS used partnerships to develop and/or promote its knowledge products?
- What have been the main enabling and hindering factors for SHS to fulfil its objectives in terms of knowledge production?

## V. Methodology

18. The evaluation will adhere to the United Nations Evaluation Group (UNEG) Norms & Standards and will adopt a consultative and transparent approach with internal and external stakeholders throughout the process. Triangulation of evidence will underpin its validation and analysis and will support conclusions and recommendations.
19. The evaluation questions listed under section 3 will guide the assessment. They will be complemented with an evaluation matrix (including evaluation sub-questions, methods for data collection, and source of data for each question) to be contextualized according to the knowledge products, countries, and stakeholders involved. A theory of change summarizing the underlying logic of SHS knowledge products, and a stakeholder's analysis will also be developed to inform the design of the evaluation.

20. In answering all evaluation questions, the evaluation will rely on multiple sources of primary and secondary data for data collection, and use mixed-methods approach for data analysis, triangulation and validation.
21. Sources of data and methods of collection will include interviews; document review; synthesis of evidence from relevant evaluations; and surveys. It could also include a global media scan and bibliometric analysis to assess coverage of selected SHS products in scholarly and policy journals and the global media. The specific evaluation methods will be further refined during the inception phase.
  - The evaluation will establish an inventory of knowledge products developed by SHS over the last 4 years, including detailed information about the products owners and audience. The inventory will serve as the basis in determining the key informants to be interviewed as well as the survey clients. A mapping exercise will also be carried out based on the inventory, to harvest outcomes linked to SHS knowledge products.
  - Interviews: to be conducted with UNESCO staff (at HQ, and field-level), representatives of the development partners (including UN partners), government officials, academia, research organizations and civil society. The interviewees will be identified by the evaluation team based on the inventory, and together with the SHS Team during the evaluation process. Protocols for interviews will be developed by the evaluation team prior to the data collection phase.
  - Document review: the evaluation will review (i) key corporate and global documents including the UNESCO current and future Medium-Term Strategy, Programme and Budget documents over the last 4 years, and the draft Programme and Budget for the next biennium (ii) SHS specific documents, including the sector Vision, the SHS Organizational Diagnosis; SHS Partnership and Outreach Strategy, Status of implementation of SHS partnerships strategy, key publications, and relevant IOS evaluations<sup>142</sup>.
  - **Survey:** the evaluation team will develop and administer online survey(s) targeted at SHS's partners and clients, to collect feedback on SHS's knowledge products from main users as well as information on knowledge needs in themes relevant to SHS work.
  - **Country visits:** the evaluation will visit a sample of UNESCO field offices to meet with country level stakeholders including national government officials and local partners to get their

<sup>142</sup> Evaluation of UNESCO's work in the thematic area of History, Memory and Intercultural Dialogue – Finalized in September 2020; Evaluation of the NET-MED Youth Project (2014-2018); Evaluation of UNESCO's Bioethics and Ethics of Science and Technology Programme (August 2017); Evaluation of UNESCO's International Convention against Doping in Sport (August 2017); Evaluation of UNESCO's thematic area of work "History, memory and intercultural dialogue for inclusive societies" (2020); Evaluation of Mid-Term Review of the UNESCO Operational Strategy on Youth (OSY- 2014-2021); Review completed in December 2018.

feedback on the relevance of the SHS knowledge products to the national priorities, as well as to assess the coherence of these products with the work of SHS in these countries and their results at field level.

- **Global media scan and bibliometric analysis** of selected publications.

22. Data collection, sampling and analysis will incorporate a gender equality perspective, be based on a human rights-based approach, and take into consideration the diverse cultural contexts in which the activities are being implemented. Covid

## VI. Evaluation in the Context of COVID-19

23. As the global COVID crisis is not totally over and its intensity varies from one country to another, the evaluation team will be closely monitoring the sanitary situation in the countries selected for field visits. Should the situation evolve negatively, the principle of prudence will be applied, and travel halted. In such scenario, remote data collection tools will be used, and involvement of national consultants will be considered.

## VII. Roles and Responsibilities

24. The evaluation will be based on a hybrid approach and managed by UNESCO's Internal Oversight Service (IOS). It will be co-led by a senior evaluator from the IOS Evaluation Office and an external evaluator with expertise in knowledge management, research and/or capacity development. The latter is expected to contribute specific expertise in **Knowledge management** in order to strengthen the technical quality of the data collection. The role of the external expert will be to contribute to the evaluation methodology, data collection and analysis and to draft the evaluation report.
25. An Evaluation Reference Group will be established to guide the evaluation process and ensure the quality of associated deliverables. The group will be composed of the evaluation manager from the Evaluation Office and representatives from the following entities: the Executive Office of SHS Sector; the Research, Policy and Foresight section; the Inclusion and Right Section, the Intercultural Dialogue Section; the Bioethics and EST section; the Youth and Sport Section; and SHS team members from UNESCO Field Offices.

## VIII. Qualifications of External Experts

26. The evaluation team will be composed of individual(s) with expertise in the following topics: *Evaluation of complex development interventions, Knowledge management, and/or capacity development.*

27. Expressions of interest will be sought from individuals with the following qualifications:

- Strong knowledge and understanding of knowledge management and capacity development - demonstrated with examples of previous work experience, research, publication, etc. on the subject area)
- Minimum 10 years' work experience conducting evaluations of complex development interventions

Furthermore:

- **No previous involvement in the implementation of UNESCO activities under review** (occasional attendance of events or meetings may be accepted);
- Advanced university degree in areas relevant to the evaluation such as social science, international development, economics, or related field to the subject of the evaluation
- Understanding and application of UN mandates in Human Rights and Gender Equality (for example through certification, training, examples of assignments)
- Excellent analytical and demonstrated drafting skills in English: ability to collect and analyze information, to synthesize ideas and feedback and prepare reports in a clear and concise manner;
- Knowledge of and experience in applying qualitative and quantitative data analysis techniques and Results Based Management (RBM) principles;
- Other language skills, particularly official UN languages (French, Arabic, Spanish, Russian, and Chinese) will be considered an advantage.

28. Verification of these qualifications will be based on the provided curriculum vitae and possible reference checks. Candidates are also encouraged to submit other references such as research papers or articles that demonstrate their familiarity with the field. Attention will be paid to establish an evaluation team that is gender- and geographically balanced.

## IX. Deliverables and Schedule

29. The main evaluation phases will be conducted between end of November 2021 and June 2022.
30. The assignment will consist of the following main deliverables:

## X. Deliverables

31. **Inception note:** An inception note containing the purpose and expected use of the evaluation (based on the desk study and preliminary interviews), an evaluation workplan with a timeline, detailed methodology including an evaluation matrix (with a full list of evaluation questions and subsequent methods for data collection), a stakeholder analysis and a list of documents.
32. **Draft evaluation report:** The draft evaluation report should be written in English, be comprised of no more than 30 pages and follow the IOS Evaluation Office template.
33. **Communication outputs:** The evaluation team will prepare communication products targeting different users: PowerPoint presentations for Stakeholder Workshops, including to update the Evaluation Reference Group on progress and to present preliminary findings, a 2-page synthesis of the main findings from the evaluation, and any other products to be decided.
34. **Final evaluation report:** The final evaluation report should incorporate comments provided by the Evaluation Reference Group without exceeding 30 pages (excluding Annexes). It should also include an Executive Summary and Annexes. The final report must comply with the [UNEG Evaluation Norms and Standards](#) and will be assessed against the [UNEG Quality Checklist for Evaluation Reports](#) by an external reviewer. The evaluation will refer to the [UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation](#).

## XI. Tentative Schedule

Activity / Deliverable	Date
Desk Study and Scoping Interviews	November -December 2021
Finalization of Terms of Reference	November 2021
Call for Proposals and Selection of Experts	October – November 2021
Inception Note	December 2021
Data Collection and Analysis	January - February 2022
Consultants' deliverables	March 2022
Stakeholder Workshop with Presentation of Preliminary Findings	April 2022
Draft Evaluation Report	April – May 2022
Final Evaluation Report in English	June 2022
Communication products (Newsletter, Videos)	June 2022

## XII. References

- 31 C/4 Approved Medium-Term Strategy 2002-2007
- 40 C/4 Approved Medium-Term Strategy 2014-2021
- 41 C/4 Draft Medium-Term Strategy 2022-2029
- 40 C/5 Approved programme and budget 2020-2021
- 41 C/5 Draft programme and budget 2022-2025

## Annex 6. External Consultant's Biodata

Patrick Breard, PhD is an international consultant based in France. After 10 years working in the public and private sectors (Paris Chamber of Commerce and Industry, Ernst & Young) he joined UNDP in 2001 to coordinate the Organization's Knowledge Management activities. In 2004 he transitioned to consulting to support the modernisation of national and international public institutions. Dr Breard has worked at global and regional levels and in close to 50 countries. His areas of expertise span across policy/strategic design, programme/project formulation, capacity development, knowledge management, results-based management, and evaluation. Dr Breard has conducted formative and summative evaluations as well as needs assessments and reviews for UN DESA, ILO, UNESCO, FAO, UNCCD, UNCDF, DOCO/DCO, UNDP, UNEP, UNECA, UNESCAP, UNIFEM, UNV, UNITAR, UNCTAD, IDRC, IFAD, SDC, the World Bank. Many engagements focused on assessing the performance of thought leadership and innovation, research and knowledge products, capacity development, and institutional agility and learning. Patrick Breard holds a Ph.D. in Foresight from CNAM-LIPSOR Paris, an MBA from IUA San Francisco, a Master's in European Economics from Université Libre de Bruxelles, and a Maîtrise in Economics from University of Toulouse 1.



**DIVISION OF  
INTERNAL  
OVERSIGHT  
SERVICES**

---

Evaluation Office