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EVALUATION OF UNESCO'S WORK IN THE THEMATIC AREA OF HISTORY MEMORY AND INTERCULTURAL DIALOGUE FOR INCLUSIVE SOCIETIES

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The Evaluation covers the work of UNESCO in the field of HMID at the global level by sampling a representative number of Member States and programme stakeholders. It includes three thematic case studies and (remote) field work, conducted in China and Senegal. The evaluation covers three biennia from 2014 to 2019 relating to three cycles of the UNESCO Programme and Budget documents (37, 38 and 39 C/5).

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*Cover photo: © Fenghao Zu / 2020 UNESCO Youth Eyes on the Silk Road – 2nd prize,
The Wonderful Time, Chongqing, China (depicting Chinese traditional tea culture in
Jiangnan Tea House, the oldest tea house in Chongqing)*

Abstract & Acknowledgements

ABSTRACT

The thematic area of History, memory and intercultural dialogue for inclusive societies (HMID) supports UNESCO's mission of promoting mutual knowledge and understanding, crucial in order to enhance a culture of tolerance and "unity-in-diversity" in particular in light of today's increasing socioeconomic challenges and cultural tensions. Within its unique global mandate, UNESCO demonstrates several comparative strengths in mobilizing History, Memory and fostering Intercultural Dialogue (ICD) as illustrated through a portfolio of different projects and initiatives, such as the International Decade for the Rapprochement of Cultures, the Slave Route Project, the Phase II of the General History of Africa Project, and the UNESCO Silk Roads Programme. Each of these projects/initiatives was found to be highly relevant and contributed to a great extent to the production of knowledge, the development of tools and manuals linking people and cultures and creating a space for shared dialogue and revising histories. However, HMID, as a strand of work with a significant potential for contributing to the Agenda 2030, still needs to achieve greater visibility, be positioned more strategically, and more adequately resourced within the Organization. HMID projects and initiatives show several successful examples of intersectoral collaboration and UNESCO's strong and well-known culture and heritage brand establishes an opportunity and entry point for HMID work, in particular for promoting ICD and for fostering a culture of peace. Nonetheless, intersectoral work often proves challenging in practice due to systemic organizational barriers. Among other, a comprehensive Theory of Change and more systematic monitoring of HMID activities would allow UNESCO to better capture, document and communicate results, and thus help raise visibility, and attract partnerships and funding.

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Ongoing quality assurance was also provided by the Evaluation Reference Group that included representatives from the UNESCO Social and Human Science Sector, i.e. the (former) History and Memory for Dialogue Section, the Research, Policy and Foresight Section, the Intercultural Dialogue Section, the Inclusion and Rights Section, and the SHS Executive Office, from the Bureau for Strategic Planning, from the Sector for Priority Africa and External Relations, and from UNESCO field offices in South Sudan and Abuja, as well as from the Education Sector's Section of Teacher Development. External quality assurance of the evaluation report was provided by Mr. Geert Engelsmann, independent evaluation consultant.

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Bert Keuppens

Director, IOS

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Acronyms and Abbreviations

2030 Agenda	2030 Agenda for Sustainable Development	IDRC	International Decade for the Rapprochement of Cultures
AFR	(former) UNESCO Africa Department	IWG	Intersectoral Working group
AHLMP	African Heritage Liberation Movement programme	KII	Key Informant Interviews
ASPnet	Associated Schools Network	MP	Major Programme
CI	Communication and Information Sector	NET-MED Youth	Networks of Mediterranean Youth
CLT	Culture Sector	OCF	Office Chérifien des Phosphates
CSO	Civil Society Organisation	PAX	UNESCO Sector for Priority Africa and External Relations
DAC	Development Assistance Committee	PVE	Preventing Violent Extremism
ED	Education Sector	SDG	Sustainable Development Goals
ER	Expected Results	Silk Roads	Silk Roads Programme
ERG	Evaluation Reference Group	SHS	Social and Human Sciences Sector
ET	Evaluation Team	Slave Route	Slave Route Project
FGD	Focus Group Discussion	ToR	Terms of Reference
FO	Field Office	ToC	Theory of Change
FP	Focal Points	UN	United Nations
GA	General Assembly	UNEG	United Nations Evaluation Group
GHA	General History of Africa	UNESCO	United Nations Educational, Scientific and Cultural Organization
HMID	History, Memory and Intercultural Dialogue	UNEVOC	United Nations International Centre for Technical and Vocational Education and Training
ICD	Intercultural Dialogue	UNITWIN	University Twinning and Networking Programme
IDS	UNESCO Intercultural Dialogue Section	WiA	Women in Africa
ISC	International Scientific Committee		
IOS	Internal Oversight Service		
ICT	Information and Communications Technologies		

EXECUTIVE SUMMARY

UNESCO's work in the thematic area of History, Memory and Intercultural Dialogue for inclusive societies (HMID)

1. The Social and Human Sciences (SHS) Sector of UNESCO has implemented several programmes in the thematic area of History, memory and intercultural dialogue for inclusive societies to support UNESCO's mission of promoting mutual knowledge and understanding, crucial in order to enhance a culture of tolerance and "unity-in-diversity". These include the General History of Africa (GHA), the Slave Route Project (Slave Route), the Silk Roads Programme (Silk Roads) and the International Decade for the Rapprochement of Cultures (IDRC).
2. The current socio-political and institutional climate in many parts of the world is unfavourable to the promotion of a culture of dialogue, diversity and understanding as evidenced by conflicts fuelled by religious and cultural tensions and the rise of nationalistic and populist movements nurturing extreme views and narrow perspectives. Furthermore, the closing down of space for civil society and diverse voices in many contexts across the globe presents specific challenges and highlights the increased need for initiatives fostering intercultural dialogue, tolerance and peace.

The evaluation objectives and intended audience

3. On request of the Social and Human Sciences (SHS) Sector, the UNESCO's IOS Evaluation Office commissioned International Alert to conduct an evaluation of UNESCO's work in the thematic area of History, Memory and Intercultural Dialogue (HMID).¹ The overarching purpose of this evaluation was to review and assess several

¹ It is to be noted that the thematic area referenced as HMID has been considered as an analytical unit for the purpose of the assessment, but does not correspond to the current administrative set-up for the programme areas under evaluation.

interventions under the Social and Human Sciences (SHS) Sector pertaining to the thematic area of History, memory and intercultural dialogue for inclusive societies from 2014 to present.

4. Specifically, the main objectives of the evaluation were:
 - i. To **take stock** of the work undertaken in the thematic area particularly under Major Programme III and implemented through the SHS Sector²
 - ii. To **assess the relevance and effectiveness** of UNESCO work in the thematic area and
 - iii. To **provide evidence-based recommendations** to UNESCO's senior management to inform the development of future strategies and programmes.
5. The evaluation has two main purposes: an **accountability purpose**, with an emphasis on reviewing achievements and challenges vs. planned objectives, and a **learning purpose**, looking at the achieved results and identifying what worked well, why and under which circumstances as well as identifying possible improvements and future opportunities for UNESCO's work in this thematic area.
6. The focus of this evaluation was defined around four projects/initiatives, namely: (i) The overarching initiative: The International Decade for the Rapprochement of Cultures, (ii) The Slave Route Project: Resistance, Liberty, Heritage, (iii) Phase II of the General History of Africa Project, (iv) The UNESCO Silk Roads Programme (previously a project). This evaluation covered the period from 2014 to 2019 and looked at programmes across the globe. All these aspects fed into the design of the methodology.

² Some work was also undertaken under Major Programme IV, Culture, Expected Result 5 during 2014-2015. The focus of the evaluation is on HMID projects/initiatives carried out by SHS, namely GHA, and Silk Roads, both located in the Section for Research, Policy and Foresight, the Slave Route Project, located in the Section on Inclusion and Rights, and the IDRC, located in the Section for Intercultural Dialogue.

Evaluation methodology

- The methodological approach for this evaluation is a theory-based approach. Therefore, an initial Theory of Change (ToC)³ was constructed during the inception phase, tested and further developed and validated during the evaluation. The data collection included a key document review for all four projects/initiatives; three thematic case studies and 78 key information interviews (KIs) which served as the core of the data collection; three Surveys and questionnaires which included one survey for UNESCO Member States through the 204 National Commissions, and two shorter online questionnaires, one targeted for the Silk Road Programme's Focal Points and one for the members of the International Scientific Committee (ISC) of the Slave Route project and the General History of Africa project.⁴ Data was gathered and analysed and triangulated looking for trends and inconsistencies to inform findings and make recommendations.

Main findings

Relevance

- Within its unique global mandate, UNESCO is best positioned and demonstrates several comparative strengths in mobilizing History, Memory and fostering of Intercultural Dialogue including its convening power, its impartiality and enabling potential in creating a culture of pride, of tolerance and as a vehicle for inclusive development and for peace. This is illustrated in the evaluation through the high relevance of all four projects/initiatives. General History of Africa (GHA) had a focus on (rewriting) history, the Slave Route Project (Slave Route) and Silk Roads Programme (Silk Roads) used shared history and culture to emphasize commonalities and connect people, and the International Decade for the Rapprochement of Cultures

³ A Theory of change is a representation of how an intervention (project, programme, policy or strategy) is expected to lead to desired results. It illustrates the pathway of change tied to the intervention - from inputs to outputs, outcomes, and impact - and articulates the key assumptions used to explain the change process. Other common terms include but are not limited to 'impact pathway', 'logic model' and 'intervention logic'. ([UNESCO Evaluation Policy](#), Annex I Glossary of key terms).

⁴ The Member States survey had a response rate of 31%, the survey for the International Scientific Committee had a response rate of 42% and the survey for the Silk Road Focal Points a 55% response rate.

(IDRC) focused on understanding and strengthening intercultural dialogue. HMID, as a strand of work, was established 'after' some of the projects/initiatives were initiated, which partially explains the limited linkages between and among projects/initiatives. Opportunities for cross fertilization between the projects to reinforce each other and learn from one another under the thematic umbrella of HMID have so far not been systematically sought. However, the evaluation also found a gap between Member States' expressed interests in HMID related activities. For example, so far only a few Member States have directly and extensively engaged with the IDRC.

Internal and External Coherence

- Evidence shows a strong alignment with Member States' national priorities, agendas and interests. This is demonstrated through the many resolutions taken within UNESCO or other bodies sanctioning and legitimizing 'flagship' projects. Survey results also confirmed that interventions supported by UNESCO were aligned with Member States' national priorities.⁵ Furthermore, the HMID projects/initiatives show a strong alignment to the Sustainable Development Goals (SDGs). The majority of respondents from civil society and Member States confirmed a direct link between the HMID projects/initiatives and the Agenda 2030 of 'leaving no one behind', notably in achieving SDG 4 (quality education); SDG 10 (reduced inequalities), and SDG 16 (promotion of peaceful and inclusive societies). However these contributions to SDGs have so far not been explicitly articulated, and consequently not been tracked or monitored.⁶
- As for the internal coherence, the projects/initiatives are clearly aligned with and contribute to the realisation of the Major Programme III Expected Results (ERs), especially ER 2 mobilizing knowledge, and ER 3 fostering Intercultural Dialogue (ICD) and engaging youth for peaceful societies. They are also highly relevant to both global priorities of the Organization, Africa and Gender Equality, as well as for Youth as another UNESCO priority area. However, the evaluation revealed that

⁵ Survey results are not fully representative of all Member States' views, given the lack of representativeness of the sample (see methodological limitations), yet they indicate a pattern of general satisfaction that is worth reporting.

⁶ For full descriptions of the Sustainable Development Goals see: <https://sustainabledevelopment.un.org/?menu=1300> (accessed 30 March 2020).

HMID lacks visibility and adequate resources as a strand of work compared to its strong potential for contributing to the Agenda 2030. The evaluation also identified opportunities to build bridges between and across the individual HMID projects, to enable cross-fertilization, to reinforce each other's results and to learn from good practices. This could be further facilitated by more coherence in the administration and governance of the individual initiatives.

Intersectorality

11. All HMID initiatives show several successful examples of intersectoral collaboration, i.e. the cooperation between the Social and Human Sciences and the Education Sector in policy-related work and initiatives such as Women in Africa, and African Heritage Liberation Movement programme (AHLMP). Nonetheless, intersectoral work remains challenging in practice due to organizational barriers such as competition for funds, vertical organizational structures and reporting lines within Programme Sectors and administrative and performance systems that do not sufficiently recognize the efforts of intersectoral cooperation. However, these issues are crosscutting and not specific to HMID.
12. The evaluation also showed that UNESCO's strong and well-known culture and heritage brand establishes an opportunity and entry point for HMID work, in particular for promoting ICD and for fostering a culture of peace. This offers opportunities for creating stronger linkages among actors and across themes and acting as a mediator to more explicitly establish the connections between culture, memory and history to promote peace and inclusion. Furthermore, better coordination and more intersectoral cooperation especially between the Education (ED) and the Social and Human Sciences (SHS) Sectors, in particular for the GHA, would be beneficial. A lack of joint strategic planning processes between the field and HQ were also highlighted among the issues that impede intersectoral approaches.

Effectiveness

13. HMID as a vast thematic area covers a variety of inter-related topics, stakeholders, projects, and UNESCO sectors and comprises activities carried out in over a hundred countries throughout the world. One common thread emerging across all the projects is HMID's contribution to intellectual debates around the mobilization of the memory and the documentation of a common history, as a powerful instrument

to foster a culture of tolerance and understanding.

14. Each of the HMID projects/initiatives achieved to a great extent its set objectives, such as the production of knowledge, the development of tools and manuals which contributed to linking people and cultures and creating a space for shared dialogue and revising histories. Nonetheless, in the absence, so far, of a comprehensive Theory of Change for the individual projects/initiatives and for HMID as a strand of work, the mechanisms through which HMID initiatives are effective remain to be further explored to feed into more systematic and effective monitoring of HMID activities. Currently it remains challenging to capture, document and communicate results and their sustainability at the outcome level, as well as to measure their impact globally.
15. The **General History of Africa (GHA)** project benefitted from high level political commitment from the African Union, which endorsed the pedagogical materials developed by UNESCO for the General History of Africa and called for their integration into school curricula in Africa. 14 African countries in particular have subsequently demonstrated their interest in piloting the pedagogical materials. Recently, France committed to including the GHA pedagogical materials into their school curriculum, which illustrates the increasingly global outreach of the project. Furthermore, GHA also benefitted from high-level scientific commitment from a well-established African scientific community (historians, archaeologists, anthropologists). In addition, the project contributed to the International Decade for People of African Descent. Within GHA, volumes have been updated, the knowledge has been enriched with the role of the diaspora, and pedagogical materials have been tested in Kenya, and are currently being integrated in primary schools. More generally, knowledge about African history is being disseminated, also through other (non-academic) channels, such as BBC films, Radio broadcasts, and the restoration of 50 classic African films.
16. The **Slave Route Project** generated a great level of interest among a wide mix of stakeholders, including artists, museums, site managers, civil society activists, schools, and scientists. Through their engagement and the use of UNESCO resources⁷ the Project has succeeded in breaking the silence surrounding the slave trade and

⁷ Most notably the resource book "Legacies of Slavery: A Resource Book for Managers of Sites and Itineraries of Memory", published in 2019, which has been designed for managers of sites and itineraries of memory related to the slave trade and slavery. It provides a comparative analysis of experiences in the preservation and promotion of such sites across the world and proposes practical guidance for their management and development.

slavery in the world, as shown by the increases in site tourism and the increases in the number of conferences and studies related to the slave trade. The project has also highlighted the consequences of the slave trade to a wider audience, documenting impact on societies and on people, but also emphasizing commonalities throughout continents. The project also helped establish a culture of peace and tolerance by breaking the shame, instilling pride, and building linkages between cultures. Results indicate that the project is still highly relevant but needs to make its linkages to Agenda 2030 more explicit, specifically its contribution to SDG 10 (reduced inequalities) and to SDG 16 (promotion of peaceful and inclusive societies).

17. With regards to the **Silk Roads Programme**, there have been a number of success stories in building understanding of the shared culture and history along the Silk Roads including maritime routes between countries in Asia, Central Asia and Europe. The networks that have been created through the national Silk Roads Focal Points⁸ have generated important and lasting collaborations in research, arts and ideas generation. The Silk Roads networks have engaged in innovative projects such as youth photo competitions, films focused on women along the Silk Roads and co-organised museum exhibitions. The Online Platform is seen to be an excellent resource for knowledge and information. Nonetheless, most stakeholders felt it could be upgraded and updated. The Programme has been extremely successful at raising funds outside of normal budgetary processes, specifically, from Member States including China, Kazakhstan, Germany, Oman and Azerbaijan and received funding from the European Union for a project focused on the Silk Roads Cultural Heritage Corridors in Afghanistan, Central Asia and Iran.
18. **The International Decade for the Rapprochement of Cultures**, which was mandated to UNESCO to oversee the coordination and implementation of activities, has two major streams. These are the direct implementation of activities and the overall coordination of the Decade. Direct implementation of projects has been successful at taking steps to understand what intercultural dialogue is in practice, what it means to Member States and how to measure its impacts. This still ongoing research to measure the enabling environment and impact of intercultural dialogue

⁸ In 2019, approximately 25 Member States had designated national Focal Points to actively participate in and follow up on the activities of the programme in their respective countries. However, the number of Focal Points varies over time depending on Member State and individual circumstances.

is seen to be of critical importance by staff in UNESCO and outside by Member States, civil society partners as well as bi-lateral organisations. Additionally, under the umbrella of IDRC, there have been concrete mechanisms and tools created for pushing forward activities for groups to engage in intercultural dialogue, including methodologies such as “Story Circles”, or “Writing Peace” and new research primarily led through the University Twinning and Networking Programme Chairs across the globe. These engagements have a wide range of beneficiaries including, children, youth, civil society actors, Member States, and academics. The coordinating role of UNESCO has had some success in creating a frame for further progress in the implementation of the Decade. The Intercultural Dialogue Section has developed an Action Plan⁹, and a Road Map¹⁰ to guide IDRC activities. While these guiding documents outline clear strategies adopted by the UN General Assembly in 2014 and 2016 respectively, it has been difficult to obtain full buy-in and focus from the majority of Member States. This has created a challenge for UNESCO and the IDS team overseeing it, primarily in improving effectiveness in its coordinating role.

Research and Knowledge Creation

19. Despite some examples of activities that do reach out to a wider audience such as the “Youth Eyes on the Silk Roads International Photo Contest” and potentially, the dissemination and use of the “Manual for Developing Intercultural Competencies: Story Circles”, most projects and activities, were seen as rather academic and thus less accessible and attractive to the general public, beyond the academic and policy circles, and in particular to youth. Furthermore, the use of innovative tools such as film clips, interactive online platforms, comic strips has proven effective but is still scarcely employed while it could attract a young and non-academic audience.

Partnerships and fundraising

20. All HMID projects and initiatives have collaborated, at some point, with a wide

⁹ The IDRC Action Plan was formally requested and later adopted by the Executive Board at the 194th session in April 2014, see [194 EX/10](#), April 2014

¹⁰ Initiated by the Secretariat and shared with the Member states in 2016

variety of implementation partners, ranging from schools, museums, civil society organisations (CSOs), scientists, academics, and artists. In some cases engagements could have been more effective if further sustained and more structured. In particular, the approach to partnerships was found as not being strategic enough and, combined with the lack of an overarching fundraising strategy for HMID as a thematic area, was deemed as limiting the profile and visibility of HMID as a strand of work. Additionally, the evaluation found that coordination of partnerships between UNESCO HQ and Field Offices has not always been optimal. HMID projects and initiatives have been successful at raising funds outside of normal budgetary processes, specifically, from Member States, however fundraising efforts for each project/initiative have so far not been labelled more strategically under the umbrella of HMID.

Global Priorities Africa and Gender equality

21. The contribution of some projects/initiatives to the global priority Africa is quite strong specifically with regards to GHA and Slave Routes; while the connection to the global priority is less evident in IDRC and the Silk Roads programme, which has mainly focused on Eurasia, though the involvement of Africa in historical patterns of exchange deserves further exploration.
22. Concerning the alignment with the UNESCO global priority Gender equality, results are mixed. While gender equality is integrated within strategic documents and relevant Expected results, the linkages between projects/initiatives and the UNESCO Priority Gender Equality Action Plan (GEAP) were not explicit from the outset, neither in activity planning nor in implementation. Most projects/initiatives were found to be gender sensitive to some extent. However, besides a few exceptions such as the Women in Africa and Women of the Silk Road initiatives, they did not demonstrate an ability to be gender responsive or gender transformative. Improvements are also required to more consistently mainstream gender equality in HMID initiatives.

Conclusions and Recommendations

23. Supported by the Theory of Change (ToC), the evaluation found evidence that dialogue when enhanced through the HMID initiatives, can create the conditions for increased intercultural understanding, contribute to avoiding potential tensions related to differences, and help overcome ignorance and misunderstanding between individuals and groups. The evaluation also found that when instilling a culture of pride in youth, making them more conscious and aware of their past, they are better equipped to positively engage with others. The evaluation also demonstrated that memory can be used as an effective tool in peace education and to promote development.
24. While the evaluation revealed that UNESCO has achieved important results, such as increased capacities and policy influence, other areas such as research and knowledge creation are still to evolve and the potential of UNESCO's contribution to the Agenda 2030 through the HMID initiatives has not yet been made fully explicit.
25. HMID currently lacks coherence across its various workstreams. Coupled with limited resources, this currently limits its visibility and effectiveness. A stronger corporate narrative for HMID, developed on the basis of an overarching Theory of Change, could help raise visibility and attract partnerships and external funding at a more strategic level. While the inherently crosscutting nature of the thematic field has resulted in some successful intersectoral collaboration, intersectoral work remains challenging and barriers need to be removed to make room for exploring other areas of intersectoral work.
26. The evaluation also revealed that a more systematic and consistent approach to mainstreaming and advancing gender equality is required. To enhance the use of the rich knowledge and resources developed by UNESCO in the field of HMID, these could be made more accessible among other through their dissemination via various innovative channels and in less academic formats that are attractive to the general public and in particular to youth. Maintaining a balance between academic, policy-related and non-academic knowledge products is therefore crucial for the effectiveness of research and knowledge generation on HMID. Improvements are also required for establishing a more systematic monitoring of HMID activities to better identify the mechanisms through which HMID initiatives are effective, and to allow for better capturing, documentation and better communication of results at the outcome level.

Key recommendations for HMID¹¹ resulting from this evaluation

Recommendation 1:

Position HMID strategically towards external stakeholders based on UNESCO's comparative strengths highlighting the SDGs, the Agenda 2030 and the African Union's Agenda 2063.

Make better use of UNESCO's comparative advantage in mobilizing history and memory as a vehicle for inclusive development and for peace and develop indicators linked to the 2030 Agenda to track and communicate progress.

Recommendation 2:

Position HMID internally to gain more visibility as a thematic area within a more interdisciplinary perspective including through focus on policy work in cooperation with the other Sectors, the Division for Gender Equality (GEN), and Field Offices.

Develop systems that promote and incentivise intersectoral collaboration to improve coherence and enhance impact.

Recommendation 3:

Develop a strategy for HMID as a thematic area and ensure adequate governance and administrative coherence for the HMID portfolio.

Through the creation and implementation of an overall strategy over the next five to ten years.

Recommendation 4:

Focus on innovation and foresight through research and knowledge creation.

Explore new themes, new ways of promoting intercultural dialogue work through policy and research.

Recommendation 5:

Take a more strategic approach to engaging in partnerships and fundraising.

Fundraising strategies should be in place for all major projects/initiatives under the umbrella of HMID. These should include potential corporate and external funding sources to help ensure continuity of project activities.

Recommendation 6:

Strengthen the multi-stakeholder approach to include governments, Member States, universities, NGOs, private sector and communities in HMID initiatives.

UNESCO should use its convening power to increase its partnerships with all types of institutions, formal and informal, private and public to create spaces, virtual and physical, for multi-stakeholder and intercultural dialogue.

Recommendation 7:

Involve youth more systematically in project design and implementation and modernize communication channels that are attractive to Youth.

Consider creating a network of youth leaders to be involved in the strategic direction of HMID youth programming.

Recommendation 8:

Embed gender equality consistently in HMID projects and initiatives.

Gender equality should be an integral part of intercultural dialogue including promoting a dialogue on gender equality across and within cultures as well as ensuring that activities are gender sensitive and gender responsive and/or transformative.

¹¹ In addition, Annex 5 contains potential action points that are recommended specifically for each of the four projects/initiatives.

Recommendation 9:

Strengthen HMID monitoring systems and apply a ToC methodology systematically.

Applying a Theory of Change methodology from project inception, defining indicators against which change can be measured and monitored would result in the ability to better track, document and communicate outcomes and impact.

Recommendation 10:

Expand capacity development activities to include exchanges and sharing with a broader range of stakeholders.

Involving opinion makers and government officials in capacity building activities and exchange will strengthen the overall HMID outreach and will also help create traction among governments in both making commitments and upholding them.

Recommendation 11:

Align resources with expectations and in line with the level of priority granted to the thematic area HMID.

A better match between resources and programmatic expectations from Member States, UNESCO teams, and partners, can avoid unnecessary tension for those responsible for implementation and for achieving set objectives.

Management Response

Overall Management Response

The thematic area referenced as HMID has been considered by the evaluation as an analytical unit for the purpose of the assessment, and does not correspond to the current administrative set-up for the programme areas under evaluation. Despite this challenge, the three SHS Sections involved in the evaluation (the Intercultural Dialogue Section (ICD), the Inclusion and Rights Section (INC), and the Research, Policy and Foresight Section (RPF)) welcome the recommendations, which will enhance the strengthening of UNESCO's work on intercultural dialogue, social inclusion, anti-racism and anti-discrimination in the future, notably within the framework of the 2030 Agenda and the commitment of 'Leaving No One Behind'. The recommendations of the evaluation will be implemented in close alignment with the currently ongoing UNESCO Strategic Transformation Process and in consultation with Member States and key stakeholders.

Recommendations

Recommendation 1:

Position HMID strategically towards external stakeholders based on UNESCO's comparative strengths highlighting the SDGs, the 2030 Agenda and the African Union's Agenda 2063

Addressed to:

UNESCO SHS Senior Management

Recommendation 2:

Position HMID internally, to gain more visibility as a thematic area within a more interdisciplinary perspective including through focus on policy work in cooperation with other Sectors, the Division for Gender Equality (GEN) and Field Offices (FOs)

Addressed to:

UNESCO SHS Senior Management in cooperation with senior management of other Programme Sectors, the Sector for Priority Africa and External Relations (PAX), the Division for Gender Equality, and Field Offices

Management response

Accepted

In close consultation with Member States and external stakeholders, UNESCO SHS will develop a new strategic framework to better coordinate HMID resources and actions for contributing to the 2030 Agenda and the African Union's Agenda 2063. A communication strategy will be developed to encourage commitment, advocacy and visibility among external stakeholders.

Accepted

SHS is reinforcing the transversal aspect of the HMID-related programmes across the different domains of the Organization; notably with ED, CLT, by implementing and upscaling tools to help the most vulnerable. such as the capacity development of UNESCO staff on intercultural competencies in the Field and at Headquarters, the Master Classes against racism and discrimination for youth, the roll-out of the pedagogical tools of the General History of Africa, and the result-oriented and strategic roadmap of the Slave Route project within the context of the implementation of the second half of the International Decade for People of African Descent (2014-2025).

Recommendations

Management response

Recommendation 3:

Develop a strategy for HMID as a thematic area and ensure adequate governance and administrative coherence for the HMID portfolio

Addressed to:

UNESCO SHS Senior Management, and key programme staff within the respective sections in HQ and FOs

Accepted

New innovative strategies for the programmes under HMID will be developed by ICD, INC, and RPF to make the most of its transversality in UNESCO's mandate, including by the review in a coherent manner of the management structure and responsibilities according to the UNESCO Strategic Transformation process. The longer-term institutionalization of HMID as an intersectoral thematic area in the Organization will be confirmed by a framework of action designed in close collaboration with Member States and key stakeholders on the occasion of the ending of the International Decade for the Rapprochement of Cultures in 2022.

Recommendation 4:

Focus on innovation and foresight through research and knowledge creation

Addressed to:

UNESCO SHS Senior Management and key programme staff within the respective SHS sections in HQ and FOs

Accepted

Innovation and foresight will be articulated among the different UNESCO units covering all strands of HMID in close consultation with Member States.

Recommendation 5:

Take a more strategic approach to engaging in partnerships and fundraising

Addressed to:

UNESCO SHS Senior management in cooperation with the Bureau of Strategic Planning (BSP)

Accepted

The financial and administrative implications of an effective implementation of the various strands of HMID through different Programme sectors will be defined within an intersectoral and multidisciplinary approach in consultation with BSP, and in line with the UNESCO Medium-term Strategy. This new approach will set the foundations so UNESCO can strengthen its efforts to develop a strategic dialogue with potential knowledge and financial partners, including museums and memory sites, and increase additional extrabudgetary resources and visibility, among other by capitalizing on the different modalities of UNESCO's strategic financing dialogue, and by generating and sharing knowledge.

Recommendations

Management response

Recommendation 6:

Strengthen the multi-stakeholder approach to include governments, Member States, universities, NGOs, private sector and communities in HMID initiatives

Addressed to:

UNESCO SHS Senior Management

Accepted

UNESCO SHS acknowledges the importance of reinforcing a multi-stakeholder approach in the design of future HMID-related initiatives, including with a view to ensuring ownership and sustainability. It is foreseen to launch a request and get feedback from Member States, universities, concerned UNESCO chairs and civil society on the occasion of the ending of the International Decade for the Rapprochement of Cultures and in order to create an ICD (HMID) framework of action.

Recommendation 7:

Involve youth more systematically in project design and implementation and modernize communication channels that are attractive to Youth

Addressed to:

UNESCO SHS Senior Management and key programme staff within the respective sections in HQ and FOs in cooperation with the Division of Public Information (DPI)

Accepted

UNESCO set Youth as a priority group and Youth-led initiatives will be promoted in HMID initiatives in coordination with the Department of Public Information. Youth networks will also be consulted in the design of a framework of action after the ending of the International Decade for the Rapprochement of Cultures, as well as in the design of innovative training material and awareness raising material for the continuation of the Master Class series and in initiatives relating to the Silk Roads programme such as the Young Researchers Grants (starting in 2021) and the "Youth Eyes" annual photo contest (launched in 2019). Collaboration with youth city councils at local level will be strengthened to better fight racism and discrimination.

Recommendation 8:

Embed gender equality more consistently in HMID projects and initiatives

Addressed to:

UNESCO SHS Senior Management and key programme specialists in cooperation with BSP and the Division for Gender Equality.

Accepted

As a global priority of UNESCO, the SHS Sector will further promote gender equality along with women's empowerment throughout the HMID work, especially in terms of content and impact of capacity building (master classes and intercultural competencies), advocacy and research but also in regard to the promotion of women's and girls' access to leadership and decision making in the various processes. For the Slave Route project, SHS is exploring the role of women slaves and slave traders, and their contribution to today's societies, which goes hand in hand with the vision of the new roadmap that targets women and girls, as well as indigenous women and men among other groups, as transformative change makers in the fight against gender based violence and discrimination. Efforts have also been made to launch initiatives and collect good practices that promote women's empowerment within the Silk Road project. Gender equality considerations will also be part of initiatives following the end of the International Decade for the Rapprochement of Cultures.

Recommendations

Management response

Recommendation 9:

Strengthen HMID monitoring systems and apply a ToC methodology systematically

Addressed to:

UNESCO SHS in cooperation with BSP

Accepted

UNESCO SHS agrees on the need to apply a coherent ToC which will allow all projects be monitored and implemented meaningfully on a regular basis and will closely work with BSP to contribute to the organization-wide efforts towards strengthening UNESCO's monitoring systems across Sectors.

Recommendation 10:

Expand capacity development activities to include exchanges and sharing with a broader range of stakeholders

Addressed to:

UNESCO SHS key programme staff at HQ and in the field

Accepted

Through an interdisciplinary approach, UNESCO SHS will pay further attention to ensure HMID-related capacity development of different local, national and regional actors, with the support of Field Offices and cities networks. In line with the reform of the United Nations development system, UNESCO will pursue its collaboration with other UN entities to build capacities of staff that can scale up the impact of activities pertaining to intercultural dialogue, anti-racism and anti-discrimination on the ground through their different activities and projects.

Recommendation 11:

Align resources with expectations and in line with the level of priority granted to the thematic area HMID

Addressed to:

UNESCO SHS Senior Management in cooperation with BSP

Accepted

UNESCO SHS acknowledges the need that sufficient political support, financial and human resources be provided to deliver programmatic results that corresponds with the priority granted to thematic area HMID. Regarding the ID programme, the alignment of resources and expectations will be addressed in the new framework of action to be submitted to Member States after the ending of the International Decade for the Rapprochement of Cultures.

1. Introduction

1.1 Background

1. The current socio-political and institutional climate in many parts of the world is unfavourable to the promotion of a culture of dialogue, diversity and understanding as evidenced by conflicts based on religious and cultural differences and the rise of nationalistic and populist movements nurturing extreme views and narrow perspectives. Furthermore, the closing down of space for civil society and diverse voices in many contexts across the globe, presents specific challenges and an increased need for initiatives fostering intercultural dialogue, tolerance and peace.
2. The main goal of UNESCO's work in the thematic area of History, Memory and Intercultural Dialogue for Inclusive Societies (HMID) is to promote mutual understanding and spur greater intercultural dialogue through, among other, the mobilization of memory. The rise of movements, whose agendas are largely discriminatory, has the potential to undermine UNESCO's and its partners' efforts under this thematic area. It is therefore of utmost importance to gather evidence and good practices on how and through which mechanisms HMID contributes to fostering a culture of tolerance and peace. The timing was thus opportune to undertake an evaluation of UNESCO initiatives under this thematic area. Hence, the UNESCO Internal Oversight Service (IOS) Evaluation Office, at the request of the Social and Human Sciences (SHS) Sector, commissioned an external evaluation of this thematic area as part of the UNESCO corporate biennial evaluation plan.
3. Despite the rising importance of this thematic area, UNESCO's recent efforts pertaining to the thematic area have so far not been subject to external evaluation. Two reviews/evaluations related to UNESCO's intercultural dialogue programme have taken place in the past two decades. One review in 2011 focused on the UNESCO Culture Sector's work on intercultural dialogue, and covered, among others the General History of Africa Project and the Slave Route Project. The other, carried out in 2005, specifically looked at the Slave Route Project from 1994 until 2004. The main conclusions of the 2011 Review were that the initiatives undertaken were mostly HQ-led and implemented,

that intersectoral collaboration was constrained by structural and budgeting factors and that dissemination of project outputs was limited. The main conclusions of the evaluation of the Slave Route Project 1994-2004 were that the project made significant progress in breaking the silence around the slave trade, documenting the oral history, traditions and tales of the slave trade and its effects in Africa.

1.2 Description of the thematic area HMID

4. Under the Social and Human Sciences Sector, UNESCO has implemented several interventions pertaining to the thematic area of History, memory and intercultural dialogue for inclusive societies¹² including coordinating the UN International Decade for the Rapprochement of Cultures. The goal of this work is to favour mutual understanding and to spur greater intercultural dialogue and contact, notably through the improvement of access to memory and history, in favour of an inclusive society. We live in a world that is more and more interconnected, but conflicts continue tearing societies apart and new forces of division are emerging. Hence, this work aims to raise awareness and engage its stakeholders and the general public regarding the common heritage, plural identities, and the shared history and values of people with different cultural backgrounds.
5. HMID is a broad area of work, covering many interrelated themes (dialogue, tolerance, memory, peace) to which other UNESCO sectors also contribute, notably Education (ED) and Culture (CLT), although HMID is located within SHS. Such a thematic area is, per se, conducive to intersectoral collaboration and interdisciplinary work. In addition, the primary goals and objectives of HMID are of concern and highly relevant for the whole of the UN as many projects and activities falling under this thematic area of work contribute, or have contributed, to UN wide global priorities and initiatives such as the International Decade for Peoples of African Descent (2015-2024). In addition, given the overarching objective of HMID to promote a culture of tolerance and peace, linkages with the 2030 Agenda and the Sustainable Development Goals (SDGs) are evident and concern primarily the realisation of

¹² The thematic area referenced as HMID has been considered by the evaluation as an analytical unit for the purpose of the assessment, and does not correspond to the current administrative set-up for the programme areas under evaluation.

SDG 4 (quality education); SDG 10 (reduced inequalities) and SDG 16 (promotion of peaceful and inclusive societies).¹³

6. Within UNESCO, HMID is clearly aligned with the 37C/4 Medium Term Strategy, notably Strategic Objective 6 (Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles) and Strategic Objective 7 (Protecting, promoting and transmitting heritage). The reflection of HMID as a thematic area in the C/5 Programme and Budget document has evolved over the biennia, but the thematic area has been consistently connected to ERs of different Programme Sectors (see Annex 6 for a list of relevant ERs)¹⁴. In the 39 C/5 Programme and Budget for example, HMID is linked to the SHS Main Line of Action 1 (Mobilizing knowledge and embedding rights and ethics to foster and achieve social inclusion and equitable societies) and Main Line of Action 2 (Fostering Intercultural Dialogue and engaging young women and men for peaceful and participatory societies) and contributes to SHS Expected Results (ERs) 2, 3 and 4¹⁵. However, taking an interdisciplinary perspective, HMID also contributes to ER 6 of the ED Sector (National capacities strengthened to equip learners with knowledge, skills, values and attitudes needed to live healthy lives, promote sustainable development and engage the world as healthy citizens) and to the Culture Sector (CLT), Main Line of Action 1, Protecting, conserving, promoting and transmitting culture and heritage for dialogue and development, notably ER 1¹⁶. As HMID is permeating different programmatic areas and themes, it has been challenging to identify specific budget amounts dedicated to HMID as a thematic area. Overall, CLT ER 1 has a budget of US\$ 36.5 million, ER 6 of ED has a budget of

13 See Sustainable Development Goals: <https://sustainabledevelopment.un.org/?menu=1300> (accessed 30 March 2020).

14 ERs relevant to the thematic area have been rather consistent over the biennia including in the current 40 C/5.

15 ER 2: 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; ER 3: Youth led action enabled from local to global level to address societal challenges and consolidate peace; ER 4: MS commitments to the global agenda in favour of inclusive, sustainable and peaceful societies demonstrated through targeted advocacy campaigns and awareness raising initiatives.

16 Tangible heritage identified, protected, monitored and sustainably managed by MS.

US\$ 31.8 million, while SHS ER 2 is endowed with US\$ 16.2 million, ER 3 with US\$ 13.4 million and ER 4 with US\$ 8.6 million.¹⁷

7. With the aims of overcoming intolerance, enhancing the awareness of the contributions of the different cultures and civilizations to the general progress of humanity, of the common heritage formed along historical routes, and to a better understanding of the manifold legacies of the slave trade and slavery, UNESCO has implemented several projects and initiatives. While some initiatives and projects are located outside of SHS, and taking into consideration that HMID is assumed to be conducive to intersectoral/interdisciplinary work, four projects/initiatives implemented primarily by SHS have been selected for a deeper, more systematic and analytical assessment of their relevance, effectiveness and contributions to Expected Results that represent HMID and to the 2030 Agenda. These four specific initiatives, which illustrate different aspects of the thematic area, are:
- i. The overarching initiative: The International Decade for the Rapprochement of Cultures
 - ii. The Slave Route Project: Resistance, Liberty, Heritage
 - iii. The Phase II of the General History of Africa Project
 - iv. The UNESCO Silk Roads Programme (previously a project)
8. All initiatives, subject of this evaluation, are briefly described in the following sections.

1.2.1 International Decade for the Rapprochement of Cultures (2013-2022)

9. The International Decade for the Rapprochement of Cultures (IDRC) is a United Nations (UN) global initiative coordinated by UNESCO and sits within the SHS's Intercultural Dialogue Section (IDS). The IDRC is meant to show a commitment to addressing the pressing need of understanding the importance of cultural diversity and universal values. The overarching goal of the International Decade is to empower the present and future generations so they are better equipped with the appropriate knowledge, new competences, skills and tools necessary to exchange,

17 From 39 C/5 Implementation plan, March 2018. Specific budgetary figures for each individual project/initiative have not been available to the ET concerning the evaluation period (2014-2020).

communicate and cooperate across cultural, religious and national boundaries to become responsible global citizens in a safer world for all, mainly through education, arts and heritage initiatives and projects as well as science, information and communications technologies (ICTs), including the Internet and social media.

10. The IDRC focuses on four major themes which include (i) Promoting mutual understanding and reciprocal knowledge of cultural, ethnic, linguistic and religious diversity; (ii) Building a pluralist framework for commonly shared values; (iii) Disseminating the principles and tools of intercultural dialogue through quality education and the media; and (iv) Fostering dialogue for sustainable development and its ethical, social and cultural dimensions. There are two main strategic documents that were created to guide the work of IDRC in both coordinating and implementing activities. The first is the Action Plan for the Decade which was adopted by UNESCO's Executive Board and endorsed by the UN General Assembly in resolution 69/140 in 2014.¹⁸ The Plan outlines the goals, the four major themes and the actions needed to undertake these. The second guiding document is the Roadmap¹⁹ produced in 2016 which outlines the strategy and the priority action areas within the IDRC.
11. There are a number of initiatives directly overseen or implemented by the Intercultural Dialogue Section which include the "Manual for Developing Intercultural Competencies: Story Circles"²⁰; the "Writing Peace Manual"²¹; and the "UNESCO survey on intercultural dialogue, 2017: analysis of findings"²² which informs the current research on developing indicators for intercultural dialogue initiatives. Also, UNESCO is a key partner in the World Forum on Intercultural Dialogue hosted by the Azerbaijan government²³ since 2013; and is in a partnership with the University

18 "Action Plan 2013-2022, International Decade for the Rapprochement of Cultures," 2014, <https://unesdoc.unesco.org/ark:/48223/pf0000226664> (accessed 11 March 2020).

19 "Road Map: The Rapprochement of Cultures," 2016, <https://unesdoc.unesco.org/ark:/48223/pf0000244334> (accessed 11 March 2020).

20 Deardorff, Darla, K., "Manual for Developing Intercultural Competencies: Story Circles," 2020, <https://unesdoc.unesco.org/ark:/48223/pf0000370336> (accessed 11 March 2020).

21 "The Writing Peace Manual", 2018, <https://en.unesco.org/writing-peace-manual> (accessed 11 March 2020).

22 UNESCO survey on intercultural dialogue, 2017: analysis of findings, <https://unesdoc.unesco.org/ark:/48223/pf0000262674> (accessed 11 March 2020).

23 The 5th World Forum on Intercultural Dialogue was held from 2 to 3 May 2019 in Baku

Twinning Network (UNITWIN) to facilitate opportunities on Interreligious Dialogue for Intercultural Understanding which have resulted in a number of publications such as "Interculturalism at the Crossroads".²⁴ Other initiatives include the 'Muslim-Arab legacy to the West', an online digital library and pedagogical exhibition, as well as two international conferences on youth and intercultural dialogue, the first in Jeddah in 2013 and the second in Paris in 2017.

1.2.2 The Slave Route Project: Resistance, Liberty, Heritage

12. The Slave Route Project was launched in 1994 with the purpose of breaking the silence surrounding the slave trade and slavery that have concerned all continents and caused great upheavals that have shaped modern societies. The Slave Route project has the following objectives: to contribute to a better understanding of the causes, forms of operation, stakes and consequences of slavery in the world; to highlight the global transformations and cultural interactions that have resulted from this history; and to contribute to a culture of peace by promoting a reflection on cultural pluralism, intercultural dialogue and the construction of new identities and citizenships.
13. In 2012, the Slave Route Project defined its principal domains of action in response to the international agenda, in particular the International Decade for Peoples of African Descent (2015-2024). These include (i) Memory, shared history and heritage; (ii) Interculturality, transculturality and new forms of identity and citizenship; (iii) Human rights, fight against racism and discrimination, new solidarities and new humanism; (iv) Africa and its Diasporas' past and present; (v) Living cultures and contemporary artistic creation; and (vi) Intercultural education, culture of peace and intercultural dialogue.
14. Key partners include Member States and memory sites, primarily in Africa, Latin America and the Caribbean and museums and academic institutions throughout the world. Key beneficiaries are those who are directly engaged in the project such as academics and scientists as well as those who learn from the information that is generated which varies from school aged children to the public who might visit a museum. Partnerships were also developed with artists and activists to reach out

24 Mansouri, Fethi, "Interculturalism at the Crossroads," 2017, <https://unesdoc.unesco.org/ark:/48223/pf0000248066> (accessed 11 March 2020).

to a wider audience. An International Scientific Committee, comprised of scientists, civil society activists and slave route site managers was established to guide the activities of the project. The project started within the CLT sector and was transferred to SHS in 2013.

1.2.3 Phase II of the General History of Africa Project

15. The overarching purpose of the General History of Africa (GHA) Project is to remedy the general ignorance about Africa's history and to reconstruct Africa's history to promote an African perspective and free it from racial prejudices ensuing from slave trade and colonization. The objective is to show Africa's history in a way that integrates Africa's history into that of humanity by its relations with the other continents and the contribution of African cultures to the general progress of humanity. Concretely, GHA produces complete collections of histories which to date have included eight published volumes.
16. Phase II which started in 2009²⁵ focuses on three main pillars (i) The Collection - preparation and drafting of three new volumes of the GHA (Volumes IX, X and XI); (ii) Teaching of the GHA, a vision for the future which teaches the history of Africa from the African perspective primarily to African children and students; and (iii) Coalition of Arts, which was formed in 2015 to mobilize and raise awareness of African youth and diaspora on themes such as promoting a pan-African identity, decolonizing minds, and celebrating African diasporas.
17. Partners of the GHA Project include African and non-African experts to reconstruct Africa's history from an African perspective. Over the last 35 years, some 230 historians and other specialists cooperated during the first phase of the project which was overseen by an International Scientific Committee which comprised two-thirds of Africans. Beneficiaries of GHA are those who collaborate to produce the histories and those who read and learn the information, including school children and the general public throughout the world. Three International Scientific Committees were created: one for the first phase of the project (phase 1, the development of Volumes, and two for its phase 2, the updating of Volumes and the development of pedagogical materials). The ISCs are mostly composed of scientists and historians. Similarly to the Slave Route Project, GHA started within the CLT sector and was

²⁵ Phase II is ongoing since 2009, while the earlier Phase I lasted from 1964-1999.

transferred to SHS in 2013.

1.2.4 UNESCO Silk Roads Programme for Dialogue, Diversity and Development

18. The programme titled Silk Roads for Dialogue, Diversity and Development was established in 2013 as the result of programme work undertaken since 1988, when UNESCO launched the "Integral Study of the Silk Roads, the Roads of Dialogue (1988-1997)". This has resulted in many years of work and what is the current programme to promote shared culture, values and heritage. Today, the Silk Roads Programme aligns quite closely with the IDRC's mandate for promoting the Intercultural Dialogue and a Culture of Peace. The purpose of the programme is to provide actors within local communities with an effective tool that allows for the reconciliation of people from different cultures along the Silk Roads and the promotion of interactions and exchanges among them, in order to avoid risking regional conflicts.
19. The specific activities of this Programme include (i) Mobilizing knowledge, raising awareness and advocacy which aims at identifying and raising awareness of the Shared Heritage of the Silk Roads as a basis for encouraging the intercultural dialogue between people living along these routes. To this end, the programme disseminates - through the Silk Roads Online Platform - the knowledge to both the general public and experts regarding different elements of the Shared Heritage of the Silk Roads; (ii) Partnership and networking with Member States, an International Network of Silk Roads Focal Points (FPs). In 2019, there were approximately 25 Member States²⁶ which designated national Focal Points to actively participate in and follow up on the activities of the programme in their respective countries; (iii) Capacity building for youth which includes a photo contest that seeks to raise awareness among youth about the relevance of the Shared Heritage of the Silk Roads in modern times. In addition, the "Reinforcing the Capacity and Contribution of Young Researchers to the Silk Roads" project aims to encourage young generations of researchers to study and research on the Shared Heritage of the Silk Roads. Within this initiative, 36 Research Grants will be attributed to young scholars (under 35 years old) during 2020-2022.

²⁶ The number of Focal Points varies given Member State and individual circumstances.

1.3 Purpose and Objectives of the Evaluation

20. Given UNESCO's work in this thematic area is considered essential to delivering on the Organization's core mandate and mission, i.e. UNESCO's leadership in promoting a culture of peace through the above described initiatives, SHS requested this thematic area to be included in the UNESCO Internal Oversight Service corporate biennial evaluation plan²⁷. Despite the importance of this field of work, UNESCO's work in the thematic area of History, Memory and Intercultural Dialogue (HMID) had so far not been subject to a comprehensive external review.
21. In addition to this, the ToR outlined two main purposes for this evaluation: an accountability purpose, with an emphasis on reviewing achievements and challenges vs. planned objectives, and a learning purpose, looking at the achieved results and identifying what worked well, why and under which circumstances as well as identifying possible improvements and future opportunities for UNESCO's work in this thematic area.

More specifically, the main objectives of the evaluation are:

- i. To **take stock** of the work undertaken in the thematic area particularly under Major Programme III and implemented through the SHS Sector²⁸;
- ii. To **assess the relevance and effectiveness** of UNESCO work in the thematic area, in particular its contributions to the outcome of strengthening Member States' commitments to global agendas in favour of inclusive, sustainable and peaceful societies; and
- iii. To **provide evidence-based recommendations** to UNESCO's senior management to inform the development of future strategies and programmes.

27 ToR, April 24, 2019, Evaluation of UNESCO's work in the thematic area of "History, memory and intercultural dialogue for inclusive societies".

28 While some work was also undertaken under Major Programme IV, Culture, Expected Result 5 during 2014-2015, the focus of the evaluation is on HMID projects/initiatives carried out by SHS, namely GHA, and Silk Roads, both located in the Section for Research, Policy and Foresight, the Slave Route Project, located in the Section on Inclusion and Rights, and the IDRC, located in the Section for Intercultural Dialogue.

21. This evaluation was therefore commissioned by the UNESCO's Internal Oversight Service Evaluation Office (IOS/EVS).²⁹ It was conducted by a team of external evaluation consultants and thematic experts from International Alert (Alert). IOS/EVS was responsible for the overall management and coordination as well as to ensure the quality of the evaluation design, methodology and implementation. The structure of this chapter and the overall evaluation report is as follows. After the introduction of the evaluand, this Chapter highlights the purpose and objectives of the evaluation and explains the methodology and its limitations. Dedicated chapters subsequently review HMID's relevance and effectiveness (both at thematic level, and at project-initiative level), and key cross cutting themes and dimensions such as youth, capacity building, influencing government policy, as well as partnerships, and efficiency considerations. The report concludes with lessons learnt, conclusions and recommendations. Annexes provide further detail on the process, methods and tools of evaluation and the background.

1.3.1 Scope

22. The scope of the evaluation comprises primarily the four projects/initiatives described above:
- i. The overarching initiative: The International Decade for the Rapprochement of Cultures
 - ii. The Slave Route Project: Resistance, Liberty, Heritage
 - iii. The Phase II of the General History of Africa Project
 - iv. The UNESCO Silk Roads Programme (previously a project)

29 HMID Evaluation ToR, Annex 1.

23. The evaluation covered the work undertaken in the thematic area by UNESCO from 2014 to 2019³⁰. In addition, as three out of the four initiatives under scrutiny were designed and initiated before the period 2014-2019, the evaluation took into account some of the major achievements and challenges which pre-date this period. However, in line with the purpose of this evaluation, special emphasis was given to the learning aspects, i.e. to understand how and why these achievements and challenges came about and to what extent UNESCO's activities and strategies deployed during the 2014-2019 period have contributed to these achievements.
24. The geographic scope of this evaluation is global as it covers all countries where activities and interventions were carried out within the timeframe of the period covered (2014 – 2019). Nevertheless, given that most activities of the three projects took place in Africa, and Asia and to a lesser extent in Latin America, (GHA, Slave Route, and Silk Road), many respondents of the evaluation were from these continents, and much of the documentation reviewed was also linked to these parts of the world.
25. Given the interaction and potential cross-fertilization among the four projects/initiatives, the evaluation assessed whether and to what extent they individually or collectively, contributed to a) strengthening Member States commitments to global agendas, b) to strengthening the visibility and positioning of this thematic area within UNESCO, c) to strengthening UNESCO's contribution to its global priorities (global priority Africa and progress on global priority Gender Equality) and d) UNESCO's contribution to the 2030 Agenda of 'leaving no one behind' and to specific Sustainable Development Goals (SDG), in particular Goal 16.³¹ The evaluation also assessed contributions of the four projects/initiatives to relevant UNESCO's Expected Results across different Programme Sectors established in the respective C/5 Programme and Budget documents 37, 38 and 39 C/5 (see paragraph 6 above and ERs listed in Annex 6). More detailed information on the specific evaluation questions is presented in the evaluation matrix (Annex 8).
26. The geographic scope of this evaluation is global as it covers all countries where activities and interventions were carried out within the timeframe of the period covered (2014 – 2019). Nevertheless, given that most of the activities the three projects took place in Africa, and Asia and to a lesser extent in Latin America, (GHA, Slave Route, and Silk Road), many respondents of the evaluation were from these continents, and much of the documentation reviewed was also linked to these parts of the world.
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1.3.2 Evaluation users

28. The primary users of the evaluation as outlined in the Terms of Reference (ToR) for this evaluation are:
- i. UNESCO's senior management, in particular within the SHS Sector,
 - ii. Programme staff at HQ and the field responsible for the design and implementation of projects, programmes and initiatives, including in other programme sectors involved in implementation.
 - iii. UNESCO's governing bodies, and in particular the UNESCO Executive Board
 - iv. UNESCO Member States

30 Due to the fact that the evaluation was initially planned to start in the first semester of 2019, the period to be covered by the evaluation has been adjusted during the inception phase (originally 2014-2018) and given that many activities were ongoing in 2019.

31 UNESCO's Medium-Term Strategy from 2014-2021.

29. UNESCO's senior management, particularly from SHS, will use the evaluation findings to inform the next quadrennial programme and budget of 2022-2025, the development of the next Medium-Term Strategy (41 C/4), and the formulation of the upcoming programme and budget (41 C/5). Programme staff will use the findings to learn from what worked and what did not work to strengthen future programming and implementation.
30. Secondary users are partners involved in the implementation of one or more projects/initiatives. These include UNESCO National Commissions, implementing partners such as youth organisations, site managers, museum directors and civil society representatives. The evaluation shall provide them with hands on lessons and recommendations on how to best proceed with specific ongoing projects and initiatives and is likely to guide other similar efforts in the promotion of intercultural dialogue.
31. This report will be widely disseminated among all relevant stakeholders that were involved in the evaluation process. It will also be made publicly available to share lessons learned and recommendations more widely beyond UNESCO constituencies and partners.

1.3.3 Evaluation stakeholders

32. During the course of the evaluation, both stakeholders, those further away from design and implementation, and users, those more directly involved and who will use the evaluation findings to adapt or inform future policy and programmes, were included in data collection. A range of actors were consulted through key informant interviews, surveys/questionnaires and focus group discussions. These included SHS staff at UNESCO Headquarters who currently work, or have worked, on HMID as well as staff from other Sectors, mostly ED, who were involved in, or were aware of, project activities implemented within HMID. Other actors who participated in the evaluation were staff located in UNESCO field offices, Member States representatives who participated in the activities, civil society actors, artists, museum directors, site managers, Focal Points of various projects, members of International Scientific Committees (ISC) and participants/direct beneficiaries.

1.4 Overall Design and Methodology

33. In conformity with the Terms of Reference (ToR)³², the evaluation followed the international and commonly used criteria established by the OECD-DAC, with a focus on effectiveness³³ and relevance³⁴, and to the extent possible, impact.³⁵ The ToR outlined these criteria as the priority key dimensions while other OECD-DAC criteria such as efficiency and sustainability were of lesser priority for this exercise for a number of reasons.
34. As previously mentioned, HMID is a vast thematic area covering a variety of inter-related topics, stakeholders, projects, and UNESCO sectors. Activities have been carried out in over a hundred countries throughout the world. Measuring the efficiency of such a thematic area would have been challenging, if not impossible, given the time and resources available for this evaluation. Additionally, this is compounded by the difficulty of obtaining figures on various project budgets associated to HMID. As for most thematic areas, project and activity budgets are spread across different sections, sectors, and budget lines, which makes it very challenging to aggregate figures as well as meaningfully compare them to the different projects/initiatives and timeframes of activities.

³² Evaluation HMID ToR, see Annex 1.

³³ Effectiveness: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups. Better Criteria for Better Evaluation, Revised Evaluation Criteria Definitions and Principles for Use, OECD/DAC Network on Development Evaluation.

³⁴ The 2019 revised OECD DAC evaluation criteria state Coherence as a separate criterion, yet this 'new' OECD DAC criteria has been formally adopted after the approval of the TORs for this evaluation. For the purpose of this evaluation internal and external coherence are therefore presented within the criteria relevance. See: Better Criteria for Better Evaluation, Revised Evaluation Criteria Definitions and Principles for Use, OECD/DAC Network on Development Evaluation: The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change. Coherence: The compatibility of the intervention with other interventions in a country, sector or institution.

³⁵ Impact being defined as "positive and negative long-term effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended." Results-based Programming, Budgeting, Management, Monitoring and Reporting (RBM) approach as applied at UNESCO, BSP, 2019.

35. Regarding sustainability, most of the results (at outcome level) have been achieved quite recently and concern behavioural, or attitudinal changes. This evaluation came too soon to adequately assess longer-term and larger scale sustainability of the observed changes. Mainly for these two reasons, sustainability has not been considered a 'priority' evaluation criterion in this evaluation. However, the evaluation assessed the conditions that may favour sustainability or establish an obstacle to it. These conditions have been considered in the development of the Theory of Change.

1.4.1 Approach and Guiding Principles

36. The evaluation approach was underpinned by the following key components:
37. **A context-sensitive approach:** International Alert drew on its own contextual analyses and expertise, and on existing analyses and expertise within UNESCO and other key stakeholders consulted, to ensure the evaluation was carried out in a culturally sensitive and context/conflict-sensitive fashion. The evaluation team (ET) took a contextualised, bottom-up approach to obtain an in-depth understanding of the nature of the objectives to be achieved, based on sound analysis and understanding of the context.
38. **Ethical standards and principles:** International Alert adheres to the UN Supplier Code of Conduct including the United Nations Evaluation Group (UNEG) Code of Conduct for evaluation in the UN System. Throughout the evaluation the evaluation team followed the "Principles for engagement in conflict situations" and applied the OECD Development Assistance Committee (DAC) Evaluation Quality Standards, the UNEG Guidance on Integrating Human Rights and Gender_Equality in Evaluation and the UNEG Evaluation Norms and Standards.
39. **A Gender Sensitive Approach** was applied throughout this assignment. Evaluation questions and the analytical framework incorporated approaches designed to allow diverse voices to be heard, with special emphasis on women's voices. Due consideration was also given to the gender balance among interviewees, and to gender equality aspects including women's participation or role in themes addressed within the thematic areas (such as Women in Africa project in GHA). Each approach was underpinned by our guiding principles of participation, ownership, learning and confidentiality.

1.4.2 Methodology³⁶

40. The methodological approach for this evaluation is a theory-based approach. Therefore, an initial Theory of Change (ToC) was constructed during the inception phase (see Annex 4) and then tested, further developed and validated during the evaluation to understand linkages between and among intervention inputs, the implementation strategy and the intended outputs and outcomes.

Data Collection

41. In order to respond to the evaluation objectives and questions, the evaluation team employed a mixed methodology in the approach to data collection. This focused on using the following tools:
42. **Document review:** Throughout the evaluation, key documents were provided to the ET and these were reviewed and analysed to support development of evaluation tools and to triangulate data. A list of key documents reviewed can be found in Annex 2.
43. **Semi-structured interviews:** 78 Key Informant Interviews (KII) served as the core of the data collection. The interviews were conducted in person at UNESCO headquarters in Paris and during the field mission in Senegal, and remotely using voice calls³⁷. Regarding the distribution of key informants interviewed, 31 were representatives of civil society, 21 of UNESCO HQ, 10 of UNESCO Field Offices (FO), 15 of Member States, and one key informant had a preference to remain anonymous. Of the other key informants, 28 participants were female, 49 were male.. These allowed for data collection and analysis across different stakeholder types and groups. Views were shared on a) the project / initiative they were a part of, b) the specific activities they were involved in and c) recommendations for improvement. While there were structured interview questions, interviews were held in a conversational manner to allow for an honest and open discussion and focus on those themes/questions most relevant to the interviewee. Additionally, General Data Protection guidelines were followed, and consent was given to collect information and if consent was given to

³⁶ This section provides an overview of the methodology. The Evaluation Matrix, which forms the backbone of the methodology, is provided in Annex 8.

³⁷ Skype, phone or WhatsApp.

include the names and title of the person interviewed, these are included in Annex 3. The evaluators were also flexible in how the interviews were held. For example, in two instances, respondents asked to provide written answers to questions instead of a verbal interview and these requests were accommodated.

44. **Surveys and questionnaires:** Given the global nature and scope of the work under evaluation, including the large number and variety of people reached under the four projects/initiatives, and the limitations of this evaluation in terms of budget and time, the ET administered an online survey in English and French addressed to UNESCO Member States through the 204 National Commissions for UNESCO which had a 31% response rate. The survey was intended to extend the reach of the evaluation to as many Member States as possible. Additionally, to gain further insight in the projects/initiatives, two shorter online questionnaires were conducted - one targeted for Silk Roads Focal Points³⁸ with a response rate of 55% and the other for the International Scientific Committee³⁹ (ISC) members of the Slave Route project and the General History of Africa project with a response rate of 31%. Survey Monkey was used for all three surveys⁴⁰. The questionnaires can be found in Annex 10.
45. **Observation and Participation:** The ET attended meetings and events related to the evaluation, including the launch event in Paris of the “Manual for Developing Intercultural Competencies: Story Circles.” Furthermore, during the field mission in Senegal, one ET member visited the Slave house in Gorée and the Musée des Civilisations Noires which provided the opportunity to observe first-hand how memory is presented to a larger public interested in HMID activities. Observing and participating allowed the ET to witness and discuss how others experience activities and events.
46. **Case studies:** Three case studies were selected including i) knowledge production, ii) the “Manual for Developing Intercultural Competencies: Story Circles,” and iii) the Curriculum Development in Kenya in order to allow for more in-depth analysis of specific activities. These were chosen by the ET together with the Evaluation

38 A total of 20 Silk Roads Focal Points were approached to participate in the survey.

39 A total of 40 Members of the International Scientific Committee were approached to take part in the survey.

40 The three surveys are referred to in the findings sections and are always distinguished by making a clear reference whether the survey results are from the Member states survey, the Silk Road Focal Points Survey or from the International Scientific Committee Survey.

Reference Group (ERG) based on their potential for offering lessons learnt broadly for both SHS and UNESCO as a whole.

Sampling

47. **Selection of stakeholders:** The ET integrated both a random and purposive sampling approach to select stakeholders for interviews/surveys. This enabled the targeting of competent and knowledgeable participants with the most relevant involvement in the respective programme and who had pertinent perspectives on its activities and achievements. However, the evaluation team also selected representatives/stakeholders per project/initiative and across regions semi randomly⁴¹, to avoid a “positive bias” by not exclusively engaging stakeholders recommended by UNESCO. Some stakeholders were also chosen semi-randomly based on a comprehensive lists of stakeholders provided by UNESCO, keeping in mind diversity and balanced representation between direct beneficiaries, key stakeholders, and external observers, and ensuring inclusion of high-level representatives at UNESCO and other UN bodies, both at HQ level as well as at country level, CSO representatives, artists, teachers and students at the national and grassroots level.
48. **Selection of countries:** The ET in consultation with the ERG had envisaged to conduct two country visits to Senegal (GHA and Slave Route) and to China (Silk Roads). The selection of the two countries was based on activity volume through different projects, current interest/involvement from Member States, and given suggestions made by interviewees during the inception phase. Additionally, it was agreed that there should be a focus on Kenya for GHA for which interviews could be held remotely. For the IDRC, the consensus was that these interviews could be done remotely or while in Paris. Due to security reasons linked to the spread of COVID-19 the planned mission to China had to be conducted remotely and only the visit to Senegal was conducted in person.

41 By semi randomly, the ET refers to stratified random sampling. Based on the list provided by UNESCO, the ET initially defined sub-groups (stakeholder type/project/country/gender) from which the ET chose randomly according to a pre-defined interval (1-5-10-15).

Data analysis and validation of results

49. Following the collection of data, all information was analysed and categorized including survey results. Documents, KIs, FGDs and survey results were triangulated to identify trends in findings to support the development of recommendations. The Evaluation Team identified broad trends across the projects/initiatives pertaining to the thematic area as well as specific trends emerging for each project/initiative. These are reported under the sections main lessons learnt and constitute the basis for the recommendations. The main recommendations are aggregated at the higher level, indicating who should be responsible to take action on each recommendation. The evaluation team also identified specific recommended action points for the interventions which are outlined in Annex 5 of this report.

1.4.3 Challenges, limitations and strengths of the methodology

50. The ET endeavoured to minimize challenges and methodological limitations and to manage expectations with a view to validate the evaluation's results through close and ongoing communication with UNESCO IOS/EVS and the ERG. A few challenges were encountered during the evaluation. These are listed below together with the respective mitigating measures taken.

Challenges and mitigating measures

- i. Unanticipated delays concerning the approval of the inception report. The draft inception report was submitted in October 2019 but only approved mid-December 2019, not least as it coincided with a period of intense workload during the Executive Board and General Conference taking place in late 2019. Therefore, the data collection phase started based on a general agreement whilst the inception report and tools had not been formally approved. Action taken: The illustrative data collection instruments included in the inception report have been properly refined and adapted when needed during the data collection phase. The Evaluation Team remained as flexible as possible to accommodate the longer implementation period of the assignment.
- ii. The availability of selected Member States representatives for KIs proved more difficult than expected. Action taken: A survey was designed to collect the views

and perspectives of UNESCO Members States. This was also meant to avoid a selection bias.

- iii. The agreed dates for an in-country visit to China, coincided with the outbreak of the COVID-19 pandemic. Action taken: Potential alternative locations for field missions were discussed but given the relevance of the country for this thematic area, it was preferred to conduct the country mission remotely.
- iv. Some identified interviewees were unresponsive. Action taken: The ET reached out to a wide range of interviewees to be able to conduct interviews with a representative number of diverse stakeholders. This is a reason why the interviews were only semi-random.

Methodological Limitations

- i. Given the limited resources and timeframe for this evaluation compared to its broad scope, the resources available did not permit an in-depth evaluation of a sufficiently representative sample of individual projects, or the gathering of primary data across the entire HMID portfolio. The number of existing independent evaluations of HMID related interventions is also relatively small, and the UNESCO progress and results monitoring system sometimes offers limited qualitative insights.
- ii. The vast majority of the research was conducted remotely via Skype and web-based survey tools and often in the interviewees' second language. Furthermore, the only field visit that could be conducted to Senegal is not considered as representative of the whole scope of the thematic area, nor of all four projects/initiatives.
- iii. While a rather coherent picture emerged from the interviews and from the analysis of the survey results, this evaluation is the product of an analysis informed by the views of individuals who were able and willing to engage with the evaluation team, which suggests some extent of selection bias that had to be considered during the analysis of results.
- iv. The four projects/initiatives, representing the UNESCO History, Memory and Intercultural Dialogue (HMID) thematic area in the context of this evaluation are large programmes involving a great variety of stakeholders at different levels including Member States, major international partners, museums, schools, various ministries, and civil society partners within a wide geographic scope across more than 100 countries. Each project or initiative could be the subject of an evaluation

in and of itself. The ET is thus aware of the inherent limitations of analysing such a comprehensive portfolio; particularly given the short timeframe and limited resources for the evaluation.

- v. Other limitations are related to shortcomings of remote communication, including technological glitches; language and cultural diversity; memory recall of respondents; inability of respondents to clearly identify UNESCO project-specific activities and/or distinguish between UNESCO related efforts and non-UNESCO related efforts; difficulties in reaching respondents due to staff turnover, outdated contact information, or lack of availability; low rates of responses to surveys; challenges in reaching diffuse end users and beneficiaries (such as Ministry of Education staff, schoolteachers, students, museum managers, memory site managers, members of scientific committees). Furthermore, some respondents demonstrated a difficulty in understanding UNESCO specific terminology that may be perceived as technical and not be universally used or understood. The lack of regular collection of consistent baseline and monitoring data and assessment of progress towards outcomes over a longer time period limits to some extent the ability to measure the effectiveness of UNESCO's activities and interventions in this thematic area.
- vi. Similarly, the breadth of HMID projects, interventions, initiatives and activities carried out at different levels (output, outcome, and impact) makes it difficult to attribute a high-level result (culture of tolerance, peace) to one single project or activity, or even to measure the extent of its contribution to it.

Methodological strengths

- 51. Despite the limitations referred to above (which are typical of large 'thematic' evaluations), the ET is confident that the findings are valid and inform recommendations that can be of value for UNESCO. The evaluation was based on a combination of methodologies applied to gather a wide range of information and data from different sources, and data collection and analysis were thus designed along multiple lines of inquiry. The large number of interviews conducted across several countries and across different interventions and across different levels and types of stakeholders allowed for trends to clearly emerge and to confirm an overall coherent picture and to draw conclusions on the achievements and challenges of the thematic area.

- 52. Furthermore, the Evaluation Team sought to overcome the above limitations by:

- i. Conducting face-to-face interviews/discussions where possible;
- ii. Splitting responsibilities among team members to best match the language capacity;
- iii. Sending regular follow-up messages to potential interviewees and survey respondents to encourage higher response rates;
- iv. Keeping surveys and questionnaires open longer than planned to provide more time for responses;
- v. Providing word versions of survey or interview questions when requested;
- vi. Maintaining a clear focus on change and impact throughout the interviews and asking clarification questions when necessary; and
- vii. Articulating questions in a culturally sensitive, simple, and clear language; avoiding jargon; and adapting terminology if needed to ensure smooth communication.

2. Relevance

53. To measure relevance, the ET made a distinction between internal and external coherence⁴². External coherence refers to the alignment of HMID projects/initiatives with global and (inter)national priorities, i.e. outside of UNESCO (for instance their alignment with Member States priorities, or with the SDGs and the Agenda 2030). Internal coherence refers to the alignment of HMID projects/initiatives with UNESCO wide strategies and priorities.

2.1 External coherence

2.1.1 Summary of cross-cutting findings

54. Concerning the HMID interventions' alignment with Member States' priorities, it appears quite strongly that Member States have given a very clear mandate to the UNESCO Secretariat to pursue specific projects and initiatives falling within this area (General Conference (GC) resolution 36 C/44 and resolution 37 C/42, concerning GHA; and GC resolution 27 C/3.13 regarding Slave Route; GC resolution 37/C and Executive board decisions 206 EX/43, 206 EX/DG.INF, 206 EX/47.II for the Silk Roads; and in December 2012 GC resolution 67/104, decision 194 EX/10 and GC resolution 69/140 in 2014 which proclaimed the period 2013-2022 as the International Decade for the Rapprochement of Cultures).

55. The majority of survey respondents from the National Commissions confirms interest and engagement in the thematic area from Member States, which underpins its relevance. 72% of Member States are of the opinion that national governments were very involved or involved in promoting ICD in their country. Survey results also confirm the relevance of HMID as 91% of survey respondents indicated that the interventions supported by UNESCO are aligned with global agendas and priorities

⁴² The revised OECD DAC evaluation criteria state coherence as a separate criterion, yet this 'new' OECD DAC criteria has been formally adopted after the approval of the TORs. For the purpose of this evaluation internal and external coherence are therefore presented within the criteria relevance.

(notably the 2030 Sustainable Development Agenda).

56. It is also important to underline that 65% of respondents suggested that schools and universities were very involved or involved in ICD and 63% were of the opinion that civil society was involved. A wide involvement across society also highlights the relevance of the interventions as ICD concerns all citizens. In addition, the majority of interviews with Member States representatives revealed that projects and subsequent activities met Member States' priorities. Member States survey results confirm this trend as 77% of survey respondents indicated the level of priority given to history, memory and intercultural dialogue has increased from 2013 onwards. Similarly, 83% of survey respondents suggested UNESCO interventions were in line with regional priorities, and 77% were of the opinion that they were also in line with their national priorities. However, the evaluation found a gap between Member States' expressed interests in HMID related activities and their actual commitment to engaging in them and/or funding them.
57. While Member States representatives confirmed that projects/initiatives were aligned with their priorities, a majority of those interviewed regretted *the absence of more structured communication and information channels* and the lack of their *engagement* and *involvement* in the specific design and/or implementation of project activities. Given that they are among the primary stakeholders of these initiatives, Member States representatives from all regions clearly expressed the desire to be better informed on the projects' progress, and related activities and to be more involved in implementation. The evaluation found a low level of engagement between the focal points and the respective Member State counterparts.
58. Nevertheless, survey results present a slightly different picture concerning Member States' involvement. Indeed, a majority of respondents were of the opinion that key stakeholders had been involved in project design (66%), in project implementation (72%), and in project monitoring and evaluation (58%). It must be mentioned that survey results are not as specific as KII results as they cover 'involvement' in a broad sense and do not specifically address communication, information provision or participation in activities.

59. KII and survey results also clearly indicate that UNESCO is well positioned to play a leading role within the HMID thematic area. Most KII revealed that UNESCO's cultural, educational and scientific experience and track record can be used to carry out research, lead debates, and influence policy on matters related to peace and sustainable development.
60. Concerning alignment with SDGs and the 2030 Agenda, the results of the evaluation are quite mixed. The UNESCO ER reporting format requests staff to indicate whether activities/results contribute to SDGs. However, some staff questioned the full alignment of HMID with SDGs, referring to a "box ticking exercise" or pointing at the alignment as "being cosmetic". Some UNESCO staff found that SDGs as part of a developmental framework were difficult to integrate into UNESCO's current results framework and that there needs to be better differentiation between being relevant to, reporting on, fully contributing to or fully aligning with specific Sustainable Development Goals (SDGs) and targets.
61. However, other UNESCO staff were of the opinion that there were clear links between HMID and the SDGs, such as SDG 4 (quality education), SDG 10 (reduced inequalities) and SDG 16 (promote peaceful and inclusive societies) being the most often cited. A majority of UNESCO staff interviewed argued that the links between these flagship projects and SDGs is implicit but could be made more explicit in the UNESCO Strategic and Programming documents and be built into the framework of concrete activities. In regard to the Silk Roads and IDRC – both with strong components of dialogue and exchange – the majority of those interviewed from UNESCO, Member States or partners, felt that intercultural dialogue and understanding is the key to all SDGs and specifically to SDG 16. Most respondents clearly perceived a link between SDGs and the work of HMID.

2.1.2 Alignment with International Decades as designated by the United Nations

62. Currently the UN has at least 8 initiatives which are called "International Decades."⁴³ When UNESCO staff, both in HQ and in field offices, were asked if they thought having designated decades was useful for specific streams of work and for coherence, the results were mixed. Some interviewees thought it was a great tool to give an extra push and focus to specific areas of work and it could help to increase coordination and interest in a specific area or issue. For instance, the focus on Africa both as an international decade, 2015–2024 International Decade for People of African Descent (A/RES/68/237), as well as a UNESCO priority could at least in part contribute to some projects being more aligned and connected. Additionally, the IDRC's Action Plan specifically links to the priority Africa.⁴⁴
63. On the other hand, some UNESCO staff thought that having so many Decades could also have a downside because it might lead to confusion and incoherent messaging about the priorities of the UN as well as the alignment with priorities and interests of Member States.

2.1.3 International Decade for the Rapprochement of Cultures

64. Concerning IDRC's external coherence, while many across the stakeholder groups⁴⁵ thought it was relatively useful to have a decade on the Rapprochement of Cultures, there were some doubts as to what it actually meant in practice. The role of UNESCO and ICD section in overseeing the Decade was also questioned, not because it did not fit, but because a role to coordinate as well as implement specific activities, takes resources in terms of staff time and funds. Most of those interviewed on the topic felt

⁴³ Interestingly on the UN website listing the Decades, IDRC is not mentioned. <https://www.un.org/en/sections/observances/international-decades/index.html>, (accessed: 10 March 2020), it is important to mention that the reason why IDRC is not explicitly mentioned on the website has not been looked into by the ET and hence an explanation on why cannot be offered.

⁴⁴ 194 EXMO, 3 March 2014, *Action Plan for the International Decade for the Rapprochement of Cultures*, 2013-2022, Paris, 3 March 2014, Annex II — page 5.

⁴⁵ Including UNESCO HQ and FO, Member States and civil society partners.

strongly that the resourcing did not allow for the ICD section to fully coordinate and that it limited the number of project activities that they could directly implement.

65. At the same time, it was noted that The Decade does draw attention to what activities Member States as well as other teams such as Silk Roads, Slave Route and GHA are doing and thus highlights the linkages between culture, heritage, intercultural and interreligious dialogue. It also puts a focus on fostering further understanding of why and how dialogue is used and how its effectiveness and impact can be tracked. For example, all those who were interviewed about the ICD and the current research on measuring and understanding intercultural dialogue stated that it is an important and necessary piece of work which has gained interest from Member States as well as bilateral and international institutions such as the World Bank. That said, some stakeholders found that the long-term change expected from having the IDRC and the level of sustainability of such change still needed to be determined.
66. UNESCO's mandate for IDRC should be supported and reinforced through Member States' commitment to furthering interreligious and intercultural dialogue and the promotion of mutual understanding and cooperation for peace.⁴⁶ However, only a few Member States have directly and extensively engaged with the Decade notably Kazakhstan and Azerbaijan. While the decision taken by the Executive Board to adopt the Action Plan (194 EX/ Decision 10) would lead to assume that there would be commitment from the MS to be involved, this has to a large extent not been the case. However, part of IDRC's coordinating role was to track activities that could be linked to IDRC and report to the Executive Board on the implementation of the Decade. Two such reports were prepared (197 EX/9 in August 2015 and 202 EX/12 in August 2017). The latter contained information provided by approximately 20 Member States on their own activities, but in the 202nd session of the Executive Board (2017), it was decided to suspend these reports and only report through the EX/4 on the Decade. This means there is no formal process in place to track what activities are being implemented on the IDRC.
67. From the Member States' survey, 33% of respondents stated they had been involved in IDRC initiatives. Member States, UNITWIN Chairs and civil society partners interviewed who were involved in IDRC initiatives were supportive of and praised the Intercultural Dialogue Section for their innovative programme most often

⁴⁶ "Road Map: The Rapprochement of Cultures," p. 30, 2016 <https://unesdoc.unesco.org/ark:/48223/pf0000244334> (accessed 11 March 2020).

highlighting two specific projects. Firstly, the "Manual for Developing Intercultural Competencies: Story Circles" and secondly, the research project on how to measure dialogue and its effectiveness. Both initiatives were seen to be relevant and necessary for further establishing the importance of intercultural dialogue and its role in building understanding, trust and even further contributing to more stable societies and peace.

2.1.4 GHA and Slave Route Projects

68. In regard to the initiatives focusing on Africa, the afore-mentioned resolutions⁴⁷ explicitly mandated the UNESCO Secretariat to (re)write African history and implement activities meant to break the silence around the slave trade. Projects were legitimized by Member States, and thus made relevant, through other channels, or other international bodies, such as the African Union. In 2009, African Union governments gathered in Libya and requested UNESCO's assistance for the writing of the 9th volume covering recent decolonization, the end of apartheid, and the place of Africa in the world⁴⁸ (AU decision EX.CL/520 (XV)). More generally, GHA and Slave Route projects are in line with key transformational outcomes of the African Union 2063 Agenda, such as "Well-governed, peaceful and cultural centric Africa in a Global Context" or "Empowered Women, Youth and Children" and with the Encyclopaedia Africana, which aims to "provide an authoritative resource on the authentic history of Africa and African life."⁴⁹
69. Besides this high level political commitment, many interviewees (especially UNESCO staff and university professors) also highlighted the scientific commitment to projects (such as GHA and Slave Route), as evidenced by the great involvement of International Scientific Committees (which report to the UNESCO Director General, and are legitimized by respective Executive Board decisions). Such scientific involvement reinforces the projects' validity and relevance. Furthermore, other institutions, such as various National Curriculum Development Centres, have also

⁴⁷ GC Resolution 36 C/44 and resolution 37 C/42, concerning GHA.

⁴⁸ The second phase of the GHA has two components, the writing of a 9th volume, and the development of pedagogical materials to incorporate the history into the African schools' curricula.

⁴⁹ <https://au.int/agenda2063/flagship-projects>: The Encyclopedia Africana provides an African worldview of the people, culture, literature and history of Africa and is a key tool to be used to educate, inform and set the records straight regarding the history, culture and contributions of African people throughout the world.

reviewed and/or contributed to the development of GHA pedagogical materials (i.e. textbooks and teachers' guides).

70. The relevance of the projects can also be measured through commitments made by various Member States to adapt the body of knowledge accumulated through GHA and incorporate it into their curricula. For example, 14 African Member States committed to piloting usage of the pedagogical materials, and Kenya is in the process of piloting the recently developed school curriculum based on the GHA pedagogical materials.
71. Another remarkable achievement, which highlights the relevance of the work done so far, is the commitment of the French government to use the GHA pedagogical materials and adopt (parts of) it in its history curricula. This recent development illustrates the global outreach of such a project as, in conformity with its global status and mandate, it does not only concern Africa, but resonates throughout the world. The fact that the French government is planning to adopt the GHA pedagogical materials in French schools' curricula, is a testimony of the potential of HMID to contribute to social cohesion, not only in Africa, but throughout the world. By doing so, the French government acknowledges and values the intrinsic multiculturalism and diversity of the French nation, hence the need to (re)view its history and include elements of GHA in its curriculum.
72. Brazil has already translated the first 8 volumes into Portuguese, and since the year 2000 made the teaching of African history mandatory in schools. While this demonstrates its interest in using the pedagogical materials developed by UNESCO, there are still technical difficulties in adapting school curricula. The case of Brazil is illustrative of the gap between some Member States' political commitment and technical (and to some extent financial) capacity to fully translate this commitment into concrete actions (i.e. adapting curricula to facilitate proper usage). In that light, the robust and science-based pedagogical materials, validated by UNESCO, are relevant.
73. Furthermore, adding to the relevance and coherence within the UN system, projects (such as the Slave Route and the GHA) have been contributing to the International Decade for Peoples of African Descent (2015-2024) as a number of symposia and roundtable discussions were held within the UN. Such events enabled participants to strengthen the projects' contribution to the implementation of the Action Plan and to design common strategies to fight racism and racial discrimination through teacher training and the use of the educational and didactic materials developed.

2.1.5 Silk Roads Programme

74. Interviews, survey results and document reviews demonstrated a strong relevance with regard to the Silk Roads Programme in responding to the regional and national priorities of cultural understanding and shared heritage. This relevance is demonstrated through the appointment by national governments of approximately 24 Focal Points to exchange knowledge, set joint priorities and undertake joint activities including research, museum exhibitions and cultural projects. This is also demonstrated through the rotating hosting of national governments of the annual meeting⁵⁰ of the International Network for the Silk Roads Online Platform where priorities are discussed and set for each year. Specific initiatives undertaken by the UNESCO team, Member States and Focal Points include the "Youth Eyes on the Silk Roads" photo contest, and the Atlas of Cultural Interactions along the Silk Roads. These projects receive financial and project coordination support from Member States including China, Kazakhstan, Germany, Oman and Azerbaijan and benefit from the partnership with the European Union which is focused on the Silk Roads Cultural Heritage Corridors in Afghanistan, Central Asia and Iran.
75. Those interviewed and survey respondents from UNESCO, Focal Points and Member States were primarily very positive about the relevance of the Silk Roads for connecting people and giving people the space to connect through meetings and conferences. The knowledge generated was thought to be useful and necessary. For example, many of those interviewed felt that their involvement in the Programme has allowed them to share with others in their country and elsewhere about the knowledge and value of the Silk Roads. The Online Platform was mentioned frequently by Focal Points and those involved in projects as a useful tool to engage with the topic. That said, the users who access the content on the online platform most frequently are from the United States of America and Australia. Other users of the platform are from countries that include India, Canada, France, Philippines and South Korea. In 2018, the Online Platform received a total of 833,888 page views and 685,612 unique page views.

⁵⁰ For example, the annual meeting in October 2018 was organized in collaboration with the Ministry of Heritage and Culture of the Sultanate of Oman in Muscat, Oman. It brought together seventeen Focal Points from Afghanistan, Azerbaijan, China, Georgia, Germany, Iran, Iraq, Kazakhstan, Republic of Korea, Kyrgyzstan, Mongolia, Oman, Portugal, Russian Federation, Spain, Turkey and Uzbekistan. Focal Points from Egypt, Japan, Thailand and Tajikistan were unable to attend because of the travel costs and the Focal Point of India was retired and still needed to be replaced.

Table 1: 2018 Figures on Silk Roads Platform Use

Page URL	Page Name	Country	Page Views	Unique Page Views
en.unesco.org/silkroad/about-silk-road	About the Silk Road	United States	98,166	83,754
en.unesco.org/silkroad/network-silk-road-cities-map-app/en	Network of the Silk Road Cities	United States	59,760	49,875
en.unesco.org/silkroad/content/xian	Xi'an	United States	9,809	8,149
en.unesco.org/silkroad/about-silk-road	About the Silk Road	Australia	9,130	7,621
en.unesco.org/silkroad/content/dunhuang	Dunhuang	United States	9,130	7,696

Table 2: 2018 Silk Road's Webpage Views

Silk Roads' Page Name	Page Views	Unique Page Views
About the Silk Road	168,852	142,985
Network of the Silk Road Cities	75,598	60,526
Countries alongside the Silk Road Routes	24,110	16,855
Xi'an	17,106	13,859
Dunhuang	13,750	11,964
Samarkand	13,206	11,565
The UNESCO Silk Roads Project	12,335	9,794

However, these figures should be taken with caution because sometimes a user can appear to be in one country and actually be in another and it is likely that some countries have restrictions on web analytics.

76. One area of criticism highlighted in relation to the Online Platform and this workstream was the perceived somehow limited relevance to the needs of young people. Specifically, respondents pointed to a need for modernising the Platform's approach and communication modalities, such as updating the website, updating how it presents information and how it can be made available in a more interactive manner that is attractive for a younger audience, including how the Programme engages in and with social media. Similar comments were also made by many interviewees concerning other programmes. While the SHS Sector recognises these needs, and has already been initiating a redevelopment of the Silk Roads Online Platform, there are some limitations set by the UNESCO Web and Communication Policy regarding the choice of how and through which channels the Platform communicates with Youth. For example, it does not allow for setting up a dedicated Social Media Channel for a Programme such as the Silk Roads and communication through the UNESCO Corporate Social Media Channels is bound to some limitations in terms of frequency of communication and depth of content.

2.2 Relevance: Internal coherence

2.2.1 Internal relevance at the programming level and alignment with Expected Results

77. All UNESCO interviewees indicated that project activities implemented within the HMID thematic area have been aligned with the Expected Results, as mentioned in the Major Programme III of the 38, and 39 C/5 Programme and Budget Documents, notably through mobilizing knowledge (Main Line of Action 1, ER 2), and fostering ICD and engaging young women and men for peaceful and participatory societies (Main Line of Action 2, ER 3 and to a lesser extent ER 4).⁵¹
78. The alignment is especially strong with regards to ER 2 for the production of knowledge and its relevance for each specific area of work. There are also synergies between projects, for instance GHA and Slave Route are clearly linked to one another (i.e. documentation of the slave route in GHA). Likewise, between Silk Roads and IDRC, sharing is stronger than between GHA and IDRC.

⁵¹ Some work was also undertaken under Major Programme IV, Culture, such as Expected Result 5 during 2014-2015.

79. While they are presented quite differently, Programme and Budget documents for 2016-2017 and 2018-2019 demonstrate an explicit focus on bringing the projects and initiatives more closely together. For example the 38 C/5 Approved-Programme Budget 2016-2017, states, *“To create new synergies, to introduce a focused and forward-looking approach and to enhance effective delivery, social transformations, intercultural dialogue and foresight will be addressed within Major Programme III (MP III) in a multidisciplinary and intersectoral manner. The knowledge developed through the UNESCO’s General and Regional Histories, in particular the General History of Africa, and through the “Routes of Dialogues”, such as the Slave Route and the Silk Roads will be capitalized to enhance a better understanding of the modalities of intercultural dialogue and reconciliation, through the promotion of shared history, memory and heritage that contribute to universal principles and values. The 39/C5 Programme Budget 2018-2019 refers to, “The implementation of the Action Plan of the International Decade for the Rapprochement of Cultures (IDRC) (2013-2022) and the UN-wide Programme adopted in Resolution⁵² of Action on a Culture of Peace and Non-Violence cut across all of UNESCO’s domains of expertise”.*
80. At project level, Slave Route and Silk Roads have many commonalities in terms of promoting and fostering a culture of understanding, tolerance and peace. Slave Route was more focused on rights and Silk Roads on knowledge and dialogue, yet stronger links between the two could have been created in practice as few common activities (i.e. production of knowledge, reaching out the youth, engaging networks and youth) have been carried out and little cross project learning was achieved. The same can be said for Slave Route and GHA with the shared focus primarily on Africa as well as the strong focus on ICD for the Silk Roads and the IDRC. An African Member State representative also alluded to the fact that Slave Route should have had the status of a cross-sectoral programme as it involves Education (ED), Culture (CLT) and Social and Human Sciences (SHS). Other Member States representatives also felt that the project was somehow “isolated and fragmented”. A few UNESCO HQ staff expressed the view that projects with strong ICD components should be explicitly under the IDRC and managed accordingly as opposed to managed separately in different sections.
81. While it is very clear on paper that collaboration and coordination are necessary and important, the majority of those interviewed indicated that more efforts to establish and facilitate such cooperation between sectors were needed, especially between ED and SHS as well as between specific projects/initiatives. Most felt that the current UNESCO planning and reporting systems were not supportive of intersectoral or multi-disciplinary cooperation and that more incentives at organizational level need to be established to make this happen. While based on its mandate⁵³, UNESCO should promote “interdisciplinary work and transversal programmes” throughout the Organization, most UNESCO staff interviewed indicated that intersectoral work remains extremely difficult in practice because of a persistent working-in-silo approach across UNESCO. This pattern has even been confirmed by some UNESCO staff (within SHS and within BSP) who bear responsibility for the promotion of intersectoral work.
82. The majority of those interviewed pointed to the lack of funding, the resulting competition for funds and current rigid planning and reporting structures among the main barriers to intersectorality. The evaluation found that successful intersectoral work depends mainly on the motivation of individual professionals but is not based on organizational incentives. Interviews also revealed that working in the field was considered more supportive of intersectoral approaches than working at HQ, not least due to the flatter hierarchical structures in most field offices and colleagues from different Sectors working more closely together. The lack of joint strategic planning processes between the field and HQ were also highlighted among the issues that impede intersectoral approaches. This last point was strongly emphasized in the majority of interviews with Field Offices (FOs). They often reported not being involved in HQ-led project design, implementation or programme strategizing and only being asked to support after the initiative had already been agreed upon. Additionally, many FO interviewees stated that engagement was ad-hoc and sporadic and was seen to sometimes be personality driven. Nonetheless, these issues are considered as crosscutting and not only specific to HMID.

52 A/RES/53/243 of 13 September 1999.

53 37 C/4, p. 5 states that “the C/4 seeks to build on the relevance of UNESCO’s 5 major programmes or fields of competence and to develop clear proposals for innovative, holistic, and effective structures and programme delivery as well as enhanced interdisciplinarity”

83. The idea of interdisciplinarity implies a common approach, adequate coordination mechanisms, a common methodology, and bringing more disciplines together in the pursuance of a common goal. Specifically, in regard to the diffusion and dissemination of GHA in the classroom, the evaluation found that there was a clear need for ED and SHS to collaborate more closely so that more and deeper results can be achieved. Examples mentioned included the pedagogical roll out of the GHA materials in schools which required joint implementation with ED and its partners, or the better use of the Associated Schools network for piloting new approaches and material. Another example highlighting the necessity to work in an interdisciplinary and intersectoral manner that was mentioned by a few UNESCO interviewees was in relation to water management projects in conflict areas, as water management was not only a technical issue, but involves issues of governance, inclusion, and access, which are intimately linked to peace building and intercultural dialogue themes.
84. Nevertheless, examples of successful intersectoral collaboration were also provided. For example, the Women in Africa (WiA) and African Heritage Liberation Movement programme (AHLMP). WiA developed an e-learning tool focusing on women's role in African history. It was implemented by the UNESCO Communication and Information Sector (CI) in partnership with the Culture Sector (CLT)⁵⁴ and the Africa Department (AFR). The project illustrates African women's (and women from the diaspora) contribution to African history and African societies. WiA made use of a range of pedagogical and artistic resources available online (comic strips, educational dossiers, audio modules) as well as a manual to develop new skills catered to young adults. The online platform received a prize in 2014, in the category ICT Applications, Content, Production Capacities and Skills for Women's Social, Political Empowerment and Women's Empowerment Linkages with Sustainable Development.⁵⁵ AHLMP, the other example, was designed to fight discrimination by showing the interlinkages between countries, as history was not well taught (hence the link with GHA). AHLMP, started with SHS, ED and CI. The programme was used to promote curriculum development (ED), to support digitalization and the Memory

54 During the time when the GHA programme was hosted by CLT.

55 However, according to some interviewees, the WiA project is not fully part of the GHA phase 2 i.e. it is not mentioned on the main site of GHA although it is fully in line with GHA phase 2 goal (improving access to GHA knowledge in schools) and its content was validated by the GHA team. A few UNESCO respondents argued that this successful example demonstrated the need for more intersectoral coordination and collaboration

of the World programme (CI) and was meant to promote ICD (SHS). The WiA and AHLMP projects show that intersectoral work within HMID should be encouraged as also illustrated by other successful examples of intersectoral work that are not necessarily linked to HMID such as the Networks of Mediterranean Youth (NET-MED Youth) and Preventing Violent Extremism (PVE) initiatives. Finally, it must also be stated that one project (GHA) had an Intersectoral Working Group (GHA/IWG) established. Members were assigned by the respective ADGs, the IWG was guided by a clear TOR, each member was accountable to his/her Sector and their role was captured in performance management.⁵⁶ While the evaluation did not have an explicit mandate to identify the factors which contributed to successful intersectoral collaboration, staff perseverance, flexible leadership and good interpersonal relationships across Sectors seem to be enabling factors for success.

2.2.2 Gender Equality

85. Gender equality is a global priority of UNESCO. A UNESCO Priority Gender Equality Action Plan 2014-21 was designed to help operationalize the priorities and objectives in UNESCO strategic-level documents, such as the C/4 and C/5. While the ET found evidence of gender equality being integrated within strategic documents (such as the C/4 and C/5) and operationalized with ER 1 and ER 2⁵⁷ (performance indicators and targets have been set for each ER), specific projects and activities carried out within HMID appeared not to be sufficiently aligned with the Gender Equality global priority. There is little information and monitoring data on whether and how specific HMID initiatives and projects contribute to gender equality.

56 While the ET was made aware of the existence of such a group, some stakeholders questioned the depth of its mandate, lack of joint funding, and its 'dormant' status. This raises the issue of the definition of Intersectoral work in a spectrum between full accountability in terms of joint programming and joint funding, and simple information sharing/exchange.

57 39 C/5 SHS: ER 1: Public policy-making strengthened in Member States based on scientific evidence, humanities-based knowledge, ethics, and human rights frameworks; ER 2: 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.

86. Despite a system within UNESCO to anchor gender equality within its programmes – for example, each sector has gender focal points, there is a gender resource team, and the system records the level of gender sensitivity⁵⁸ of each project – many projects and activities within the HMID area of work lack a clear gender lens beyond ensuring that there is a mix of women and men (or girls and boys) in activities. From the document review, the surveys and the interviews, it can be concluded that most projects and activities within HMID are gender sensitive at best, but not yet gender responsive or gender transformative. However, one could argue with some certainty that projects are not gender blind. Some interviewees suggested that until fairly recently, a majority of UNESCO staff equated gender equality with the number of women participating in or benefitting from a project and not necessarily paying attention to the contributions of women as actors, or to the improvements towards achieving gender equality. A few UNESCO staff admitted that gender equality was, similar to SDGs, considered to some extent a “box-ticking exercise” while a great majority of respondents in Senegal suggested that the role of women in history, and in the slave trade, was not addressed or taken sufficiently into account. Concerning GHA, most university professors engaged argued that gender equality was marginalized, i.e. that the perspective of women was not emphasized. With the exception of very few female scholars contributing to some chapters during the first phase of the GHA, the evaluation observed a general absence of a balanced involvement of female academics in the GHA project. This partially accounts for the conclusion of the lack of gender inclusivity.
87. Nevertheless, some projects and initiatives, have a strong gender component, and show the clear alignment of HMID initiatives with gender equality as a priority. First, institutionally, the publishing board looks critically at the place given to gender equality in documents before publication. In a few cases linked to Slave Route, such as the Site Manager Resource Book, the publication was delayed a couple of times to include a gender perspective, in terms of language or photos. In addition, the project “Women in African history”, although not initiated by the GHA team, addressed the issue of African women in history by giving them attention and valuing their contribution to the construction of societies. This project served as role
- model for many young girls, received positive reactions from those interviewed and received an award.⁵⁹
88. Additionally, the Silk Roads has had a strong focus on engaging with and including women in their activities. For instance, in April 2019, there was a series of events that focused on women, culture, and heritage. This included a film supported by UNESCO: “Women of the Silk Roads”; a roundtable of the “Role of Women in the Silk Roads;” and the Photo Exhibition: “Youth Eyes on the Silk Roads” on four women in/along the Silk Roads to highlight issues of culture, history and heritage that were especially relevant to women and girls. Further, within the activities that are undertaken in the Silk Roads programme, efforts are made to ensure gender diversity which goes further than male and female participants. However, this approach could be made more explicit and expanded to look at diversity as it intersects with gender equality. For example, for the photo contest, which has been deemed by interviewees and survey respondents as an innovative success, some interviewees suggested to make it more inclusive to also reach those who may be unable to afford a camera or the technology to be part of the Silk Roads programme.
89. The IDRC Action Plan 2013-2022,⁶⁰ makes a number of clear references to gender as well as diversity. For example, The Action Plan states, “Relevant initiatives during this Decade will build on the UNESCO’s Gender Equality Action Plan, 2014-2021.”⁶¹ The Action Plan then goes on to list concrete ways that IDRC will integrate gender equality into activities. In terms of actual integration of gender equality into IDRC’s two major initiatives the “Manual for Developing Intercultural Competencies: Story Circles” and the “Research on developing indicators for effective dialogue” interviewees stated that there were strong gender equality and diversity components. As one interviewee noted, “We have made real efforts to test the methodology of Story Circles on as many diverse types of groups and individuals as possible – including different genders and age groups including youth groups.” In terms of ICD’s coordinating role of the Decade, given its limited capacity, its ability to really push for more gender equality and diversity is limited beyond reporting on activities that include women and youth.

58 Gender Equality Markers: GEM 0: project/activity does not contribute to gender equality, GEM 1: activity is gender sensitive, GEM 2: activity is gender responsive, GEM 3: the activity is gender transformative.

59 It won the ITU/UN WOMEN GEM-TECH award for this project, in the category ICT Applications, Content, Production Capacities and Skills for Women’s Social, Political Empowerment

60 194 EXMO, 3 March 2014, [Action Plan for the International Decade for the Rapprochement of Cultures](#), 2013-2022, Paris, 3 March 2014.

61 IBID, Annex II, page 4.

90. Survey results present a rather different picture than the KIIs. Indeed, most surveyed individuals (75%) are of the opinion that the interventions supported by UNESCO are to be considered as gender sensitive. While this is a positive finding, it would require to better understand how the individual respondents define an intervention being gender sensitive.

2.2.3 Africa

91. Concerning UNESCO global priority Africa, the results are mixed. While GHA and Slave Route obviously have a clear focus on Africa, and are in line with some of the expected outcomes defined in the AU Agenda 2063, IDRC showed a medium level of focus on prioritising Africa, and the regional focus of the Silk Roads programme shows less relevance or focus on prioritising Africa. For instance, there is reference to (not of) the Silk Road in the Operational Strategy for Priority Africa document. Nonetheless, a respondent alluded to a missed opportunity as the Silk Road also covered countries along the East coast of the continent, and although the Silk Roads mainly focused on Eurasia, the involvement of Africa in historical patterns of exchange deserves further exploration.

2.3 UNESCO's comparative strengths and global position in the field of HMID

92. Interviewees and survey respondents primarily from Member States by and large were of the opinion that UNESCO has comparative strengths to implement HMID related projects, including its convening power, its impartiality and enabling potential in creating a culture of pride, of tolerance and as a vehicle for inclusive development and for peace. Many of those interviewed stated that UNESCO is known for its work on culture and heritage and that its brand is strong. In fact, a number of Silk Road's Focal Points stated, "as a Focal Point with UNESCO, I am able to network and have access to people and sites through using my UNESCO Focal Point title that I might be otherwise unable to access without the designation. It is because the UNESCO brand is globally known and respected." A Member State representative emphasized that Culture and SHS have a strong basis to work together. Survey results confirm this trend - 81% of survey respondents agreed that the interventions supported by UNESCO draw from the expertise from different

sectors within UNESCO. Furthermore, 95% of survey respondents indicated that UNESCO was strategically well positioned to foster intercultural dialogue.

93. The survey with Member States also revealed that as an international organization, UNESCO is considered to be the lead UN agency in bringing people together from across cultural divides to identify commonalities and work more closely together. For example, "as a cultural actor and Organization, UNESCO has great assets and networks to give a positive and constructive contribution to foster cultural dialogue". Another survey respondent stated that "UNESCO is widely known for its work and impact in education and culture which creates a niche for UNESCO that is recognized and accepted by all, thus it is strategically positioned particularly in these two sectors". These comments have been confirmed by most KIIs and highlight the (to some extent still untapped) potential of UNESCO in using its comparative advantages for mobilizing memory, conducting research and producing knowledge for and with other actors to promote peace and sustainable development.

3. Effectiveness

94. To measure the effectiveness of the HMID thematic area through the four projects/initiatives, the evaluation looked at the goals set at the inception of each project/initiative and gathered data from surveys, progress reports and key informant interviews to assess to what extent those goals were achieved.⁶² In addition, the initially designed ToC was used to judge whether the HMID thematic area is 'effective', i.e. is contributing, or not, to the changes it aims to achieve, and if yes, to what extent and at what level (output, outcome, impact).

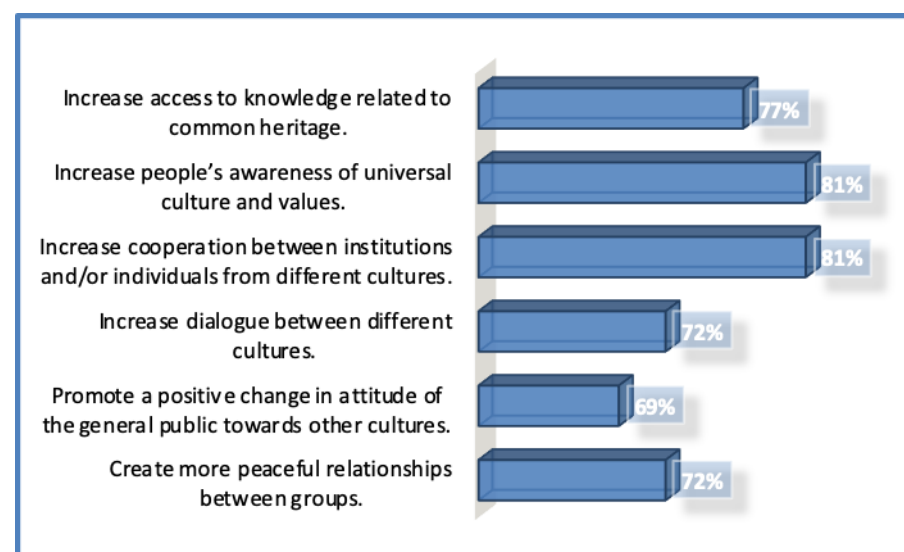
3.1 Summary of key findings

95. After examining the objectives of the four projects/initiatives and consolidating the data from the interviews and the surveys, two cross-cutting factors emerged. Firstly, most, if not all objectives as outlined in the programme and budget plans (mostly at output level), were achieved or at least have progressed in the timeframe of the plans. Secondly, even though objectives by and large seem to be achieved or progress made toward them, in most cases, consistently defined Specific, Measurable, Achievable, Realistic, and Timely (SMART) indicators, as well as baselines and targets were largely missing, making it difficult to measure and assess progress in achieving objectives in a rigorous and systematic manner. It needs to be noted however that defining such universal measurable indicators may pose challenges for HMID related initiatives with a large geographic scope, such as the Silk Roads Programme, not least due to the large diversity of socioeconomic contexts, the local capacities and circumstances as well as the landscape of locally available implementation partners in the different Member States where activities are implemented. Nonetheless, finding ways to measure programme impact either at the micro or macro level, remains extremely important to prove success and be able advocate for future programming and funding.

⁶² The terms "objective" and "goal" are sometimes used interchangeably in programme documents and sometimes used differently. In this document, we use them interchangeably to mean the overarching change that was trying to be achieved through the project, initiative and/or activity.

96. One common thread across the projects is HMID's contribution to intellectual debates around the mobilization of the memory and the documentation of a common history, as a powerful instrument to foster a culture of tolerance and understanding. This noteworthy achievement was highlighted by the majority of interviewees across all stakeholder groups. An overwhelming percentage (78%) of participants in the Member States survey strongly agreed or agreed with the statement that "UNESCO supported interventions have contributed significantly to increased access to knowledge related to common heritage."

Figure 1: Contributions of HMID interventions as perceived by stakeholders



Percentage of respondents to the survey who agreed or strongly agreed with these contributions made by HMID interventions in their country

97. Additionally, 80% strongly agreed or agreed when asked if people's awareness of universal culture and values had increased, 80% strongly agreed or agreed that cooperation between institutions and/or individuals from different cultures had increased, 72% strongly agreed or agreed that interventions have contributed to the increase of dialogue between different cultures, 72% strongly agreed or agreed; that more peaceful relationships between groups were created, and 69% strongly agreed or agreed that the interventions had promoted a positive change in attitude of the general public towards other cultures.

3.2 Slave Route Project

98. The Slave Route project had three main goals, i) to *break the silence* surrounding the slave trade and slavery in the world through multidisciplinary scientific research; ii) to *highlight the consequences of the slave trade* and slavery on contemporary societies to ensure better understanding of multiple transformations and interactions among peoples and their cultures; and iii) to *help to establish a culture of peace*⁶³, mutual understanding and peaceful coexistence among peoples by facilitating reflection on intercultural dialogue, cultural pluralism and on setting up new forms of citizenship in modern societies. Interviewees across all stakeholder groups largely agreed that the silence has been broken⁶⁴. A Member State respondent suggested for instance that the general public's awareness of the importance of the slave trade in the history of the country has been raised and acknowledged the importance of renovating and promoting memory sites to inform the general public but also to generate revenues. Many interviewees also pointed to the significant contribution the project has been making to educating young people and broader populations, not only in Africa, or Latin America, but also in the United States of America (USA). A site manager from the Caribbean provided statistical evidence of an increase in 'his' site attendance since 2011 from 62 recorded yearly visitors in 2011, to 401 in 2018⁶⁵. Moreover, a growing number, totalling 60,000 leaflets produced for all 18 sites in Guadeloupe, were distributed since 2012, which highlights the increasing interest generated by memorial sites. At a global level the project also developed a site

63 The third goal was added during an ISC meeting in 2009.

64 As mentioned above, there is no baseline data and no 'hard' figures to back these assertions.

65 This figure only concerns visitors participating in 'group' visits. Individual visits have not been recorded.

manager resource book⁶⁶ to help managers preserve and promote their sites. This resource book/manual contains conceptual as well as practical information, such as a comparative analysis of experiences in the preservation and promotion of such sites across the world and practical guidance for the management and development of sites. It is meant to help promote memorial tourism, and consequently, contribute to breaking the silence even further.

99. Survey results of UNESCO Member States confirm this pattern as 62% of respondents were of the opinion that the project contributed to breaking the silence about the slave trade, and 59% indicated that the project increased the general public's awareness of the slave trade, slavery and their consequences and 62% suggested that the project increased the general public's awareness of modern forms of slavery such as human trafficking.
100. The consequences of the slave trade were also clearly explained to young people through blogs and other educational materials which were developed to highlight how the slave trade bears consequences on the lives of young people while emphasizing commonalities across communities and regions. This aspect was raised as crucial by a site manager who suggested that "by showing those children that they were not alone, that other children in other parts of the world also used the same type of tools, danced to the same type of music, helped them face their past and embrace oneself." Most KII respondents stated that racism is still institutionalized and is a clear consequence of the slave trade.
101. Throughout the project, activities led by HQ, often in collaboration with partners (museums, site managers, artists, educational institutions), contributed directly or indirectly to the realization of the goals, among which the building of a network of cities against racism (regrouping more than 500 cities), the organisation of roundtables and events to raise awareness, the mobilization of artists to reach a vast audience and the promotion of education materials and scientific documents. Educational activities included issuing of new pedagogical materials, training of teachers, and the active engagement of over 100 ASPnet schools in related

66 i.e. the resource book "Legacies of Slavery: A Resource Book for Managers of Sites and Itineraries of Memory", designed for managers of sites and itineraries of memory related to the slave trade and slavery, published in 2019, and available in both English and French.

- activities.⁶⁷ Furthermore, advocating for activities aimed at motivating Member States to integrate teaching and learning about the slave trade in their curricula were also carried out. Sharing pedagogical experiences with other countries and other regions was also considered a success. A site manager in the Caribbean stressed the importance of sharing such experiences, as “photos, videos, blogs are easy to share and reach the youth; for instance, kids in Guadeloupe worked on intangible cultural heritage, such as certain kinds of drums, and shared them with other kids from La Réunion, they were amazed to see that other kids had the exact same instruments on the other side of the world.” He added that “by educating those kids, emphasizing the positive, telling the global story of slave trade and sharing this knowledge, the weight of the past is less hard to carry.”
102. Similarly, in the USA, UNESCO demonstrated a very strong engagement with universities, and other educational institutions. Concerning the goal of breaking the silence and increasing recognition, a civil society activist alluded to the fact that while in the past only about two conferences a year were held on slavery, the numbers of conferences, institutions hosting conversations or workshops, was constantly increasing, Georgetown, Princeton, and other major educational institutions have organized debates on various occasions. In addition, in the diaspora, the project encouraged amateur historians, and has inspired poets, such as Kwame Brathwaite or David Mills. The project also encouraged the work of visual artists and performance artists. In that light, a civil society representative suggested that “UNESCO produced a body of work that speaks to African descendants.” This was made possible through the ‘space’ created by UNESCO. In addition, UNESCO was also involved in the competition for the call for a proposal to build a memorial for victims of slavery at the UN HQ in New York, monument built by Rodney Leon (Haitian American designer and architect), which boosted his career.
103. A survey respondent mentioned, as significant effects of the Slave Route that “it led to the carrying out of a study on slave trade in Zambia which specifically focused on routes, places, people and activities of slave trade. The study was the first of its kind as the previous studies only focused on figures. It resulted into a publication documenting specific places, sites and people linked to the slave trade in Zambia. This will contribute significantly to the historiography of slave trade in Zambia and add significantly to the existing school curriculum. In this way the preservation of the memories and places associated with the slave trade will be of great benefit.” This comment from a Zambian Member State representative summarises the main achievements of the project, which combined awareness raising activities, studies, the preservation of memories and the incorporation of knowledge into school curricula.
104. A majority of interviewees mentioned a few areas that may need attention in future programmes. The site manager network, which was established to facilitate the exchange of knowledge and good practice among site managers across countries and continents, has not been functioning of late. Such a network is important and needs to be reenergized. Other voices alluded to the fact that the history of the slave trade was still too fragmented. As a site manager suggested “it is unfortunate that every state (Caribbean – Africa –Americas) pays too much attention to their own history, what is lacking is a global context that needs to be part of the story, even if every country has its own reality.” Finally, voices also proposed the inclusion of modern perspectives of human domination and trafficking and linking them to SDG 10 into future programmes, and the systematic involvement of communities in the management of the sites.
105. Although it can be concluded that the silence has been broken, global figures and systematic data are missing. One civil society activist confirmed that extensive knowledge has been produced, and the consequences of the slave trade are increasingly being recognized, yet a lot still needs to be done. One respondent suggested that “we need to learn more in depth, we just scratched the surface, as there are no limitations to knowledge.” The idea was launched to continue to work at the grassroots level and access targeted groups more largely through multiple channels, using digital platforms, art and going to churches. In summary, it can be said with a high level of confidence that community mobilization, artists stimulation, and awareness raising activities have contributed to the success of the project.

⁶⁷ Extracted from the 20-year brochure, <https://unesdoc.unesco.org/ark:/48223/pf0000372352?posInSet=30&queryId=ee13575d-451c-4423-b63c-fe94fa6c4bbe>

3.3 General History of Africa Project

106. The goals of the General History of Africa second phase, namely i) updating of eight volumes; ii) map and analyse the contribution of the diaspora to modern societies and development; iii) analyse challenges and opportunities; and iv) elaborate pedagogical use have been met. The eight volumes were updated with new perspectives and recent developments (Volume 9), the mapping and contribution of the diaspora has been captured in Volume 10, and new challenges and opportunities that Africa and the diaspora are currently facing are part of Volume 11. Those three volumes are in the process of being published. In addition, pedagogical materials have been developed to increase the likelihood that schools in Africa, and in the rest of the world, use the GHA materials in their curricula, to teach the new body of historical knowledge. This extensive body of work (three new volumes and the pedagogical materials) have been validated by the International Scientific Committee. Pedagogical materials will facilitate the teaching of African history as those materials are in modular form and cater different age groups (10-12, 13-16 and 17-19). This method has been found by all Kenyan and Senegalese scholars to be very flexible and user friendly.
107. Concerning dissemination and utilization of the GHA pedagogical materials, Member States survey results present a mixed picture. While 55% of respondents mentioned that the project created useful pedagogical content to help teachers teach the history of Africa, 'only' 48% is of the opinion that the pedagogical contents are easy to adapt/integrate in the school curriculum and 'only' 46% think that the project increased participants' capacities to utilize the newly developed curriculum. Although significant efforts have been made to disseminate the materials and to increase outreach, more attention is required to enhance the proper and systematic utilization of these materials.
108. 14 countries committed to piloting the integration of the materials into their curricula⁶⁸. France and more recently the Province of Ontario in Canada also expressed an interest in incorporating the materials into their curricula. Interestingly, despite the fact that the pedagogical materials have been recently developed and

68 Botswana, Egypt, Ethiopia, Ghana, Kenya, Liberia, Mauritania, Senegal, Sierra Leone, South Africa, Sudan, Tanzania, Uganda and Zimbabwe. France, and more recently the Province of Ontario in Canada, are the first two non-African countries which have also expressed interest.

their integration into primary and secondary school curricula is currently being piloted in Kenya, the evaluation recorded actual utilization of GHA materials (Vol 1 until 8) at university level in Kenya and Senegal, and at secondary school level, in Senegal. Most university professors at the history faculty of the Cheick Anta Diop University in Dakar encourage students to read some Volumes depending on the courses' focus and students are required to consult the relevant Volumes, or case studies on specific themes when preparing tutorials. In that light, all university professors and education specialists engaged in Kenya and in Senegal who were part of this evaluation confirmed that the volumes are essential and fundamental texts for all history students. This pattern of GHA partial usage at university level has been confirmed by a survey which was conducted in 2013 which showed that 83% of respondents⁶⁹ knew of the UNESCO volumes, although 'only' 40% of respondents owned all 8 Volumes.⁷⁰

109. Current Member State survey results for this evaluation show a similar pattern: 66% of respondents were of the opinion that the project has the potential to increase general public awareness about the History of Africa, while 66% suggested that the project has the potential to increase the awareness of students on their own history, and to increase student pride in history. The majority of university professors interviewed remarked that, thanks to internet, GHA knowledge circulates and is being disseminated, not only at university level but also at secondary school level. This has been confirmed by the National Commission in Senegal which has made efforts to disseminate GHA in various schools, mostly at secondary level, through holding meetings with history and geography teachers. Teachers' associations, and pedagogical units, convened by the National Commission, sensitized teachers twice since 2014 about the GHA volumes. As a Member State representative indicated, "if we have to wait for the curricula to be adapted, we will have to wait for years, if not decades. The material is there, why not use it." This statement is a strong testimony of Member States' entrepreneurship, flexibility and innovation. Pedagogical units from the Senegalese Ministry of Education developed technical manuals/data sheets ("fiches techniques") to help teachers explain the themes tackled through GHA in a concise and age sensitive way to Senegalese pupils. In short, the evaluation recorded evidence from education specialists that GHA is already used in some

69 (n=120, from 34 African countries)

70 Sow, Abdul. Enquête sur l'utilisation pédagogique de l'histoire générale de l'Afrique. UNESCO, 2013.

contexts at university and secondary school level, although no aggregate figures exist. ISC survey results present similar findings as 100% are of the opinion that the project has increased (or will increase) the public awareness of the general history of Africa.

110. Many qualitative accounts from all stakeholder types confirm the major achievements realized through the project. Indeed, an African professor stated that “before, history was taught in an archaic manner, books were not thorough, and knowledge was not centralized” or “these volumes enabled the renewal of knowledge, and the questioning of certain paradigms, these new developments need to be taught to the youth, at all levels.” Another professor indicated that “before, children knew more about the history of other countries, than of Senegal”. In addition, Senegal is in the process of re-writing its history, which, according to a majority of stakeholders involved, can be attributed to the GHA project. Once written, curricula will be adapted, possibly with the help of UNESCO.
111. Furthermore, outreach work has enabled the spreading of GHA knowledge not only in schools but also for the general public. BBC produced a series, consisting of nine episodes, inspired by the GHA as a result of a partnership between UNESCO, the Office Chérifien des Phosphates (OCP) and Kush Productions. 50 classic African films are being restored through a partnership with Martin Scorsese Film Foundation as well as with the Federation of African Filmmakers. A coalition of 300 artists was built and RFI broadcasted a radio programme of 52 series which disseminated the knowledge even further, although no hard evidence of knowledge retention, or number of listeners/viewers are available. UNESCO staff interviewed presented anecdotal evidence of listeners eager to learn by calling the radio to obtain more information, and had observed a snowball effect, as project activities generated an increasing interest by teachers, policy makers, and artists. Nevertheless, the evaluation found that while there is some recognition of the importance to consolidate these achievements, document them, and share them with a vast audience as to increase visibility and build a track record, this aspect is currently underdeveloped. For instance, some interviewees, such as a Member State representative from Latin America did not know about the BBC films.

3.4 Silk Roads Programme

112. The overarching goal of the Silk Roads Programme for Dialogue, Diversity and Development is to provide actors within local communities with an effective tool that, in the current era of globalization, allows for the reconciliation of peoples of different cultures along the Silk Roads and the promotion of interactions and exchanges among them, instead of risking regional conflicts. This goal and the subsequent activities are based in the framework of the Online Platform and noted to be within the IDRC. Additionally, the overarching goal is ⁷¹:

“ To promote dialogue, diversity and development by raising awareness of the Silk Road’s rich tangible & intangible heritage and traditions. Specifically, the project seeks to: 1. Enable sustainable preservation and wide public dissemination of the Silk Roads knowledge developed by UNESCO and Member states through an online database to contribute to the International Decade for the Rapprochement of Cultures. 2. Bring together various actors (experts, scholars, artists and particularly youth) of regions along the historical Silk Roads to enhance dialogue and exchanges on their common cultural heritage and plural identity. ”

113. The evaluation looked at the three main areas for which the Silk Roads Programme seeks to achieve its goal which are through mobilizing knowledge, raising awareness and advocacy; building partnerships and networks; and capacity building among youth.
114. Much of the work and the momentum that goes into and derives from the Silk Roads is generated by a fairly active network of Focal Points. The role of the Focal Points is to generate and exchange knowledge and information about the Silk Roads. This network consists of approximately 20 Focal Points in countries from across the Silk Roads including maritime routes. The Focal Points meet formally at least once a year at annual conferences and engage with one another bi-laterally throughout the year. Those who participate in the annual conferences include Focal Points, UNESCO’s Silk Roads HQ team, field office representatives, some Member States’ representatives and a few topic experts who might be external to the Silk Roads initiatives. In this

71 Extracted from SISTER – 37 C/5 Substance Report Generated on: 17/10/2018

meeting, participants agree or review the biennial Action Plans which then guides their engagement and guides the Silk Roads team in Paris. For example, the most recent Action Plan resulting from the conference of the International Network of UNESCO Silk Roads Project for 2019-2020 held in Oman in October 2018 listed a total of 15 actions in two categories: i) contributions, collaboration among the Focal Points and synergy with other initiatives, and ii) communication, visibility and sharing information. Action points included the need to contribute to/coordinate/organize at least two awareness raising activities/events per year on the Shared Heritage of the Silk Roads, involving youth, local communities and other stakeholders such as through research, meetings, cultural performances, exhibitions, festivals.”⁷²

115. It clearly emerged from surveys and interviews that the Focal Points who were active were quite effective and an excellent resource for the Silk Roads to achieve the higher-level goals. Active Focal Points are engaged, interested and inspired to promote intercultural dialogue, heritage and understanding. Both Focal Points and other stakeholders engaged in the Silk Roads activities, shared stories of increased connection with others along the Silk Roads with whom they had interacted through programme activities. In many instances, these engagements were seen as opportunities for learning and further exploring the vastness of the Silk Roads.
116. That said, the Focal Point network also demonstrated some challenges. For instance, the Focal Point role is voluntary and requires a lot of time and commitment for active Focal Points. This can become problematic when work-related priorities are not fully aligned, and Silk Roads’ activities need to be either de-prioritized or carried out additionally and outside regular working hours. Often the funding for participation in events and conferences needs to come from the individual or the individual’s sponsor (university, government) and not UNESCO. This is an impediment to participation for Focal Points from less developed countries or less advantaged positions which can lead to inequalities.
117. Suggestions also pointed to the need for more diversity in terms of age groups and expertise among Focal Points, in particular to enhance representation of youth which could better reflect the stated focus on youth in the Silk Roads Programme. Another suggestion was to create a separate youth representative group outside the Focal Point network but linked to it.

⁷² See “The Action Plan of the International Network of UNESCO Silk Roads Project, 2019-2020.”

Box 1: Case study 1: The curriculum development process in Kenya

As part of the GHA project, Kenya started the process of adapting its school curricula in 2016. The timing was seized by UNESCO to present the (already validated) GHA pedagogical materials to the Kenyan Focal Point within the Ministry of Education as well as to the National Commission. High level political buy in was obtained and the Kenyan Institute for Curriculum Development was engaged to discuss how best to adapt GHA (which contains materials seen as ‘generic’ or general on the whole of Africa) into the Kenyan school curricula. For that matter, a **matrix was developed**, to facilitate this adaptation process. The matrix mapped out where, how, for which theme and which age grade, GHA materials could be ‘mainstreamed’ at primary school level. The purpose was to find connecting points between GHA materials, the regional (Eastern Africa) and national history of Africa and to adapt it per age group. The matrix was developed during a workshop with teachers, government representatives, curriculum developers, UNESCO, and the Kenyan National Commission. Subjects were mapped and a decision was made as to how and where they would fit. It was then decided to integrate most of the GHA body of knowledge into social studies, which include history, geography and citizenship. During the curriculum reform process, the UNESCO Regional Office for Eastern Africa supported the Kenyan Institute for Curriculum Development. UNESCO played the role of a neutral broker, which is critical given the sensitivities surrounding the curriculum development process (i.e. it is highly political). The result is the development of a new curriculum for primary school level grades 4 and 5 and 6, which has adapted (not added) elements of GHA. Teachers have been trained, National Parent Teacher Associations, (PTAs) have been sensitized and the new curriculum is now being ‘tested’ / piloted in primary schools. The Kenyan Institute for Curriculum Development is now going through a similar process for the re-writing of the curricula for secondary level Grades 7, 8, 9 and 10,11 and 12, also with the assistance of UNESCO. In short, the GHA pedagogical materials were made relevant to Kenya, as one survey respondent suggested that to improve usage of the materials they have to be relevant “which depends on the possibility to adapt them to the specific needs of regions and countries”. This is precisely what happened in Kenya.

The case study of the curriculum development process in Kenya also illustrates the tedious process of developing new curricula.

118. Results from the Focal Point survey in which 11 out of 20 Focal Points participated, demonstrated that all respondents felt satisfied with their role as Focal Point as well as with the support that they received to perform their role. Nonetheless, this finding may present a methodological limitation. As participation in the survey was voluntary and subject to selection bias, it can be assumed that those who participated were the ones that were most active and satisfied with their role as Focal Points. Focal Points generally considered their role as significant for their research and studies, and considered the fact that their research becomes more interesting when it involves more than one country and connects expertise from a diverse group as the Focal Point Network among the benefits.
119. Furthermore, all survey respondents fully agreed that the programme has been effective in increasing access to Silk Roads knowledge.
120. As Figure 2 shows, 10 out of 11 agreed it has been effective in raising awareness of the general public about the common heritage and cultural interactions along the Silk Roads. Both in interviews and surveys, respondents noted the Online Platform as being a useful tool to connect people and that the Focal Points' role in creating this platform is to be commended. However, it was also mentioned that more efforts were needed to modernize the platform beyond just serving as a repository for information and to enhance its user friendliness. Another issue that was raised specifically on the Focal Point Network was that turnover can often breakdown the networks' cohesiveness as it takes time to get new FPs up to speed and connected.
121. Other activities that were often mentioned as successful for creating knowledge and a shared sense of heritage include the conferences, debates and talks, the interactive Atlas of Cultural Interactions along the Silk Roads, joint/co-organized festivals and museum exhibitions representing more than one country, the youth photo contest and the subsequent exhibitions. The information gathered through this evaluation demonstrates a very effective network of Focal Points. UNESCO staff at HQ who support the Focal Points and their activities were frequently applauded for their efforts in ensuring that Focal Points had suitable tools to move projects forward.
122. One significant partnership that has been built beyond the Focal Point network and was highlighted across the document review, the surveys and the interviews is the partnership with the European Union on a project focused on common heritage along the Silk Roads. This three-year EU/UNESCO project with a budget of 5 million Euros, runs until 2021 and is titled, "Silk Roads Heritage Corridors in Afghanistan, Central Asia and Iran – International Dimension of the European Year of Cultural Heritage". Participating countries are Afghanistan, Iran, Kazakhstan, Kyrgyzstan, Uzbekistan, and Tajikistan. The exhibition on the Common Cultural Heritage aims at raising awareness about the project, highlighting the rich heritage of the participating countries, promoting the exchanges of good practices along the Silk Roads and promoting common understanding about the Silk Roads heritage as a bridge between the East and the West.⁷³ Section 4 below, on cross cutting findings includes a specific assessment of partnerships.
123. Respondents noted that the Silk Roads has a strong commitment to youth engagement and has made good progress in engaging youth in initiatives and activities. However, it was often stated that there are many opportunities that could be further explored. The photo contest entitled "Youth Eyes on the Silk Roads" which seeks to raise awareness among youth about the relevance of the shared heritage of the Silk Roads in modern times was cited among those initiatives most relevant to youth. For further discussion on youth engagement, please see Cross cutting findings, section 4.
124. With a high level of confidence, it can be said that the Silk Roads programme has been effective in providing diverse stakeholders with ways to connect and understand their shared culture and heritage. It has also created some degree of trust between those who are frequently engaged in the programme such as the Focal Points or those who have connected through activities such as the photo contest or a research initiative.

73 <https://en.unesco.org/events/working-group-meeting-development-joint-exhibition-common-heritage-along-silk-roads>.

3.5 International Decade for the Rapprochement of Cultures

125. The overarching goal in the Action Plan for IDRC “is to empower the present and future generations so they are better equipped with the appropriate knowledge, new competences, skills and tools to become responsible global citizens in a safer world for all, mainly through education, arts and heritage initiatives and projects as well as science, information and communication technologies (ICTs), including the Internet and social media.”⁷⁴ From UNESCO’s perspective and the ICD team who have the oversight of the Decade, the actions of IDRC fit into two specific streams. One being direct implementation and the other being coordination of activities within the UN and Member States.
126. Two specific outcomes were noted⁷⁵: i) Strengthening an enabling environment for intercultural dialogue during the second half of the Decade; and ii) Beneficiaries and partners act within a future-oriented perspective when promoting intercultural dialogue. These were used for the assessment of the various initiatives and activities as follows.

3.5.1 Direct Project Implementation

127. Document reviews, interviews and surveys showed a number of areas of effectiveness in programming. Two projects being overseen by IDS within the framing of the Decade were particularly highlighted by many interviewees as making significant contributions to achieving the objectives of the Decade.
128. Firstly, the project on developing and launching the “Manual for Developing Intercultural Competencies: Story Circles” which is to provide a tool that brings people together to share and learn from one another about their common stories and create a sense of understanding and empathy between participants. Those interviewed, including the developer of the manual and participants in the launch, were overwhelmingly positive about both the simplicity of the tool’s ability to bring

people together and its success in the piloting phase across cultural contexts and with diverse groups.⁷⁶ Feedback from a few UNESCO staff members revealed that there could have been closer engagement with UNESCO field offices in developing the tool beyond organising logistics for piloting it. While it is yet to be fully understood how effective the Story Circles will be over the medium and longer term, it has had a strong start demonstrating already the effectiveness of designing and launching a new methodology/tool. One respondent stated that this is one of the strongest processes and projects that she had worked on. The ICD team was complimented by many stakeholders as being fully engaged, interested and supportive throughout the design and development of the Story Circles methodology.

129. The second most frequently mentioned project is the research on intercultural dialogue, i.e. to examine what effective intercultural dialogue means for different stakeholders and how it is approached in practice. This initiative arose from a survey called “UNESCO survey on intercultural dialogue 2017.”⁷⁷ Stakeholders interviewed from UNESCO and partners involved in the project underlined the innovative character of the survey and the subsequent research in trying to collect quantitative data including on Member States’ perceptions on intercultural dialogue. The development of an index on intercultural dialogue to measure the enabling environment and impact of intercultural dialogue is still in process. Both of these initiatives were felt to be of significant value and bearing a high potential for understanding how dialogues work and for what purpose it is used. That said, some criticized the siloed nature of the work within UNESCO SHS. Specifically, those who were aware of the project because of engagement in one phase or roundtable, were not regularly updated on the progress of it or asked to provide input after their one-off involvement. Another criticism and frustration were the long delays in moving the work forward because of lengthy administrative and approval processes within UNESCO. However similar to the Story Circles initiative, IDS was praised for being easy to work with, supportive, engaged and informed. The staff were seen as integral to making the project and research happen.

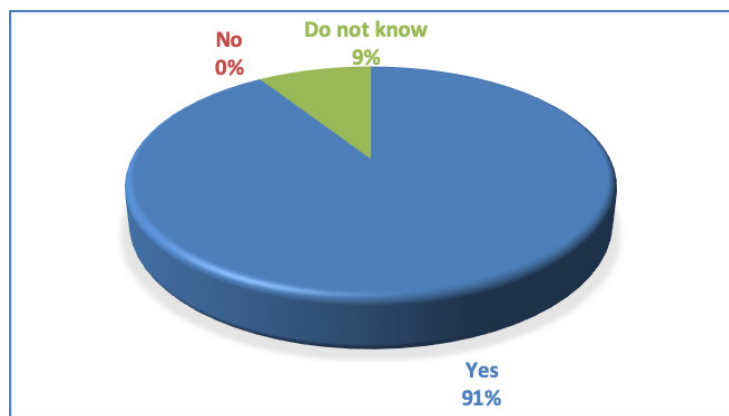
⁷⁴ 194 EXMO, Action Plan for the International Decade for the Rapprochement of Cultures (2013-2022), Paris, 3 March 2024.

⁷⁵ 39 C/5 Substance Report extracted from SISTER, generated on: 19/10/2018, t

⁷⁶ Diverse stakeholders include students, community members, civil society groups and academics.

⁷⁷ <http://uis.unesco.org/en/files/unesco-survey-intercultural-dialogue-2017-analysis-findings-2018-en-pdf>, (accessed 11 March 2020).

Figure 2: Focal Points' level of agreement with the Silk Road programme's effectiveness in raising general awareness about the common heritage



130. IDS also works through the UNESCO Chairs within Universities in the framework of the UNESCO UNITWIN (University Twinning and Networking) Programme⁷⁸ which aims at advancing research, training and programme development in all of UNESCO's fields of competence, while promoting north-south and south-south cooperation.⁷⁸ Many UNESCO Chairs work closely with the IDC team to ensure distribution of the research and advocacy for its products such as The Muslim Arab Legacy in the West, an on-line anthology and exhibition; Interculturalism at the Crossroads, a flagship research publication, developed by UNESCO's UNITWIN Network on Interreligious Dialogue for Mutual Understanding, and the Long Walk of Peace: Towards a Culture of Prevention, a research publication. Similar to the Silk Road Focal Points, there are some Chairs that are more engaged than others given the support that they receive from their universities and the time that they have available to fully engage.
131. That said, evaluation respondents noted that active Chairs are a strong asset for advocacy and promotion of UNESCO's research and knowledge and could be used even more in this regard. Another key success highlighted for the Chairs is the Baku Process where Chairs come together to discuss work and ideas. The beginning for the idea to develop a volume on interreligious dialogue was cited among the

⁷⁸ <https://en.unesco.org/partnerships/culture/unitwin/unesco-chairs-programme-in-culture>

results of this Process. The work of the Chairs and UNITWIN's was widely considered as connected directly to SDGs because the Agenda 2030 of 'leaving no one behind' addressed inequality issues more deeply than the Millennium Development Goals, in particular in regard to indigenous cultural minorities in less developed countries and in terms of the importance of cultural diversity.

132. There are a number of other beneficiaries and partners including Member States, UNESCO field offices as well as policy makers which have been systematically referred to in SISTER reports.⁷⁹ Given the links to dialogue and culture across UNESCO including the projects in this evaluation as well as projects in the Culture and Education sectors, stakeholders across different backgrounds thought that more explicit ties through strategic, structural and/or budgetary allocations and coordination would be beneficial.

3.5.2 Coordinating Role of UNESCO

133. The IDRC is coordinated by UNESCO's Intercultural Dialogue Section (IDS). IDS provided a framing for the IDRC through the development and implementation of an Action Plan⁸⁰ and Road Map.⁸¹ IDS following the decision by the Executive Board which adopted the Action Plan (194 EX/ Decision 10) the Intercultural Dialogue Section reported every second year to the Executive Board on the implementation of the Decade. Two such reports were prepared (197 EX/9 of August 2015 and 202 EX/12 of August 2017). The last report that was completed in 2017⁸² listed activities from 20 Member States with 56 concrete examples of activities related to the Decade. It is more than likely that many more activities took place in other Member States related to the Decade, but Member States lacked the time or interest in reporting on them. Additionally, the amount of effort that IDS could actually commit to supporting and coordinating activities with Member States required

⁷⁹ Substance Report, generated from data extracted from Sister on 19/10/2018.

⁸⁰ "Action Plan 2013-2022, International Decade for the Rapprochement of Cultures," 2014, <https://unesdoc.unesco.org/ark:/48223/pf0000226664>, accessed 11 March 2020.

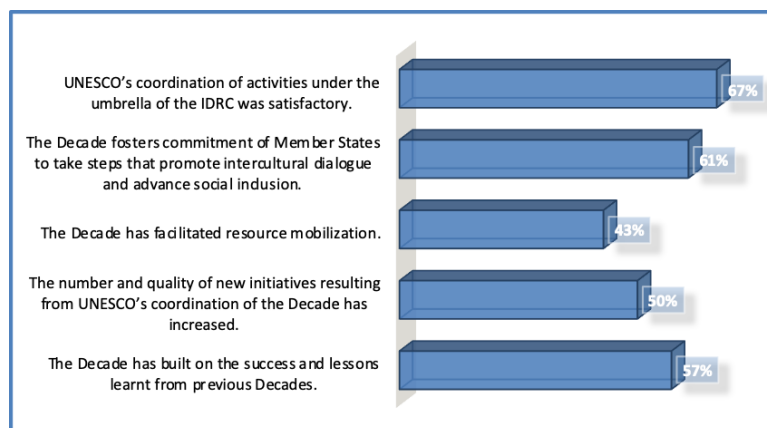
⁸¹ "Road Map: The Rapprochement of Cultures," 2016, <https://unesdoc.unesco.org/ark:/48223/pf0000244334>, accessed 11 March 2020.

⁸² "202 Ex/12.INF, Paris, 19 September 2017 – Report on the Implementation of The International Decade for the Rapprochement of Cultures (2013-2022) – Contributions From the National Commissions For UNESCO," <https://unesdoc.unesco.org/ark:/48223/pf0000259166>, accessed 11 March 2020.

intense prioritisation given that the IDS team is small with only six staff. The majority of activities implemented by Member States had some level of engagement from UNESCO HQ and/or UNESCO field offices in 2017.

134. According to interviewees, there are several issues regarding the coordination role. The initiative for activities mostly comes from UNESCO and not from Member States. It then falls to the responsibility of IDS to tie projects and activities to IDRC which is contradictory in some ways because the Member States were the ones who approved the Decade. Interviewees in UNESCO HQ stated that with limited time and resources, the current team, both implements projects and coordinates the Decade, which means the work they can dedicate to coordination is very limited.
135. Figure 3⁸³ shows interviewees' views on whether UNESCO should be coordinating the IDRC. Most responded positively i.e. that it naturally fits in UNESCO's mandate; however, many then went on to say, what is expected in terms of coordination needs to be clear and backed with resources otherwise, coordination remains ineffective, and impact is lost.

Figure 3: International Decade of the Rapprochement of Cultures (IDRC) and Action Plan



136. It is perceived as unclear what the exact expectations are for UNESCO and IDS in playing a "coordinating" role and whether these expectations are realistic given the limited staff size and budget allocations. Consequently measuring effectiveness of UNESCO's coordination role remains challenging. That said, 61% of respondents of the survey for Member States and associated partners agreed or strongly agreed that the Decade "fosters commitment of Member States to take steps that promote intercultural dialogue and advance social inclusion." This finding indicates that the IDRC and the team leading it is having some traction in its work including the coordinating role that it plays.

3.6 Reflections on the Theories of Change

137. The ToC presented in Annex 4 relates to Intercultural Dialogue, as an overarching theme. During the inception phase, the evaluation started from the assumption that all projects/initiatives had the objective to contribute, directly or indirectly, to the overarching goal of UNESCO of creating a culture of peace and equal development through dialogue. During the evaluation, this assumption has been substantiated through the interviews and further documents reviewed. In short, at the level of HMID, the evaluation found significant evidence that:
- i. Intercultural Dialogue can create the conditions to understand the underlying reasons of, and avoid potential tensions related to differences
 - ii. Intercultural Dialogue can help overcome ignorance and misunderstanding between individuals and groups which otherwise could undermine social cohesion and peace
 - iii. Intercultural Dialogue can also help counter messages of cultural, religious and social intolerance
138. Although the ET found evidence that most assumptions underlying the ToC are valid, and the result pathway flows logically, most evidence is anecdotal and originates from qualitative accounts and experiences reported in interviews. Nevertheless, the evidence gathered throughout the evaluation (despite its limitations) confirms most assumptions underlying the ToC. Taking GHA as an example, rewriting school curricula, designing pedagogical materials and training teachers contributed to curriculum being integrated in schools, to new knowledge being developed and

Box 2: Case study 2: Development and testing of the Manual for Developing Intercultural Competencies: Story Circles

Intercultural competencies are encapsulated in a manual offering a methodology which has been piloted in various countries with different groups from students, to NGO staff and academics. Interviews revealed that the piloting produced positive results in that the manual “opened opportunities for discussions and engagement between individuals and groups who would normally not have engaged with each other.” The instruments, i.e. tools enabling the acquisition and/or nurturing of specific skills were also appreciated. For instance, NGOs who tested the manual in the outskirts of Harare, working with disadvantaged communities, saw changes in how the youth experienced other youth from different backgrounds. The added value of such a tool is that it is enshrined in a Human Rights approach. After the piloting, one UNESCO interviewee indicated that “young people developed a new vision, new understanding, new abilities.” Although it is too early to properly assess the impact of such a manual, it appears that seeds of intercultural competencies have been sown. A Member State interviewee from a European government confirmed the positive stories linked to the testing of the manual in her country.

shared, which in turn, led to an increase in pupils’ confidence and in an improved understanding of the youth own and other cultures, which, in turn, fostered a climate of tolerance and peace. Similarly, concerning the Slave Route’s contribution to the HMID overarching goals, by developing a site manager guide which increased memory tourism, and by highlighting common heritage, which was shown through films and disseminated through art, schools site visits, and conferences, the silence surrounding the slave trade was broken which also instilling a sense of self-esteem among the youth, which is conducive to tolerance.

139. The Silk Roads, GHA and Slave Route projects aim at instilling pride and connection to their history and culture in young people. Most respondents validated the assumption that when more conscious and aware of their past, young people are better equipped to engage with others, which fosters a culture of dialogue and of

tolerance. Students engaged through the evaluation suggested that “knowing who we are gives us value and will enable us to establish harmonious relationships with others since we will be better equipped to embrace differences”.

140. Similarly, a site manager stated that “the youth became proud, thanks to the information presented; you could see that in their eyes. It is not a weight they carry, they are no more ashamed”. ISC survey results confirm this statement: 100% of ISC members who responded are of the opinion that the project increased students’ pride in their history. From the Silk Roads context, one respondent stated that, “we understand that as youth we actually have a lot in common. Take for example tea, we all share a culture of tea, we are together.” Regarding the specific contribution of the HMID projects to peace and development, professors teaching African history suggested that HMID projects (such as GHA and Slave Route) are fostering peaceful coexistence. They alluded to the peaceful and rather inclusive development model of Senegal, whereby the mobilization and promotion of memory and of culture plays a significant role (through the establishment of the Musée des Civilisations Noires, the Gorée memorial, and of the Monument de la Renaissance Africaine, three world class landmarks). Those three flagships monuments/institutions contributed to a sense of pride that spurs the peaceful and inclusive development model followed by Senegal. In addition, showcasing and highlighting culture, memories and history can be a tool to solve conflicts. Gorée is for instance perceived as a space for reconciliation, for dialogue between civilizations (Guinée Bissau conflict parties were invited to Gorée after a coup took place). In terms of curriculum development, for communities whose pasts and achievements do not feature anywhere in textbooks, this absence creates a feeling of alienation, or fear, of being left out, which HMDI ‘related’ projects have addressed, in particular through projects focusing on curriculum development, whereby ethnic minorities’ languages and cultures are recognized and valued in curricula.⁸⁴

⁸⁴ Examples of exclusive language-in-education policy marginalizing and negatively impacting on the school performance of ethnic minorities abound in the literature are showing they undermine peaceful and inclusive developmental models. See for instance Keene Boikhutso & Agreement Lathi Jotia (2013) Language identity and multicultural diversity in Botswana, *International Journal of Lifelong Education*, 32:6, 797-815.

141. Most respondents also suggested that culture is transversal, as an instrument for building peace but also for development. Historical knowledge of local agriculture, of water management, can be a force for inclusive and coherent development. A Member State representative also indicated that “peace and development are intimately related to culture and education. All development strategies must include culture, as pillar for endogenous development. Memory can fuel inclusive development programmes, for instance through memorial site management, run with and by communities”.
142. Tourism is an important factor/instrument to share memory and to promote economic development through revenue generation, at community level. Mixing the intellectual and financial components is feasible, although governments/ UNESCO still need to be engaged to preserve and renovate the sites and to promote tourism. The example of Guadeloupe, where 18 sites were renovated and included in the project, where communities are involved and schools are engaged, pedagogical materials have been shared and tourism has increased, have resulted in higher visitor numbers and improved awareness of the consequences of the slave trade.
143. Finally, building peaceful societies by emphasizing a common past is an important tenet of the ToC underlying HMID that has been proven. However, it is also important to evoke a common future, common activities, or a common agenda to cement peaceful relations. Studies have also shown the reconciliation and peace building potential of economic programmes where different groups (sometimes hostile towards each other) work together towards the pursuance of a common goal⁸⁵. Doing so, a link is made with entrepreneurship, poverty alleviation and sustainable development.

⁸⁵ Boudreaux (2010) showed how coffee communities in Rwanda reconciled through joint coffee producing programmes.

4. Cross-cutting findings

4.1 Focus on Youth

144. The four projects/initiatives and many of their subsequent activities demonstrate, to some extent, a focus on youth as a beneficiary group. There are a variety of ways that youth are engaged in HMID. Some of these include educating and sharing with youth on historic narratives and diverse perspectives, instilling a sense of pride, emphasising positive aspects and commonalities across regions including creating opportunities for groups to interact with one another, scholarship opportunities for higher education and engaging them in various cultural events and activities. Some respondents thought that UNESCO could structurally involve youth in both project design and implementation. UNESCO works through regular channels such as National Commissions, Member States, NGOs, schools, but did not appear to have made efforts to engage youth systematically beyond being considered 'end users' or 'beneficiary groups.' While the primary aim of the focus on youth is "to: (i) capitalise on their creativity, knowledge, innovation and potential to drive change; (ii) address challenges affecting their development, both at governance and societal levels; and (iii) reach the unreached and those who have lost a sense of community and hope in the future."⁸⁶ According to several respondents UNESCO's approach is often seen as too academic and to some extent detached from the realities of young people. Additionally, there were some questions raised (mainly by respondents involved in the Silk Road) about the beneficiary group of "youth" being too broad as it would be impossible to engage with all youth and indeed many youth do not necessarily have access to UNESCO programming or its products.
145. Concerning the Slave Route project, most interviewees pointed at the great contribution that the project made in terms of educating the youth about the legacy of the slave trade, emphasizing some positive aspects of this tragic history, as well as highlighting commonalities across cultures, while the GHA project also had

a clear focus on raising youth awareness of their rich history. For instance, through the African Heritage Liberation Movement programme, as part of the GHA project, *a Manual on the Regional Dimensions and Linkages of National Liberation Movements in the SADC region*, was developed specifically targeting the youth to equip them with positive examples and attitudes vis à vis neighbouring countries' migrants⁸⁷. The WiA project also targeted young African girls to empower them. However, as previously mentioned, although young people were often the target of HMID programmes, KII revealed that the youth were not sufficiently involved as active partners, if at all, in project design or implementation.

146. In regard to the Silk Roads, many of the initiatives were seen as very effective at engaging youth. For example, for the "Youth Eyes on the Silk Roads" photo contest, in interviews, both photo contestants and other stakeholders believed that it was a very successful initiative in bringing youth together to explore the meaning of the Silk Roads. 6625 young people⁸⁸ from approximately 100 countries participated in the first photo contest in 2018-2019. Following this, a global exhibition of these photos was organized in Oman, Turkmenistan, Afghanistan, Russian Federation, UNESCOHQ in Paris and Turkey. Additionally, the majority of respondents thought that many of the youth who won and were brought to the awards ceremony were still regularly in contact sharing experiences and photos primarily through social media. Another initiative that was highlighted albeit less frequently was the Youth Forums that brought youth together to engage and learn from one another. For example, the last one in 2019 was focused on the theme of "Youth Creativity and innovation in the age of Media Arts". Because of this conference, it is believed that youth have started their own WhatsApp group and are in regular communication. The attempts by UNESCO to set-up a Silk Roads Youth Facebook page were thought by some to be outdated and not really how youth use social media. Another initiative called "The Diary of Young Explorers:

86 UNESCO operational strategy on youth 2014-2021, SHS 2014/WS/1, 2014, <https://unesdoc.unesco.org/ark:/48223/pf0000227150>, p. 8, accessed 11 March 2020.

87 The AHLMP originated during the migrant crisis in Southern Africa when migrants fled Zimbabwe to South Africa which resulted in waves of discrimination.

88 Please note that disaggregated data has not been available.

Retracing the Ancient Silk Roads” was also seen to be an innovative project. That said, it is unknown exactly who accessed the blog and how the information might actually be changing attitudes or connecting people. A newer programme, a scholarship programme titled “Reinforcing the Capacity and Contribution of Young Researchers to the Silk Roads” which will give 36 research grants of US\$ 10,000 from 2020-2022 was less frequently mentioned in interviews, not least because it is only just beginning.

147. Interviewees agreed that HMID projects that have a youth focus were successful in strengthening capacities of youth to engage on issues of culture, diversity and history in a constructive and peaceful manner. Activities better equipped them with tools and furthered their skills to mobilise their understanding of history and culture. Projects and activities also contributed to building self-esteem, and confidence. For instance, a number of respondents across the projects/initiatives stated that many of the youth engagement activities saw “increased self-confidence in children and youth” whether that be from participating in a piloting of Story Circles, learning about shared history or participating in a youth conference.
148. In survey results 67% of Member States who responded to the survey were of the opinion that UNESCO supported interventions that effectively empower and engage young people. Survey results complement KII findings that many initiatives address youth engagement and youth empowerment, as major components of the HMDI. However, many KIIs state that there could be increased participation of the youth in designing and implementing projects as well as strategies.

4.2 Capacity building

149. The evaluation found that all projects have strong capacity building components. By developing ‘new’ knowledge and skills, and making strides to disseminate those skills, projects contributed to building capacities of diverse stakeholders. In addition to youth, other stakeholders whose capacities were built include site managers on how to upgrade their memorial site, on how to tell the slave route story; school personnel such as teachers and curriculum developers on how to use newly developed pedagogical materials into their curricula; and civil society groups on how to use the Story Circles methodology. In regard to the Silk Roads Focal Points, it would be more appropriate to call the interactions between and among FPs and UNESCO knowledge exchanges and partnerships more than capacity building. The

ET found little evidence of HMID projects/initiative building capacities of decision-makers, opinion leaders and government staff.

150. In addition, the available data shows that there is a lack of adequate follow up on the capacity building activities and that the effects of UNESCO’s capacity building efforts over a medium and longer term are hardly measured. While MOST schools⁸⁹ have been envisaged as one tool to strengthen HMID capacities for stakeholders in the education community (such as teacher trainers, curriculum developers) in order to enable them to take ownership and use the products developed in the framework of the GHA programme, insufficient financial resources have so far established an obstacle for implementing dedicated capacity development activities.

4.3 Informing and guiding policy

151. The evaluation found some evidence of UNESCO interventions informing and guiding policy. Efforts have been made in the projects most notably in GHA to inform, advise and guide governments, through various channels including the African Union, to adopt resolutions to incorporate GHA materials in schools’ curricula. France and Canada are other examples of UNESCO’s policy influence as highlighted in interviews. These examples illustrate the importance of sustaining the momentum and of constantly engaging and advocating governments, and of reminding them of their commitments.
152. Nevertheless, a few issues were raised during the evaluation mostly by civil society representatives suggesting that UNESCO could do better at using its ‘soft power’ in advocating for policy changes that are founded on evidence from UNESCO research and knowledge products. For instance, knowledge has been developed, and resource books and materials have been designed on a variety of topics linked to HMID (Site Manager guide, Competency manual, Diversity, Dialogue and Sharing resource book on ICD to name a few). Yet, these documents are not systematically used to advise local officials and guide policies to promote heritage, or on developing inclusive policies.

⁸⁹ See Management of Social Transformation (MOST) Programme, <https://en.unesco.org/themes/social-transformations/most>. MOST Schools are capacity-building activities focused on enlarging the pool of qualified young professionals from different backgrounds (academia, government and civil society) for strengthening the competencies for evidence-informed decision-making in Member States.

Box 3: Case Study 3: Knowledge production and dissemination

Throughout the lifecycle of the projects/initiatives implemented within HMID, the production of knowledge has been extensive. Survey results confirm this pattern as 61% of respondents are of the opinion that UNESCO supported interventions effectively to enhance scientific research production, and 61% of survey respondents also suggest that UNESCO supported interventions effectively creating appropriate materials and resources that are used in line with the intended objectives of the project / initiative. This paragraph will focus on a few recent manuals which have been considered by most interviewees as innovative and instrumental in producing relevant and useful knowledge. Regarding the site manager resource book, all interviewees concurred in stating that this manual was timely in linking memory sites, sharing knowledge, and learning from each other. The guide enables to tell a coherent and consistent story on the slave trade, and helps site managers showcase and enhance their site. Regarding the Manual on the Regional Dimensions and Linkages of National Liberation Movements in the SADC region, the process resulting in the writing of this manual (meant to equip the youth with positive examples and attitude vis à vis other neighbouring countries' migrants) were similar to that of the curriculum adaption process in Kenya. Two key aspects had to be taken into account 1) secure political commitment of all six MS from SADC at the highest level (head of governments, state and parliament, which require many advocacy efforts), as it is a very politically sensitive initiative; and 2) to develop relationship with those working on history. A roadmap was also developed to adapt the framework of the manual with GHA contents. The WiA project also represents an example of a project not only documenting the role and positive contribution of African women to their history and societies in general, but also making use of modern communication channels to enhance its outreach and disseminate the knowledge among a wide public, especially the youth. The project makes use of modern e-learning technology (mp3, audio, video and comic strips) to facilitate access to information, and, in that light, has delivered impact at beneficiary level as evidenced by qualitative accounts of many young African girls (see under). Nevertheless, although extremely valuable and relevant knowledge has been produced throughout the HMID projects and initiative, dissemination could still be improved. Efforts have been made to make the channels more accessible to a wider public in general and to the youth in particular (WiA being a case in point, as the BBC films) yet such efforts need to be sustained, and structural, which also requires funding.

4.4 Partnerships, Fundraising, Efficiency

4.4.1 Partnerships

153. HMID depends on partnerships for the success of its programmes. The number and types of collaborations are vast and include government ministries, schools, museums, CSOs, scientists, academics, and artists to name a few. All KIIs confirmed that UNESCO's 'convening' power is extremely valuable when implementing activities focused on peace and sustainable development. Most KIIs also revealed that partners involved in projects/initiatives were highly relevant, knowledgeable and played a great role in projects. For instance, the ISC of GHA and the Slave Route project were composed of well-known and reputable scientists and historians; the Silk Roads have a number of relevant thematic academic experts as Focal Points; and IDRC has cultural, dialogue and intercultural dialogue experts engaged in programming design and implementation. Nevertheless, a few interviewees stated that they thought UNESCO could be more focused and strategic in building corporate and national level partnerships linked to HMID and strengthen its communication about partnerships. This highlights the need for development and implementation of an HMID related corporate partnership strategy.
154. By and large partnerships are seen as useful and positive. Nevertheless, some KIIs suggested that, in a few cases, the intensity of engagement, and the results of the partnership itself, could have been stronger if more sustained. Concerning GHA and Slave Route project, this was especially the case for artists and museum. As a museum director suggested, "I was invited a couple of times to meetings, which were interesting, but that was it. I wish UNESCO had used my museum to disseminate knowledge."
155. Individual level networks have been built among Member States, Focal Points and activity participants as was demonstrated in interviews with those who participated in programmes such as the photo contest and in conferences that involve both government officials as well as academics. These connections and partnerships are useful to raise the awareness of certain cultural heritage issues as well as developing new programming ideas. As previously mentioned, one issue that was raised by a number of respondents inside and outside of UNESCO is that engagement between UNESCO HQ and in UNESCO field offices with project partners could be

much stronger and more effective. This would help to raise awareness, impact, and effectiveness if they were better aligned with each other.

4.4.2 Fundraising

156. In terms of funding partnerships, UNESCO interviewees confirmed that most projects rely primarily on extra budgetary allocations from diversified sources. The Silk Roads Programme also attracts major extrabudgetary allocations but only from a small number of Member States.⁹⁰ While this is a confirmation of some Member States' significant interest in the Programme, a few respondents perceived a potential risk that this may lead to activities being driven and influenced by only a limited number of Member States. Many interviewees both within and outside of UNESCO saw a need for greater diversification and broadening of funding sources and donors including through strengthening fundraising activities with external partners such as from the private sector. A first step to achieving this would be in designing and having in place fundraising strategies for each project/initiative under the umbrella of a fundraising strategy for HMID as a thematic strand.
157. The private sector oftentimes shows interest in initiatives that link to diversity and the promotion of inclusion, cultural heritage or other areas that show a commitment to fight racism and promote diversity and inclusion in the workforce, and in broader communities. However, partnerships with companies to sponsor project activities or fund core programmes have so far been little explored, while these could significantly contribute to some level of budgetary stability.
158. Similarly, linked to fundraising, the ET also identified the issue of systematically capturing, documenting, and communicating the many results achieved through all HMID projects/initiatives. Consistent monitoring of results, aggregating them to higher level achievements, and documenting would help attract 'new' donors, including the private sector.

4.4.3 Efficiency

159. Concerning efficiency, many projects, activities experienced delays. The evaluation noted one or more of the following reasons for delays in specific projects/activities: highly participatory processes, heavy administrative and layered processes for approval in UNESCO, and slow internal publication processes.
160. Regarding the functioning of the GHA and Slave Route ISC for instance, a few UNESCO staff interviewed stated that while the involvement of the ISC was instrumental in ensuring both projects' success (in terms of scientific relevance, outreach and effectiveness) ISC members were sometimes implicated in direct project management, which was the responsibility (and mandate) of UNESCO staff. This 'dual' ISC involvement (scientific contribution plus project management) was also identified as one of the reasons why both projects experienced delays.
161. As previously mentioned, collaboration between HQ and some FOs has not always been considered efficient. In a number of interviews with FOs, it was stated that planning happens separately both in Paris and in the field and these strategies are not aligned. In other cases, it was mentioned that a project will happen in a country with the HQ tasking the FO office with logistics and not really involving the Office in the design of the content. Additionally, centralization of decision making and of funding was mentioned as contributing to inefficient project management (i.e. inadequate information provision, absence of coordination mechanisms).
162. The ET also noted the absence of SMART indicators (and goals) to properly monitor activities, and results. This applies to most, if not all, projects, initiatives, and activities implemented within HMID. Given the wide range and different types of activities implemented throughout HMID, i.e. capacity building, youth engagement, government advocacy, awareness raising, producing research, documenting history, designing SMART goals and indicators at project level would likely facilitate monitoring and possibly enhance coherence as well as measuring impact.

⁹⁰ Including: People's Republic of China, Republic of Kazakhstan, Federal Republic of Germany, Sultanate of Oman, and Republic of Azerbaijan.

5. Main lessons learnt

- 163. Networks and partnerships are the foundation for wide outreach:** It was seen in all four projects/initiatives that working through networks and a wide diversity of partners allows UNESCO to have a broader reach than would otherwise be possible given the time and resource constraints. UNESCO has a unique convening power with a potential of linking a wide range of diverse organisations and stakeholders (universities, educational centres, governments, other UN agencies, civil society NGOs, as well as the private sector). Some stakeholders such as from civil society groups wished the interactions with UNESCO had been more structured and sustained to ensure longer-term impact.
- 164. Government buy in works best when secured early and at the highest level** in initiatives: continuous and regular engagement of key government agencies throughout the life of a project worked best when built-in. However, when Member States approve an initiative, it does not mean that they will necessarily engage in it as has been the case with some Member States in their engagement with IDRC. Similarly, sensitisation of governments about the need for their participation in terms of their financial contribution and/or in-kind, such as hosting meetings, as well as the potential benefits that would accrue at the national and collective (sub-regional and regional) levels is important as is managing expectations in regard to the level of the support. For example, with regards to GHA and the Slave Route government buy in could be facilitated by including Member States representatives with adequate profiles in the respective ISCs.
- 165. History and Memory can be used as a tool to educate on peace and promote development.** Sustainable Development is not a new concept, already in ancient times, there were efforts and local knowledge developed to fight against droughts, to alleviate poverty. As a professor in Dakar suggested, “development knowledge from the past can be very relevant for the present.” In that light, it is crucial to utilise the potential of interdisciplinary work, for example with the ED sector, for integrating the HMID knowledge into regular curricula for teacher training and school curricula. This can also be seen through the manual on “Writing Peace” which educates students both on the historical shared origins of peace as well as on cultural interdependencies. “Writing Peace” was distributed through UNESCO’s Associated Schools Network (ASPnet) which has over 11,500 associated schools in 182 countries and which focused on translating international understanding, peace, intercultural dialogue, sustainable development and quality education into practice.
- 166. It is important to maintain an open mind** when debating the consequences of ‘painful’ memories (such as the Slave Route) and to also show the ‘positive’ aspects it brought about in terms of commonalities, such as culture and music spread throughout many continents. Emphasizing a common past helps build healthy relationships across cultures.
- 167. Knowledge is not static and needs constant improvement/revision.** It is crucial to include new sources and new perspectives. All geographical areas deserve the same attention. Some respondents criticized the emphasis of certain volumes on the African conquests as a channel to convey a positive past, instead of focusing on other aspects (such as environment protection, local livelihoods, health, urbanization, community building). Inclusion of new themes is also important as the writing of History of Africa should not only be chronological but multi-disciplinary. It is also important to write GHA in indigenous African languages (and not ‘only’ in the official languages)⁹¹.
- 168. The art world is crucial to expose the general public and youth in particular to alternative narratives.** The arts enable the dissemination of knowledge to a broader audience, and to present ‘unusual and current’ perspectives on complex themes. Examples include, the photographs displayed through CHAM⁹², a photography project linked to Slave Route, portrays Africa in an ethical way, free from colonial bias, with an African lens. Documenting issues as the slave trade with images which do justice to African realities, is essential when considering the power of images. Additionally, the Silk Roads used film as a way to reach the public in the documentary, “Women of the Silk Roads.”⁹³ The arts can be a way of

91 In early stages of the GHA project, editions had been published in Kiswahili, Fulfulde and Hausa.

92 <http://www.nicolalocalzo.com/en/the-cham-project/>

93 <https://en.unesco.org/silkroad/events-festivals/special-event-role-women-silk-roads>, accessed 11 March 2020.

opening up channels for dialogue to discuss difficult issues because it can convey knowledge through connecting the mind and emotions. The significant impact of art production, dance, films, and photo exhibitions on youth as well as other groups strongly resonated throughout the evaluation.

169. **Gaining in-depth knowledge about the underlying processes for effective intercultural dialogue** is crucial. Stronger and more coherent theories of change would help to link project activities and long-term change. Contact theory⁹⁴, which provides the inspiration of HMID programmes, works in certain circumstances, but designing and regularly reviewing a ToC would help to explicitly articulate when, where, and how does intercultural dialogue work.
170. Related to the above, **systematic monitoring of HMID activities**, capturing, documenting and communicating results will not only enable to better grasp the mechanisms by which ICD is effective, it would also help raise visibility and external funding. Improving monitoring (i.e. building linkages between ER monitoring, project monitoring and high-level ToC monitoring) as to clearly and structurally identifying results at the different levels is necessary. For instance, the updating of volumes, or the production of knowledge may be considered a goal in itself, however these are also (essentially) outputs that serve to achieve a 'greater' goal (at outcome level).
171. **Momentum is key:** This emerged clearly in both the research on intercultural dialogue for IDRC as well as in the re-writing the curriculum in Kenya. For the former, there was keen and immediate interest from UNESCO internally as well as from organisations such as the World Bank Group, to have sound evidence on measuring effective intercultural dialogue. For the latter, Kenyan authorities were already engaged in the rewriting of their school curricula which provided UNESCO with the opportunity to share the GHA pedagogical materials to the Kenyan Curriculum Development Institute.
172. **Political, technical and community buy in are essential when adapting school curricula:** The experience of Kenya highlights the importance of having technical, political support and support from the grassroots level. Such wide-based

commitment is instrumental to guarantee that the curriculum will be properly designed, used in the classroom, and accepted by communities. Curriculum adaptation is a very long and tedious process whereby timing is essential.

173. **Addressing inequalities is one of the main themes through which UNESCO can contribute to SDGs.** Building a better understanding of the history of unequal patterns of access to resources, to education, to economic and social assets or to health, is an entry point through which UNESCO can add value to current development debates that are associated with the SDGs. For instance, UNESCO could capitalize on lessons drawn from flagship projects and turn them into policy documents meant to inform and guide the realization of particular SDGs.
174. **Better synergy with other sections/Programme Sectors is a precondition for enhancing impact.** Dialogue and peace are not exclusively an SHS theme: they reach across and concern all UNESCO Programme Sectors; for example, there are strong interlinkages with Education and similarly, Culture works with 'memory' through the World Heritage sites. There is a need to build a common narrative across UNESCO so there is coherence and understanding on the shared vision for mobilizing memory, interpreting memory and history as vehicles that promote dialogue and peace.
175. **Coordination with Member States and with other UN agencies is key.** Traction with Member States can be challenging as commitments are not always translated into concrete actions. For example an Action Plan can be too generic, to ensure everybody's buy in. Activities/projects within the framework of Decades need to be concrete and agreed upon.

⁹⁴ In social sciences, the *contact* theory suggests that intergroup *contact* can effectively reduce prejudice between different group members. Gordon Allport is one of the founders of the theory. He refers to four conditions, or enabling factors, which are likely to reduce inter group tensions, namely: equal status between groups, common goals, cooperative work (i.e. 'doing things' together) and institutional support.

6. Overall Conclusions

176. This evaluation concludes that HMID, as a thematic area under which flagship projects and initiatives have been undertaken, is highly relevant and quite effective in that it produced many significant results, such as creating a culture of pride of their history among the youth, breaking the silence around the slave trade and its consequences, building capacities of youth through equipping them with intercultural competencies and skills, mobilizing knowledge around a common past and shared history, as shown by evidence presented throughout this report. While the evaluation revealed that UNESCO has achieved important results, in terms of increased HMID capacities and policy influence, other areas such as research and knowledge creation are still to evolve and the potential of UNESCO's contribution to the Agenda 2030 through HMID initiatives has not yet been made fully explicit. Furthermore, HMID currently lacks coherence across its various workstreams, which coupled with limited resources limits its visibility and effectiveness.
177. Concerning internal coherence, HMID projects and initiatives are aligned with UNESCO's strategic objectives, and strategic documents (C/5, C/4), as well as Expected Results, ER 2 (mobilizing knowledge), and ER 3 (fostering ICD and engaging youth for peaceful societies). Nevertheless, the actual contribution of HMID projects and initiatives could be articulated in a stronger manner within the ERs.
178. Alignment of HMID projects with UNESCO's global priority Gender Equality was not found to be very strong. Most HMID projects are gender sensitive at best, but not gender responsive or gender transformative, with the exception of Women in Africa and Women of the Silk Road.
179. HMID bears a significant potential for intersectoral work and is deemed necessary by all relevant stakeholders. While the evaluation found several examples of successful intersectoral collaboration within HMID such as Women in Africa, and African Heritage Liberation Movement programme (AHLMP), collaboration between Sectors remains a challenge in practice. Competition for funds and administrative structures (including vertical planning and reporting lines) are the main barriers to intersectoral collaboration. More cooperation is thus needed between Sectors, especially between ED and SHS, and between projects/initiatives.
180. Regarding external coherence, HMID projects and initiatives are clearly aligned with Member States priorities, although Member States would appreciate their stronger engagement and tighter communication channels in the implementation. HMID projects and initiatives are aligned with the Agenda 2030, mostly SDG 4 (quality education), SDG 10 (reduced inequalities) and SDG 16 (promote peaceful and inclusive societies). Nevertheless, UNESCO's contribution through HMID initiatives to the Agenda 2030 and specific SDGs could be articulated more explicitly. Matching existing SDG targets and indicators with HMID project indicators is necessary for measuring and demonstrating such contributions. So far, the alignment is often considered more of a box ticking exercise.
181. Concerning partnerships, all HMID projects and initiatives have collaborated with a wide variety of diverse partners, ranging from schools, museums, CSOs, scientists, academics, to artists. UNESCO is known and highly considered by partners to be a global cultural, educational and scientific organization and resource centre with global outreach and enormous capacities to build bridges and create linkages. By the general public, UNESCO is most known for its work in culture and the Organization can identify more opportunities to use culture as an entry point for memory and history to promote peace and inclusion in a role of a broker/mediator and in an interdisciplinary fashion.
182. Engagement with Member States, and partners such as artists, museum directors, NGOs and schools could be strengthened such as through a more continued provision of information and closer involvement of partners in decision making and in project implementation, an issue that was expressed by many respondents. Some even alluded to missed opportunities as, for example, relationships with museums could have been sustained and used structurally as a channel for knowledge dissemination.
183. Concerning the effectiveness of the projects under HMID, most have achieved their set goals to a considerable extent, as evidenced by the silence broken, the recognition of the consequences of the slave trade, shared heritage among the Silk Roads and the commonalities of different cultures. However, the extent of the

outreach across all stakeholder groups and the general public and sustainability of those achievements remains to be determined. Knowledge has been produced and efforts have been made to disseminate the knowledge products (such as the development of pedagogical materials and of manuals), yet further strides need to be made to increase the outreach and use of these materials beyond the established target groups i.e. ministries, academia and formal schools to also engage local communities. In the same line of thought, modern communication technology, such as web platforms, film clips, media and social media, but also comic strips, can be used to reach out to wider audiences, the youth in particular, outside of formal channels.

184. While most projects had reached their goal/objective (or are in the process of doing so), defined project goals and relevant indicators were not considered as SMART, and monitoring not performed in a systematic and structured manner, thus hindering the identification, documentation and communication of results at different levels.
185. Capacity building is strongly embedded in HMID projects, mostly focussing on youth. Through the HMID projects, youth were equipped with knowledge, tools and skills which enabled them to appreciate other cultures. By cultivating and mobilizing history, the projects also contributed to improving the self-esteem and confidence of young people. Other stakeholders whose capacities were also built were site managers and educational personnel. The evaluation found little evidence of HMID projects/initiatives building capacities of decision-makers, opinion leaders and government staff. Additionally, in some cases, such as through Focal Points networks, the focus is more on exchanging knowledge and sharing which builds trust and relationships as a form of soft capacity building within certain groups including regional and international academic circles, students, Member States, and those working in Cultural Centres such as museums.
186. Concerning policy influence, efforts have been made to advise, guide and influence governments. In the case of GHA, advocacy work contributed to the African Union adopting resolutions to incorporate GHA materials in schools' curriculum and France committed to integrating GHA materials into school curricula. Nevertheless, all research and knowledge produced could be used more systematically to feed into informed decision making and advise government policy (such as on upgrading memorial sites, on developing policies to promote heritage, on developing inclusive policies).
187. Most causal linkages and assumptions underlying the ToC have been validated to a great extent by the evaluation based on the information gathered during the evaluation process, although the evidence gathered is mostly qualitative, and anecdotal. For instance, when instilling a culture of pride in youth, making them more conscious and aware of their past, they are better equipped to positively engage with others. While most assumptions were confirmed as valid, they need to be continuously tested, monitored and revalidated on a regular, and rigorous basis, and applied in different geographic and cultural settings to enhance learning and better harness opportunities for replication.

7. Recommendations

188. This section presents the 'high level' strategic recommendations relevant for HMID as a thematic area. However, the evaluation also identified a number of possible recommended action points specifically related to each project/initiative which are presented in Annex 5.

Recommendation 1: Position HMID strategically towards external stakeholders based on UNESCO's comparative strengths highlighting the SDGs, the 2030 Agenda and the African Union's Agenda 2063.

Addressed to: UNESCO SHS Senior Management

189. *Possible action points include:* Develop a corporate narrative for HMID by making better use of UNESCO's comparative advantage in mobilizing history and memory as a vehicle for inclusive development and for peace; and developing indicators linked to the 2030 Agenda to track and communicate progress. Emphasizing UNESCO's convening power and global leading role in creating knowledge linked to HMID, to pursue the 2030 Agenda (serve as an 'intellectual' and scientific, non-partisan knowledge broker) and the AU Agenda 2063. Possibly 'addressing inequalities' (i.e. leaving no one behind) as one of the entry points through which UNESCO can contribute to SDGs. Building a better understanding of the history of unequal patterns of access to resources, to education, to economic and social assets or to health, is an entry point through which UNESCO can add value to current development debates associated with the SDGs. For instance, UNESCO could capitalize on lessons drawn from flagship projects and turn them into policy documents meant to guide the realization of particular SDGs.

Recommendation 2: Position HMID internally, to gain more visibility as a thematic area within a more interdisciplinary perspective including through focus on policy work in cooperation with other Sectors and Field Offices.

Addressed to: UNESCO SHS Senior Management, in cooperation with senior management of other Programme sectors, the Sector for Priority Africa and External Relations (PAX), the Division for Gender Equality, and Field Offices

190. *Possible action points include:* Developing systems that promote and incentivise collaboration to improve coherence and enhance impact. Positive examples between sections, Sectors and in teams, should be studied, key factors, or determinants of intra- and cross sectoral collaboration should be identified and nurtured. Building intersectoral working groups with a clear mandate and providing a budget to implement flagship programmes, fostering a culture of working inter-disciplinarily. Links between sectors should be made structural. For example, Education, which works on Global Citizenship Education also has a component on ICD and therefore should work in synergy with SHS to promote intercultural competencies. Furthermore, as disseminating knowledge in schools is vital, it is crucial to build more synergies with the ED sector⁹⁵.

Recommendation 3: Develop a strategy for HMID as a thematic area and ensure adequate governance and administrative coherence for the HMID portfolio.

Addressed to: UNESCO SHS Senior Management, and key programme staff within the respective sections in HQ and FOs.

191. *Possible action points include:* Through a strategic process that is collaborative and leads to clear shared objectives and indicators that can be achieved collectively, a comprehensive strategy should be developed and implemented over the next five to ten years. The strategy should address current administrative challenges and suggest a plan of how to overcome or manage them. A long-term strategy connected to both HQ and FOs programming would reduce the risks linked to lack of strategic level commitment, unrealistic programmatic expectations, and lack of coherence in decisions making,

⁹⁵ The education sector was involved quite extensively in the development of the GHA pedagogical materials (participating in the Tripoli meeting, sharing of information, receiving updates from project progress, providing input), it is however not clear to what extent it will be involved in the implementation phase of the GHA pedagogical materials (i.e. dissemination to schools and incorporation in curricula).

Recommendation 4: Focus on innovation and foresight through research and knowledge creation.

Addressed to: UNESCO SHS Senior Management and key programme staff within the respective SHS sections in HQ and FOs.

192. *Possible action points include:* Exploring new themes, new ways of promoting intercultural dialogue work through policy and research. A number of potential new areas of work were mentioned in this thematic area. Renewing and refreshing areas such as the history corpus, attach more importance to current transformations such as political, socio-economic and cultural that are currently taking place globally and specifically in Africa and in Asia. This would help to make history relevant for present times looking at issues such as climate change, migration, youth in urban areas, state formation, governance, globalization, child soldiers, and the role of women in conflict. Using research findings and knowledge to determine advocacy messages and create strategic plans for taking these policy message further including identifying who in Senior Management is best placed to lead these initiatives. The recent integration of the GHA into the MOST Programme (Management of Social Transformation) will further facilitate the focus on innovation and research.

Recommendation 5: Take a more strategic approach to engaging in partnerships and fundraising.

Addressed to: UNESCO SHS Senior management in cooperation with the Bureau of Strategic Planning (BSP).

193. *Possible action points include:* Establishing a cross-sector working group to develop fundraising strategies for all major projects/initiatives under HMID as a thematic strand of work. These should include potential corporate and external funding sources to help ensure continuity of project activities. UNESCO's Structured Financing Dialogue can be used as a tool to broaden and diversify HMID funding. In order to facilitate the design of this fundraising strategy, a clear focus and agreed priorities within HMID will be crucial. Similarly, activities should be more explicitly connected to wider UNESCO priorities rather than driven by individual donors or Member States. Better coherence of activities within the wider UNESCO framework could also help breakdown competition and silos. This requires among other oversight and coordination from the partnership unit within the Bureau of Strategic Planning, and the development of fund matrices to enable proper monitoring and

relationship management to avoid submitting proposals, developed by different sectors, separately to the same donor. In the same line of thought, it is strongly encouraged to engage the private sector more consistently and systematically. Building partnerships with companies to sponsor project activities or fund core programme would contribute to some level of stability. Additionally, it could be interesting to propose projects/programmes to the private sector that link to diversity and the promotion of inclusion, cultural heritage or other areas that show a commitment to fight racism and promote diversity and inclusion in the workforce, and more broadly in communities.

Recommendation 6: Strengthen the multi-stakeholder approach to include governments, Member States, universities, NGOs, private sector and communities in HMID initiatives.

Addressed to: UNESCO SHS Senior Management.

194. *Possible action points include:* UNESCO should use its convening power to engage with all types of institutions, formal and informal, private and public to create spaces, virtual and physical, for multi-stakeholder and intercultural dialogue. For example, through these linkages, UNESCO could explore the possibility of being involved in mediation using memory, history and culture. Cultural aspects are fundamental in mediation: by documenting and understanding history in a generally accepted and 'objective' manner, different perspectives are brought to the fore, which gives credibility to play a mediation role. In the same line of thought, research undertaken by UNESCO should be mixed, i.e. involving academics, but also practitioners, artists, and grassroots organisations. Enlarging the partnership portfolio, engaging with communities, with cities, so as to be closer to citizens, is also a possibility to be further explored. As a concrete action point, it is recommended to ensure better information provision and continued sharing of materials with stakeholders. This needs to be systematic and through targeted channels, beyond providing access through a shared repository. It means updating stakeholders and systematically engaging them in a way that works for the project/initiative and the stakeholders and be clear from the beginning about how engagement is going to look. Within strategic partnerships, another concrete action point could also be to increase advocating activities vis à vis governments: It was noted a number of times that UNESCO has the access and the information to influence policy change and to remind Member States of their commitment. For example, UNESCO could advocate

with Ministries of Education to require schools to visit memorial sites or to promote policy change when it comes to preserving cultural heritage.

Recommendation 7: Involve youth more systematically in project design and implementation and modernize communication channels that are attractive to Youth.

Addressed to: UNESCO SHS Senior Management, and key programme staff within the respective sections in HQ and FOs in cooperation with the Division of Public Information.

195. *Possible action points include:* Creating a network of youth leaders to be actively involved in the strategic direction of HMID youth programming. Engaging youth will be facilitated by adapting SHS and corporate UNESCO systems and platforms including how UNESCO uses and engages with technologies, monitors technology and uses social media with the aim to attract Youth. In that light, it is critical that UNESCO modernizes information channels and tools to disseminate knowledge more effectively. While having the document repository online is a real strength, finding and using information – engaging with it, has been found outdated and in need of a revamp. The already ongoing redevelopment and modernising of the Silk Roads Online Platform demonstrates an opportunity for such renewal. Using social media, comics, MP3, and audio clips to better reach audiences are among the tools that offer opportunities for reaching out to Youth and will help improve the engagement of youth. A dedicated virtual / web / social media strategy could be part of the wider UNESCO communication strategy or a standalone strategy.

Recommendation 8: Embed gender equality more consistently in HMID projects.

Addressed to: UNESCO SHS Senior Management and key programme specialists in cooperation with BSP and the Division for Gender Equality.

196. *Possible action points include:* Making gender equality an integral part of intercultural dialogue including through promoting a dialogue on gender equality across and within cultures as well as ensuring activities are not only gender sensitive but gender responsive and/or gender transformative. While projects/initiatives do include gender components in programme documents and activities, gender mainstreaming should become more systematic and issues related to gender equality and diversity could be addressed more explicitly and support the

operationalization of gender equality in project planning and implementation, together with implementing partners, networks and Member States.

Recommendation 9: Strengthen HMID monitoring systems and apply a ToC methodology systematically.

Addressed to: UNESCO SHS in cooperation with BSP.

197. *Possible action points include:* Applying a ToC methodology from project inception, and define indicators against which change can be measured and monitored will improve the ability to better track and document impact. Currently, changes are captured but rather inconsistently and in an anecdotal manner. Tracking changes, especially behavioural changes can be difficult, and requires systematic processes such as regular monitoring and surveying behavioural and mentality changes. UNESCO should systematically collect and consolidate the wealth of achievements made within HMID (i.e. success stories), document them, and share them with a vast audience as to increase visibility and build a track record. This will also support the fundraising strategy. This requires generating and collecting data at all result levels (output, outcome and impact) based on SMART indicators and using them systematically in the monitoring and reporting on more meaningful indicators that speak to Agenda 2030 targets. In addition, UNESCO could strengthen its monitoring framework and documenting of capacity building activities over time, in order to identify what are the enabling and multiplying factors and which factors potentially diminish the sustainability of the developed capacities.

Recommendation 10: Expand capacity development activities to include exchanges and sharing with a broader range of stakeholders

Addressed to: UNESCO SHS key programme staff at HQ and in the field.

198. *Possible action points include:* Involving opinion makers and government officials in capacity development activities and exchange activities will strengthen the overall HMID outreach and will also help create traction among governments in both making commitments and upholding them. Also acknowledging that those stakeholders and beneficiaries UNESCO works can “transmit” to others and act as multipliers, thus sharing the “burden” of developing capacity creates a culture of shared learning. Strengthening capacities and commitments at all levels of governments to achieve SDGs related to HMID, such as pushing for the integration of pedagogical materials into the curricula or promoting a culture of dialogue.

Recommendation 11: Align resources with expectations and in line with the level of priority granted to the thematic area HMID.

Addressed to: UNESCO SHS Senior Management, in cooperation with BSP.

Possible action points include: In future strategic planning and budget processes, it is critical that financial and human resources are adequate and in line with the level of priority set by the Organization for the thematic field in order to meet the expectations of Member States for UNESCO's work related to HMID. Matching between resources and programmatic expectations from Member States, UNESCO teams, and partners, will lead to realistic objective setting and avoid unnecessary tensions for those responsible for implementation and for achieving set objectives.



8. Annexes

- Annex 1: Terms of Reference
- Annex 2: Key Documents consulted
- Annex 3: List of stakeholders interviewed
- Annex 4: Theory of Change for the thematic area HMID
- Annex 5: Project/Initiative specific recommended action points
- Annex 6: C/5 Expected results pertaining to HMID
- Annex 7: Consultants bio data

Technical Annexes

available on request at ios@unesco.org

- Annex 8: Evaluation Matrix
- Annex 9: Key informant Interview Questionnaires
- Annex 10: Survey Questionnaire
- Annex 11: Results from the Surveys



Annex 1: Terms of Reference

Evaluation of UNESCO's work in the thematic area of History, memory and intercultural dialogue for inclusive societies

1. Background

1. Under the Social and Human Sciences (SHS) sector, UNESCO has implemented several programmes in the thematic area "History, memory and intercultural dialogue for inclusive societies". The goal of this work is to favour mutual understanding and to spur greater intercultural dialogue and contact through the improvement of access to memory and history, in favour of an inclusive society, i.e. a society in which everyone belongs. We live in a world more and more interconnected, but this does not mean that we really live together, hence, this programme aims to raise awareness and engage the general public regarding the common heritage, plural identities, and the shared history and values of people with different cultural backgrounds.
2. One of UNESCO's fundamental missions and action is to promote mutual knowledge and understanding, therefore, collecting history and memory is crucial in order to enhance a culture of tolerance and "unity-in-diversity". In line with the International Decade for the Rapprochement of Cultures (2013-2022) and its [Action Plan](#), the main objective is to "promote mutual understanding and respect for diversity, rights and equal dignity between peoples, through intercultural dialogue and concrete initiatives." As the lead United Nations agency for the implementation of this Decade, UNESCO has ensured its Secretariat and coordination function, whereby it liaises with all relevant partners and stakeholders for the implementation of activities and the sharing of information. It has also implemented a number of initiatives aiming to promote intercultural dialogue such as a Global Data Project to map and measure intercultural dialogue among Member States, research projects in the field of intercultural dialogue in partnership with UNESCO's networks, and the development of educational materials in intercultural competencies and peace.

3. In view of overcoming intolerance, enhancing the awareness of the contributions of the different cultures and civilizations to the general progress of humanity, of the common heritage formed along historical routes, and to a better understanding of the manifold legacies of the slave trade and slavery, UNESCO has been implementing several projects that have as primary objectives promoting dialogue and the rapprochement of cultures. These projects, which are implemented within the framework of the International Decade for the Rapprochement of Cultures (2013-2022) and the International Decade of Peoples of African Descent (2015-2024), include:
 - The Slave Route Project: Resistance, Liberty, Heritage
 - The Phase II of the General History of Africa project
 - The UNESCO Silk Road project
4. The Slave Route Project, the Phase II of the General History of Africa Project and the Silk Road Project were launched long before the Decade for the Rapprochement of Cultures (2013-22) for which UNESCO is the lead agency. They contribute to it thanks to their converging goals within UNESCO's global mandate. The Slave Route Project and the General History of Africa Project, contribute to the International Decade for People of African Descent (2015-2024), for which the Office of the United Nations High Commissioner for Human Rights (OHCHR) is the lead agency.

Human and Financial Resources

5. While other UNESCO Programme Sectors, some more directly than others, contribute to the goals of the above initiatives, the overall coordination lies with the SHS Sector. The following information therefore only represents the resources of the SHS sector.
6. In terms of human resources, 13 full-time staff at UNESCO Headquarters currently support the *History and Memory for Dialogue Section and Intercultural Dialogue Section* of the SHS Sector. An additional 19 full-time professional posts that further support the programme on a part-time basis are located in UNESCO field offices¹.
7. In terms of financial resources, expenditures from both Regular Programme and Extrabudgetary sources for the 2014-2017 period² equalled US\$ 7,168,000. This corresponds to the relevant Expected Result area³ "Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue."

Regular Programme and Extrabudgetary resources in 2014-2017 (in thousands US\$)

Regular budget (staff and activities)		Extrabudgetary resources	
37 C/5* (2014-2015) expenditure	38 C/5 (2017-2018) expenditure	37 C/5 (2014-2015) expenditure	38 C/5 (2017-2018) expenditure
1,817	968	1,762	2,621

(Source: Analytical Programme Implementation Report (2014-2017), 204 EX/4 Part I, page 63.

*The amount corresponds to Expected Result 5 of Major Programme IV (Culture) where the programme was anchored prior to its transfer to SHS.

- 1 39 C/5 Approved, Major Programme III, SHS Organizational Chart
- 2 Note: final expenditures for 2018 are forthcoming.
- 3 Expected Result 5 from 37 C/5 (2014-15) and Expected Result 4 from 38 C/5 (2016-17).

Rationale for Evaluation

8. UNESCO's leadership in promoting a culture of peace through the aforementioned initiatives are essential to delivering on the Organization's core mandate and mission. Moreover, the strategic relevance of UNESCO's work in this field is an important contribution to Agenda 2030 as it relates to the role of intercultural dialogue in promoting peaceful and inclusive societies.
9. Despite the importance of this field of work, UNESCO's recent efforts have not been subject to external evaluation. Furthermore, the timing is opportune to undertake a mid-term review of UNESCO initiatives contributing to the International Decade for the Rapprochement of Cultures (2013-2022) and the International Decade of Peoples of African Descent (2015-2024). Hence, the UNESCO Internal Oversight Service (IOS) Evaluation Office, at the request of the Social and Human Science Sector, is conducting an external evaluation of this thematic area as part of the UNESCO corporate biennial evaluation plan.

2. Purpose and Scope

Purpose and Use

10. The main purpose of the evaluation is to take stock and assess the relevance and effectiveness of UNESCO work in the thematic area "History, memory and intercultural dialogue for inclusive societies", in particular its contributions to the outcome of strengthening Member States' commitments to global agendas in favour of inclusive, sustainable and peaceful societies. It shall also provide evidence-based recommendations to UNESCO's senior management to inform the development of future strategies and programming (*cf 39 C/5 Expected Result*), particularly for the development of the next Medium-Term Strategy (41 C/4).
11. As such, the evaluation purpose has both retrospective and prospective elements. It is retrospective in that it seeks to learn what has worked in the past, why and under what circumstances, and prospective in that it seeks to gain insights and lessons with a view to informing UNESCO's future strategic positioning and programmes.
12. The primary users of the evaluation are UNESCO's senior management, in particular within the Social and Human Sciences Sector, and programme staff responsible for the design and implementation of projects, including in other programme sectors involved in implementation. UNESCO's Executive Board is expected to use the evaluation findings and recommendations in their role of overseeing the management of UNESCO's programme and budget. UNESCO senior management is also expected to use the evaluation findings and lessons as an input to the next Strategic Results Report (due in 2020) in addition to the next quadrennial programme and budget (2022-2025). Furthermore, the evaluation is expected to serve as an important learning exercise for UNESCO staff and partners involved in the implementation of the above-mentioned initiatives.

Scope and Evaluation Questions

13. The evaluation will examine UNESCO's work in this thematic area over the past three biennia i.e. 2014 – 2018. Its findings and recommendations should serve as useful inputs to the formulation of the upcoming 2020-2021 programme (40 C/5). The evaluation will consider programming from all funding sources (regular programme and extrabudgetary) and it will have no specific geographic limitations.

14. A select number of key overarching evaluation questions are formulated below for each of the initiatives. However, prospective bidders are requested to elaborate additional questions in their technical proposals in response to these Terms of Reference. The final list of evaluation questions will be agreed upon in consultation with the evaluation reference group during the Inception Phase.

Crosscutting questions

15. The following questions are relevant to all of the above initiatives:

- To what extent do the initiatives have coherent Theories of Change? How are they connected with UNESCO's C/4 objectives and C/5 Expected Results?
- How does the work under this thematic area contribute to the SDGs? What are some of the future entry points?
- To what extent did the initiatives effectively address UNESCO organizational priorities Gender Equality and Priority Africa in e.g. by integrating relevant approaches into the design and implementation of various activities?
- How have the projects and initiatives involved youth in their design and implementation?
- How effectively has the Project built strategic partnerships and collaborative alliances with relevant stakeholders (Category II Institutes and Centres, UNITWIN/UNESCO Chairs, government, donors, youth organisations, private sector) and how have they contributed to attaining the projects' outcomes? How can partnerships be better leveraged in the future?
- To what extent have partnerships been developed to assist in mobilizing financial resources? Is an adequate resource mobilization strategy in place?
- How have the initiatives made effective use of UNESCO's comparative advantage of intersectoral and multidisciplinary approaches? Do the initiatives link with and contribute to other initiatives within the Programme Sectors? What lessons can be drawn that might inform other similar UNESCO initiatives?
- What are the respective roles of Headquarters and field offices (in the design, delivery and management of activities) and to what extent are these functions complementary?

- How are the initiatives monitored? To what extent is monitoring data informing the future implementation of projects?
- How should UNESCO strategically position itself in light of its comparative strengths in order to meet the needs of its Member States and in order to contribute to the relevant goals and targets of the 2030 Agenda?

The Slave Route Project

- What outcomes have been achieved, especially concerning the project's stated objectives e.g. to contribute to a better understanding of the slave trade and slavery, shed light on their legacies in contemporary societies? What factors have influenced the achievement or non-achievement of expected outcomes?
- To what extent are the conditions now in place to ensure the sustainability of the project? Phase II of the General History of Africa Project
- To what extent have Member States (especially in Africa) used / adapted the contents of the work of GHA into curricula and school teaching?
- What level of political commitment have been obtained especially from African Members States for the use of the pedagogic materials developed within the project?
- What organisational structures and mechanisms have been put in place for the achievement of the goals of this project?
- What lessons can be drawn from the Project and how should these lessons inform future UNESCO programming, including for other regional and general histories?

The UNESCO Silk Road Project

- What have been the results of the first phase of the UNESCO Silk Roads project?
- To what extent has the project succeeded in raising awareness about the importance of the Shared Heritage of the Silk Roads and its potentials for the Intercultural Dialogue and peace?

- To what extent are the various materials available on the Online Platform appropriate for promoting dialogue and improving access to knowledge (e.g. the Knowledge Bank, maps and other online content)? What mechanisms are in place to monitor the use of the various tools and to what extent is this data being used to improve the platform?
- To what extent has the project succeeded in undertaking further research on the Shared Heritage of the Silk Roads based on innovative approaches?

International Decade for the Rapprochement of Cultures

- How effectively has UNESCO performed its global leadership and coordination role for the International Decade? What are UNESCO's relative strengths and weaknesses in this regard?
- What have been UNESCO's contributions to the outcomes associated with the IDRC, in particular in mobilizing various national and international actors to take concrete steps that advance social inclusion and intercultural dialogue?
- To what extent has the Decade acted as a catalyst for new initiatives, partnerships and mobilization of resources?
- What progress has been made in the implementation of the Action Plan i.e. what are the main achievements and challenges as well as the necessary measures to improve future delivery of the plan?

3. Methodology

16. Prospective bidders are expected to elaborate an evaluation approach and methodology in their technical proposals in response to these Terms of Reference. It is expected that the evaluation approach will require a combination of multiple and complementary evaluative methods and strategies collecting both quantitative and qualitative data. These Terms of Reference contain an indicative set of key evaluation questions. It is expected that the evaluator(s), following exchanges with the Evaluation Reference Group, will further elaborate the methodology, including the full list of evaluation questions, in an Inception Report.

17. In order to better understand the underlying causal relationships of UNESCO's initiatives and projects related to promoting intercultural dialogue and their contributions to the expected results, it is highly recommended that the evaluation team adopt a Theory of Change (TOC) approach. After reconstructing the TOC and assessing its validity, the evaluation team will be expected to further refine it during the evaluation.
18. The suggested elements of the evaluation methodology will include the following:
 - Desk-based review. The evaluator(s) will review all relevant documents by conducting a mapping of all activities coordinated by the SHS sector under the theme of intercultural dialogue, undertaking an analysis of key programme and project documents, a review of Programme Implementation Reports (PIRs), financial reports, final project reports, and any available extrabudgetary project evaluations and progress reports. A selection of key reference documents are presented in section 7 of these Terms of Reference.
 - Theory of Change. Reconstruct and refine the Theory of Change (Intervention Logic) for UNESCO's work in promoting intercultural dialogue, understanding and cooperation for peace.
 - Field-based data collection. Field work will enable the evaluation team to gain an in-depth understanding of project implementation process, coordination mechanisms with UNESCO HQ and key partners, and in particular to identify project / programme outcomes. The final selection of locations for two to three field visits will be agreed upon with the Evaluation Reference Group during the inception phase. Possible locations where relevant project activities have been implemented include UNESCO Abuja, UNESCO Bangkok and UNESCO Havana.
 - Combination of qualitative and quantitative methods to obtain primary data from multiple sources including interviews (face-to-face and via Skype), focus groups, direct observations and surveys as appropriate. Semi-structured interviews with a number of key stakeholders from different internal and external stakeholder groups (to be identified via an initial stakeholder analysis during the inception phase).
 - Three visits to UNESCO Headquarters in Paris will be expected: to launch the evaluation and the inception phase; during the data collection phase to meet and interview relevant UNESCO management and staff; and during the finalization phase for a stakeholder workshop in order to validate findings, lessons learned and to discuss emerging recommendations.

19. Data collection, sampling and analysis must 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.

4. Roles and Responsibilities

20. UNESCO's Internal Oversight Service (IOS) Evaluation Office will manage the evaluation and be responsible for quality assurance of the evaluation process. It will also support the external evaluation team in terms of facilitating access to documents and stakeholders during the evaluation process.
21. An independent external evaluation team will conduct the evaluation. The evaluator(s) will contribute specific subject matter expertise and knowledge. The evaluator(s) will prepare three main written deliverables: (i) an inception report, (ii) draft report and (iii) final report, as well as conduct a stakeholder workshop for validating findings, lessons learned and preliminary recommendations. The evaluator(s) will also be responsible for their own logistics and travel arrangements. In case of field missions, they will be required to complete the UN security training. Finally, they will be responsible for administering and disseminating all methodological tools such as surveys, although IOS may provide some assistance in this regard.
22. 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 UNESCO programme entities: SHS Executive Office, SHS History and Memory for Dialogue Section, SHS Intercultural Dialogue Section, SHS staff member from Field Office and Education Sector. A representative from the Africa Department and the Bureau of Strategic Planning will also be a part of the group.
23. The exact roles and responsibilities of all stakeholders are to be specified in the Inception Report.

5. Qualifications of Evaluation Team

24. The evaluation team will be composed of one senior evaluator (team leader) and one thematic expert. Preference will be given to evaluation teams that are gender-balanced and of geographically and culturally diverse backgrounds.
25. The team members must have no previous involvement in the implementation of the activities under review and should possess the following qualifications and experience:

Mandatory

- Both experts: Advanced university degree in fields of culture, social sciences, political sciences, economics, public policy, international relations or related field
- Evaluator: At least 10 years of policy and programme evaluation experience at the international level or in an international setting
- Evaluator: At least 5 experiences in evaluation leading an evaluation team
- Thematic expert: At least 10 years of policy/programme/research experience in intercultural dialogue, preferably at the international level
- Both experts: Demonstrated knowledge in the field of international development as it relates to intercultural dialogue, peace and security studies, etc. (previous evaluations, research, articles, etc. on the subject area)
- Both experts: Excellent oral communication in English and French and report-writing skills in English (as demonstrated in the technical proposal for this evaluation and in examples of previous evaluations submitted)
- At least one of the two experts: fluent conversational Spanish

Desired

- Experience with the UN (previous work assignments, preferably evaluations)
- Understanding and knowledge of the UN mandates in relation to Human Rights and Gender Equality (for example through certification, training, examples of assignments)
- Understanding and knowledge of intercultural dialogue as it relates to the work of the United Nations General Assembly under the International Decade for the Rapprochement of Cultures Note GA Resolution 67/124) and the International Decade of Peoples of African Descent (GA Resolution 68/237)
- Knowledge of the history of Africa and the issues of the slave trade and slavery? Other language skills (Arabic, Russian and Chinese)
- Verification of these qualifications will be based on the provided Curriculum Vitae. Moreover, references, web links or electronic copies of two recently completed evaluation reports should be provided.

6. Deliverables and Schedule

26. 27. The evaluation assignment is estimated to require approximately 75 professional working days starting in September 2019 and ending in mid-January 2020. This will include three visits to UNESCO Headquarters in Paris and two to three visits to UNESCO field office locations for data collection.

Deliverables

- Inception report: An inception report containing the intervention logic or Theory of Change of the theme (based on a comprehensive desk study), an evaluation plan with a detailed timeline, detailed methodology including an evaluation matrix (with a full list of evaluation questions and methods for data collection), criteria for the selection of field missions, a stakeholder analysis and a list of documents.

- 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.
- 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](#). Evaluators are encouraged to refer to the [UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation](#).

Schedule

Date	Activity / Deliverable
International Call for Proposals	23 April to 31 May
Launch of Evaluation	1 September
Mission to Paris for Inception Phase	Early September
Inception Report	September
Data Collection and Analysis	September – October - November
Stakeholder workshop	Early December
Draft Evaluation Report	End of December
Final Evaluation Report	Mid-January 2020

References

The International Decade for the Rapprochement of Cultures:

[Action Plan](#)

[Report on the implementation of the International Decade for the Rapprochement of Cultures \(2013-2022\)](#)

[Report of the Secretary-General on the Promotion of a culture of peace and interreligious and intercultural dialogue, understanding and cooperation for peace](#) – 2015

[Report of the Secretary-General on the Promotion of a culture of peace and interreligious and intercultural dialogue, understanding and cooperation for peace](#) – 2016

[Report of the Secretary-General on the Promotion of a culture of peace and interreligious and intercultural dialogue, understanding and cooperation for peace](#) – 2017

[Report of the Secretary-General on the Promotion of a culture of peace and interreligious and intercultural dialogue, understanding and cooperation for peace](#) – 2018

The Phase II of the General History of Africa Project:

[UNESCO Official Website of the Pedagogical Use of the General History of Africa](#)

[Implementation of Phase II of the General History of Africa Project](#)

[UNESCO Official Website on the Expert Meetings of Phase II](#)

[Volume of the General History of Africa Project](#)

Slave Route Project:

[UNESCO Official Website on The Slave Route](#)

[20 years of the Slave Route Project](#)

[Conceptual note of the 20th Anniversary of the Slave Route Project – Proposals for activities 2014](#)

[Publication of the 20 years of the Slave Route Project](#)

[Sessions of the International Scientific Committee](#)

The UNESCO Silk Road Online Platform:

[Official UNESCO website on the Silk Road](#)

[What is the Silk Road Online Platform](#)

[List of focal points for the Silk Road Online Platform](#)

Annex 2: Key Documents consulted

This list is a sample of key documents consulted.

General- HMID

- UNESCO Programme Implementation Report in accordance with 38 C/ Resolution 99, 2017
- UNESCO C/4 and C/5 strategic and planning documents and related project documents and websites
- UNESCO - Survey on Intercultural Dialogue, 2017, UNESCO, Paris
- UNESCO IOS - Review of UNESCO Culture Sector's work on intercultural dialogue with a specific focus on: The General and Regional Histories the xx and Cultural Routes projects Plan Arabia Alliance of Civilizations 'International vademecum' projects, 2011
- UNESCO – ONUDC – Renforcer l'état de droit par l'éducation. 2019
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- UNESCO – Competencias interculturales, inclusión social y desarrollo sostenible: Centroamérica en perspectiva. Lázaro I. Rodríguez Oliva.
- UNESCO operational strategy on youth 2014-2021, SHS 2014/WS/1, 2014, <https://unesdoc.unesco.org/ark:/48223/pf0000227150>, accessed 11 March 2020.

GHA

- UNESCO - Implementation of Phase 2 of General History Project
- UNESCO - Mise en œuvre des activités liées à la préparation et la publication du Volume IX de l'Histoire générale de l'Afrique

- UNESCO Women in African History at a Glance, leaflet produced by CI
- UNESCO – Youth in the Liberation Struggle and Abroad, Respecting the past, Building the future, ROSA, South African Research and Documentation Centre, 2019
- UNESCO, Leaflet: GHA: Learn about the past, understand the present and venture upon the future, 2019.
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- Kenyan Institute for Curriculum Development: Matrix for incorporation of the UNESCO teaching general history of Africa (GHA) in primary school (ages 10 -12) learning content into the Kenya competence-based curriculum, 2018

IDRC

- "Action Plan 2013-2022, International Decade for the Rapprochement of Cultures," 2014, <https://unesdoc.unesco.org/ark:/48223/pf0000226664>, accessed 11 March 2020.
- "Road Map: The Rapprochement of Cultures," 2016, <https://unesdoc.unesco.org/ark:/48223/pf0000244334>, accessed 11 March 2020.
- "202 Ex/12.INF, Paris, 19 September 2017, Report on the Implementation of The International Decade for the Rapprochement of Cultures (2013-2022), Contributions From the National Commissions For UNESCO," 2017, <https://unesdoc.unesco.org/ark:/48223/pf0000259166>, accessed 11 March 2020.
- Deardorff, Darla, K., "Manual for Developing Intercultural Competencies: Story Circles," 2020, <https://unesdoc.unesco.org/ark:/48223/pf0000370336>, accessed 11 March 2020.
- "The Writing Peace Manual", 2018, <https://en.unesco.org/writing-peace-manual>, accessed 11 March 2020.

- UNESCO survey on intercultural dialogue, 2017: analysis of findings, <https://unesdoc.unesco.org/ark:/48223/pf0000262674>, accessed 11 March 2020.
- Mansouri, Fethi, "Interculturalism at the Crossroads," 2017, <https://unesdoc.unesco.org/ark:/48223/pf0000248066>, accessed 11 March 2020.
- "The Academic Forum of UNESCO Chairs on Intercultural and Interreligious Dialogue, Briefing on the Outcomes, 19-20 May 2015." Baku, Republic of Azerbaijan.
- Concept Note: Measuring the enabling environment for effective intercultural dialogue
- Report of the Secretary-General, General Assembly, "Culture of peace, Promotion of a culture of peace and interreligious and intercultural dialogue, understanding and cooperation for peace."
 - 19 September 2017, Seventy second session
 - 26 September 2016, Seventy first session
 - 18 September 2015, Seventieth session
 - 2 October 2014, Sixty ninth session

SILK ROADS

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 - 3rd Meeting of the International Network, Baku, Azerbaijan, 4-5 May 2017
 - 4th Meeting of the International Network, Muscat, Oman, 29-30 October 2018

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Annex 3: List of stakeholders interviewed

Below is a list of all interviews conducted. If the names are listed, consent was given to list the name and function in this annex. If consent was not given, which is the case in one instance, the person is listed as anonymous.

Name	Function	Stakeholder type	Project
Ms. Angela Melo	Policies and Programmes, Director - SHS sector	UNESCO HQ	All
Mr. Charaf Ahmimed	UNESCO head of strategic transformation support unit	UNESCO HQ	GHA / IDRC
Ms. Jane Nyaga	Kenyan Institute of Curriculum Development	Member State	GHA
Ms. Mayra Yonashiro Saito	Second Secretary, Permanent Delegation of Brazil to UNESCO	Member State	Slave Route / GHA
Mr. Joel Ongoto	Kenyan National Commission	Member State	GHA
Mr. James Samuel R. Jules	Délégation Permanente d'Haïti auprès de l'UNESCO.	Member State	Slave Route
H.E. Mr. Irénéé Bienvenue Zevounou	Ambassadeur et délégué permanent, Délégation permanente du Bénin auprès de l'UNESCO	Member State	Slave Route
Mr. Franck Armel Afoukou³	Conseiller, délégation permanente Bénin auprès de l'UNESCO	Member State	IDRC
H.E. Ms. Claudia Reinprecht	Ambassador and Permanent Delegate, Permanent Delegation of Austria to UNESCO	Member State	GHA
Mr. Abdul Lamin	Programme Specialist SHS (formerly in Nairobi Regional Office)	UNESCO HQ	All
Mr. Damiano Giampaoli	Gender Specialist	UNESCO HQ	All
Ms. Eunice Smith	Programme planning officer, Bureau of Strategic Planning	UNESCO HQ	IDRC
Ms. Amina Hamshari	Programme Specialist Social and Human Sciences	UNESCO HQ	All
Ms. Nada Al-Nashif	Assistant Director General for Social and Human Sciences	UNESCO HQ	Silk Roads / GHA
Mr. Julius Banda	(former) Chief of the SHS Executive Office, Head of Office & UNESCO Representative to South Sudan	UNESCO HQ	GHA
Mr. Lamine Diagne	Project officer, SHS	UNESCO HQ	Slave Route
Mr. Tabue Nguma	Associate Project officer SHS	UNESCO HQ	GHA / Slave Route / IDRC

Name	Function	Stakeholder type	Project
Mr. Alexander Leicht	Chief of the Section of Education for Sustainable Development and Global Citizenship Education, Education Sector	UNESCO HQ	GHA
Dr. Edem Adubra	(former) Chief of Section, Teacher Development, Education Sector	UNESCO HQ	Slave Route
Mr. Emile Glele	Programme specialist Movable Heritage and Museums Team, Culture Sector	UNESCO HQ	GHA
Ms. Florence Ssereo	Programme specialist, Section for Teacher Development, Education Sector	UNESCO HQ	GHA / IDRC
Ms. Debra Mwase	Head of Girl Child Network	Civil Society	Slave Route
Ms. Dowoti Desir	Academic/activist	Civil Society	Slave Route
Mr. Mathieu Dussauge	Site manager	Civil Society	Slave Route
Mr. Nicola Lo Calzo	Artist	Civil Society	GHA
Dr. Sifiso Mxolisi Ndhlovu	Academic Member ISC	Civil Society	Silk Roads
Mr. Zhao Feng	Director of China National Silk Museum	Civil Society	Silk Roads
Mr. Edmond Mukala	Project coordinator	UNESCO Field Office	Slave Route
Mr. Richard Benjamin	Director, International Slavery Museum Team, National Museums Liverpool, UK	Civil Society	Slave Route
Dr. Lily Mafela	Academic. Member ISC	Civil Society	Silk Roads
Mr. José Maria Chiquillo Barber	UNESCO Silk Roads Focal Point, Academic	Civil Society	Silk Roads / GHA
Mr. John Crowley⁴	Chief of Section, Research, Policy and Foresight (SHS)	UNESCO HQ	IDRC
Prof. Darla Deardorff	Author of the Manual for Developing Intercultural Competencies, IDS, Academic	Civil Society	IDRC
Mr. Euan Mackway-Jones	Assistant Programme Specialist, Intercultural Dialogue Section	UNESCO HQ	Silk Roads / IDRC
H.E. Mr Anar Karimov	Ambassador, Permanent Delegate, Delegation of Azerbaijan to UNESCO	Member State	Slave Route
Ms. Anna Maria Majlof	Chief of Section, Inclusion and Rights, Social and Human Sciences Sector (SHS)	UNESCO HQ	IDRC
Prof. Fethi Mansouri	Representative from UNESCO-UNITWIN (university partners), UNESCO Chair, Cultural Diversity and Social Justice and UNITWIN (IDIU) Convener, Academic	Civil Society	IDRC
Ms. Joyce Monteiro	Assistant Programme Specialist, Intercultural Dialogue Section (SHS)	UNESCO HQ	IDRC
Mr. Jose Pessoa	Institute for Statistics (UIS) - Global Indicators Index on Intercultural Dialogue	UNESCO / Field Office	Silk Roads / IDRC

Name	Function	Stakeholder type	Project
Ms. Krista Pikkat	Director, UNESCO Cluster Office in Almaty	UNESCO Field Office, Kazakhstan	Silk Roads
Mr. Pyae Phyo Thet Paing	Youth Eyes on the Silk Roads Photo, Photo Contest Winner from Myanmar	Civil Society	IDRC
Ms. Ann Belinda Preis	Chief of Section, Intercultural Dialogue Section (SHS)	UNESCO HQ	Silk Roads / IDRC
Mr. Mehrdad Shabahang	Project Officer, Silk Roads Programme	UNESCO HQ	IDRC
Mr. Marcel Smits	Programme Director for Europe, Institute for Economics and Peace, Lead on Intercultural Dialogue Research	Civil Society	IDRC
Prof. Priyankar Upadhyaya	UNESCO Chair for Peace and Intercultural Understanding, Academic	Civil Society	Slave Route / IDRC
H. E. Mr. Hans Carel Wesseling	Ambassador and Permanent Delegate, Permanent Delegation of The Kingdom of the Netherlands to UNESCO	Member State	Silk Roads
Ms. Xiaoyi Yan¹	Youth Eyes on the Silk Roads Photo, Photo Contest Winner from China	Civil Society	Silk Roads
Mr. Malick Kane	Manager, Mémorial de Gorée, Sénégal	Civil Society	Slave Route
M. Aliou Ly	National Commission to UNESCO in Senegal, Secretary-General	Member State	GHA / Slave Route
Mr. Bakary Samb	Director, Timbuktu Institutue, Dakar, Senegal	Civil Society	GHA
Mr. Hamady Bocoum	Director Musée des Civilisations Noires, Senegal	Civil Society	GHA / Slave Route
Mr. Idrissa BA	Professor Cheikh Anta Diop University Dakar (UCAD), Senegal	Civil Society	GHA
Mr. Ousseynou Faye	Professor University Cheikh Anta Diop University, Dakar, Senegal	Civil Society	GHA
Ms. Rokhaya Fall	Professor University Cheikh Anta Diop University, Dakar, Senegal	Civil Society	GHA
Ms. Awa Cheikh Diouf	History Department lead Cheick Anta Diop University, Dakar, Senegal	Civil Society	GHA / Slave Route
Mr. Daouda Thiao	Focal point GHA Ministry of Education, Senegal	Member State	GHA
Mr. Doudou Dia	Executive Director Gorée Institute, Senegal	Civil Society	Slave Route
Mr. Mor Ndao	Rector, History Faculty, Cheick Anta Diop University, Dakar, Senegal	Civil Society	GHA
Ms. Awa Cheikh Diouf	Executive Director, Galerie Nationale, Dakar, Senegal	Civil Society	GHA
Mr. Abdoul Aziz Guissé	Director Cultural Heritage, Ministry of Culture and Communication, Senegal	Member State	Slave Route

Name	Function	Stakeholder type	Project
Ms Sasha Rubel	Communication and Information programme manager CI Sector	UNESCO HQ	GHA
Ms. Alonso Cano, Guiomar	Culture project manager Dakar, Senegal	UNESCO Field Office	GHA / Slave Route
Mr. Badji, Mouhamed Ahmed	Culture project officer, in CO Dakar, Senegal	UNESCO Field Office	GHA / Slave Route
Mrs. Ramdia Touaré²	Student, Cheick Anta Diop University, Dakar, Senegal	Civil Society	GHA
Mr. Bassouri Diallo²	Student, Cheick Anta Diop University, Dakar, Senegal	Civil Society	GHA
Mrs. Aissatou Seck²	Student, Cheick Anta Diop University, Dakar, Senegal	Civil Society	GHA
Ms. Andriamiseza Ingarao, Noro	Education, Peace Education and Global Citizenship	UNESCO Field Office	GHA
Mr. Umut Özdemir	Turkish Ministry of Culture and Tourism, Culture and Tourism Expert	Member State	Silk Roads / IDRC
Mr. Shen Yubiao	National Commission for UNESCO of China Expert / Director for the Division of the Science, Cultural and CI (Communication and Information)	Member State	Silk Roads / IDRC
Mr. Juan Pablo Ramirez-Miranda	Programme Specialist of Social and Human Sciences, New Delhi - new post (focus on post in Central American, Afro-Descendants)	UNESCO Field Office	GHA / Slave Route
Mr. John Wang Qiang	Associate Professor of Beijing Normal University Zhuhai, based in Quanzhou	Civil Society	Silk Roads
Ms. Susan Vize	UNESCO Regional Advisor, SHS, Bangkok, Thailand	UNESCO Field Office	IDRC / Silk Roads
Mr. Cvetan Cvetkovski	Acting Officer in charge, Tehran, Iran	UNESCO Field Office	IDRC / Silk Roads
Mr. Badarch Dendev	Retired Head of SHS, and other positions in country offices	UNESCO, various	All
Ms. Ding Yuling¹	Director of Maritime Museum of Quanzhou, China	Civil Society	Silk Roads
Mr. Lu Zhou	Director of Tsinghua University- National Heritage Center, Beijing, China & China Focal Point of the International Network of UNESCO Silk Roads Programme	Civil Society	Silk Roads
Anonymous	N/A	N/A	N/A

1 Interview submitted in writing

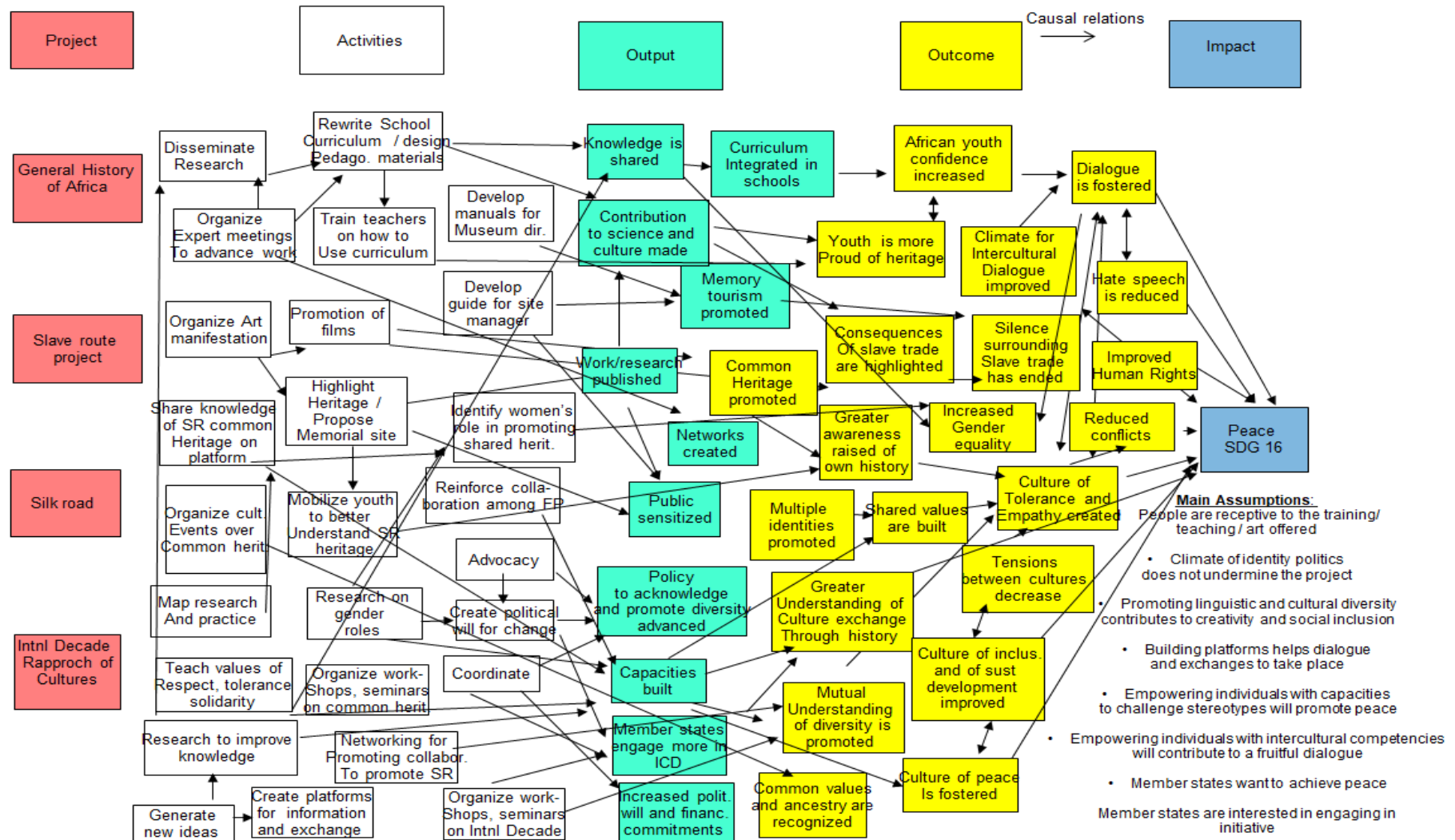
2 Interviewed together

3 Conducted together with the Ambassador

4 Interviewed twice – once by each evaluator

Annex 4: Theory of Change for the thematic area HMID

Visual Representation of the HMID overarching ToC as presented during the Inception Meeting, October 2019.⁹⁶



⁹⁶ Preliminary representation on the ToC elaborated during the inception phase and based on document review, initial interviews as well as inputs collected during the inception workshop.

The Theory of Change highlights the result pathways, at a high level, of each initiative as well as their interconnections.

The Mission Statement of UNESCO is formulated as follows:

UNESCO – pursuant to its Constitution – contributes to the building of peace, the eradication of poverty, and sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

*Overarching goal for Intercultural Dialogue (ICD):
Promoting cultural diversity will foster a culture of peace*

Working Theory of change for ICD is:

- Creating and sustaining efforts to promote interreligious and intercultural dialogue is essential to understand contemporary social transformation and to ensure peaceful societies

This ToC is based on the following approaches:

- Dialogue can create the conditions to understand, and avoid potential tensions related to differences
- Dialogue can help overcome ignorance and misunderstanding between individuals and groups which otherwise could undermine social cohesion and peace
- Dialogue also can help counter messages of cultural, religious and social intolerance (which are all the more relevant in an era of mass migration and globalization)

This ToC is based on the following methodologies& assumptions:

- Building or creating platforms, physical or online, helps dialogue to take place (i.e. pre-condition – assumption to be tested)
- Equipping individuals with intercultural competencies (knowledge, attitude, skills) deepening one's understanding as well as that of the other, will contribute to a fruitful dialogue (i.e. assumption to be tested)
- Equipping individuals with capacities necessary to thwart hate speech, challenging stereotypes will promote peaceful coexistence (i.e. assumption to be tested)
- Dialogue among peoples with different backgrounds and cultures will promote a culture of mutual tolerance, which, in turn, will foster peaceful relationships
 - Promoting shared values fosters social cohesion (assumption)
 - Promoting linguistic and cultural diversity contributes to creativity and social inclusion (assumption)
 - Dialogue will support reconciliation and peace efforts (SDG 16), especially focusing on youth as agents of change and contributors to bringing about peace and becoming a transformative force
 - Dialogue and education can help fight 'negative' potential enrolment of youth in negative, destructive forces (terrorist groups, ideologically driven youth political movements) (assumption)
 - Dialogue reinforces shared values supposed to unite society (assumption)

Annex 5: Project/Initiative specific recommended action points

Potential action points recommended specifically for the Slave Route Project

1. **Reformulate mandate of ISC** (smaller groups, 'less' participatory) and delineate their tasks to the academic domain. *Who:* UNESCO SHS, project team.
2. **Increase project visibility:** not enough site managers are reached out to through the network, and the Slave Route logo is not well known. It can be used to promote the sites and foster tourism. *Who:* UNESCO project team. *How:* improve communication channels, develop/increase news bulletins to be shared with the whole project network, as well as UNESCO networks.
3. **Re-dynamise the site manager network:** *Who:* UNESCO SHS project team. *How:* by (re)building the platform to share information with other managers (easy to use, document stories, pedagogical documents, etc.); and by fostering cooperation between memorial sites and/or organizing exchange visits across countries.
4. **Revisit and/or and make transparent the logo site allocation process:** the procedure granting the logo site is not well known, and not always upheld. *Who:* UNESCO SHS project team. *How:* establish a project group looking at the logo allocation process, revisit it if needed, and make it well known throughout the network. Build a project team that monitors follow up of the procedure.
5. **Widen the scope and update the themes to be included in the project** and incorporate modern forms of domination, human trafficking, and frame them in a Human Rights lens linked to SDG 10. *Who:* UNESCO SHS project team. *How:* organize seminars or lunches with UNESCO colleagues, and outside experts, to discuss how the slave trade affects current issues of poverty, and inequalities and hampers the realization of SDG 10.
6. **Break the silos within the slave trade history:** every site evokes its own regional or local history. There is a need to tell the 'whole' story (not only stories of resistance in Guadeloupe or Haiti, or captivity in Benin, but also mention what happened in the Americas, in the Caribbean, in the in-lands of Africa). *Who:* UNESCO SHS project team. *How:* organize seminars with site managers to ensure a common vision while telling the slave route story (linking the local specificities to the global patterns of exploitation, while also mentioning aspects of the positive 'common' heritage)
7. **Establish stronger connections with communities,** especially near the memorial sites. Communities need to benefit intellectually, but also financially. *Who:* UNESCO SHS project team, with site managers and communities. *How:* Organize seminars, sensitization sessions with government authorities, to make communities co-owner of the memorial sites, so that they can (co)tell the story themselves and benefit from the management of the site.
8. **Explore the possibility to 'sell' Slave Route like activities to the private sector.** *Who:* UNESCO SHS project team. *How* by emphasizing 'diversity' and inclusion in the workplace, themes that may appeal to businesses and help them shape their Corporate Social Responsibility.

Potential action points recommended specifically for GHA

9. **Reformulate mandate of ISC** (smaller groups, 'less' participatory) and delineate their tasks to the academic domain. *Who:* UNESCO SHS, project team.
10. **Keep advocating Member States to incorporate GHA materials into their curricula.** *Who:* UNESCO SHS project team, *How:* by organizing regular visits with government members, sharing good experiences. In the same line of thought, advocate the 14 Member States to uphold their commitment to piloting, investigate possible bottlenecks and devise strategies to overcome them.

11. **Strengthen capacity of Member States (technical and financial) to integrate pedagogical material into curriculum.** *Who:* UNESCO SHS project team. *How:* be alert to specific demands of governments in needs of improved skills/capacities to integrate the GHA in their curriculum.
12. **Update the knowledge on a regular basis.** For instance, as for the rewriting of the history of Senegal, integrate health, language, environment in the new curriculum. When the history of Senegal will be re-written, the National Commission representative expressed the wish to receive UNESCO's support in integrating GHA pedagogical materials into the new curriculum (i.e. clear entry point for UNESCO to assist the Ministry of Education). *Who:* UNESCO SHS project team. *How:* maintain close contacts with ISC and other relevant parties to be aware of the latest developments concerning GHA and include them in the web version of the Volumes.
13. **Make (better) use of ASPnet for diffusion of GHA materials:** *Who:* UNESCO SHS project team. *How:* by organizing meetings with ED to make use of the ASPnet network for the dissemination of the pedagogical materials.
14. **Include new sources and balanced perspectives.** Some observed that Southern African countries had not received the attention they deserved in the first edition (a certain 'bias' towards West, East, and Northern Africa was felt). Inclusion of new themes (gender, water management, governance, etc.) is also recommended as the writing of History of Africa should not only be chronological but multi-disciplinary. *Who:* UNESCO SHS project team. *How:* maintain close contacts with ISC and other relevant parties to include new themes and perspectives in the web version of the Volumes.
15. **Write/publish GHA in indigenous African languages** (and not 'only' in the official languages), which will increase the dissemination of the history to a wider audience. *Who:* UNESCO SHS project team. *How:* establish contact with the publishers of Volumes already translated, publish them again, and make them available to a wider audience. If not available, explore resources to translate the volumes in the most common African languages (such as Swahili, Fulfulde and Hausa).
16. **Conduct regular surveys with end users** (mostly students) in schools to find out in a rigorous (representative) manner whether the tools developed a) are used, and b) create a change in mentality/behaviour. This would enable UNESCO to manage 'end users' expectations, re-write/reorient some aspects of the project if need be. In the same line of thought, document and evaluate the Kenyan curriculum development process, and the Senegal rewriting of its national history, to learn from the process and be better positioned for the integration of GHA materials in school curricula in other (African) countries. *Who:* UNESCO SHS project team. *How:* conduct surveys on a regular basis and document Kenyan experience.
17. **Update and regularly maintain the list of focal points.** Work to understand the motivations of Focal Points so that those who are less active can either be encouraged and supported or released. *Who:* UNESCO SHS programme team. *How:* interview or survey all focal points and determine what engages and incentivises them and develop clear time bound terms of reference including renewal conditions.
18. **Update the Online Platform** so that it is more interactive and less of a repository for information and more of a place to go for engaging in an interactive manner. This includes putting in place a monitoring system to understand better who is using the website and for what purpose. *Who:* UNESCO SHS programme with technology team. *How:* Survey and research what is working on the platform and develop a platform strategy that outlines a process for improvement and modernising it.
19. **Update social media techniques** to attract youth beyond the website. This should involve engaging with youth to understand how they connect with one another and what technologies they are using. *Who:* UNESCO SHS programme team and sample of youth/youth organisations. *How:* Through needs assessment and understanding of how youth engage with social media to better attract them to the Silk Roads programmes.

Potential action points recommended specifically for the Silk Roads Programme

20. **Ensure there is a deep understanding of who the target “youth” groups** are that are being engaged in the Silk Roads so that monitoring and evaluation of activities can enable to articulate the success and lessons learnt within these groups. For instance, understanding who might be excluded is as important as understanding who is engaged. *Who:* UNESCO SHS programme team and sample of youth groups/ youth organisations. *How:* Through interviews and focus group discussions which inform a Silk Roads youth strategy.
21. **Work with Focal Points and other partners to strengthen communication on** partnerships for funding and steering of Silk Roads activities. *Who:* UNESCO SHS programme and focal points. *How:* Through dialogue and a communication plan, including a risk analysis.
22. **Link Silk Roads Focal Points with UNITWIN Chairs** through shared events to further impact in ICD. *Who:* UNESCO SHS team, IDS team, Focal Points and UNITWIN Chairs. *How:* Discuss potential links between the two groups which allows for synergies to develop perhaps leading to shared conferences or events.
23. **Develop coordination objectives for the IDRC** and a monitoring plan to be able to clearly state whether targets were met or not and to be better able to demonstrate effectiveness. *Who:* IDS team. *How:* Discussion and development of monitoring targets for both coordinated activities and directly implemented activities – this should be done on a yearly basis as well as be adjusted until the end of the Decade as needed.
24. **Systematically, share and track lessons learnt** from both coordinating and implementing activities related to IDRC, for instance every six months, so that these are documented and can be used for future UNESCO led Decades. *Who:* IDS team. *How:* Discussions and documentation on what works well, challenges and lessons learned so that at the end of the Decade there is report on lessons learned which can inform future Decades.
25. **Ensure that projects being co-led by outside partners**, have plans in place for wider communication with stakeholders internal in UNESCO HQ and Field Offices as well as with Member States and other partners to avoid issues with individuals feeling left-out of developments. *Who:* IDS team and partners. *How:* Agree on a communication plan which includes who needs to be updated, how and how often and revisit this at least quarterly.
26. **Take the lead within SHS in setting indicators relating to SDGs within ICD programming** so that it can be tracked within SHS and in ICD specifically. *Who:* IDS team. *How:* Convene a meeting on how ICD and the SDGs are linked and draft these to be discussed and agreed including progress indicators, tracking, monitoring and communicating.
27. **Link UNITWIN Chairs with Silk Roads Focal Points** through shared events to further impact in ICD. *Who:* IDS team, Silk Roads Programme team, Focal Points and UNITWIN Chairs. *How:* Dialogue and discuss natural links between the two groups which allows for synergies and potentially leads to shared conferences or events.

Potential Action points recommended specifically for the IDRC

23. **Develop coordination objectives for the IDRC** and a monitoring plan to be able to clearly state whether targets were met or not and to be better able to demonstrate effectiveness. *Who:* IDS team. *How:* Discussion and development of monitoring targets for both coordinated activities and directly implemented activities – this should be done on a yearly basis as well as be adjusted until the end of the Decade as needed.
24. **Systematically, share and track lessons learnt** from both coordinating and implementing activities related to IDRC, for instance every six months, so that these are documented and can be used for future UNESCO led Decades. *Who:* IDS team. *How:* Discussions and documentation on what works well, challenges and lessons learned so that at the end of the Decade there is report on lessons learned which can inform future Decades.

Annex 6: C/5 Expected results pertaining to HMID

The programmes/projects and initiatives pertaining to the thematic area HMID contribute to the following Expected Results and the Main Lines of action as defined in the C5 Programme and Budget Documents 37, 38 and 39 C/5 :

In the 37C/5:

Major Programme IV – Culture:

Expected Result ER 5: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue

Main Line of Action 1: Protecting, conserving, promoting and transmitting culture, heritage and history for dialogue and development

In the 38C/5:

Major Programme III – Social and Human Sciences

Expected Result ER 4: Access to knowledge enhanced through the promotion of shared history and memory for reconciliation and dialogue

Main Line of Action 1: Protecting, conserving, promoting and transmitting culture, heritage and history for dialogue and development

In the 39C/5:

Major Programme III – Social and Human Sciences

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

Main Line of Action 2: Fostering intercultural dialogue and engaging young women and men for peaceful and participatory societies

Furthermore, given the intersectoral nature of programmes/projects and initiatives pertaining to the thematic area HMID, these also contribute to Expected Results across other Programme Sectors. While in 2014/15, ICD was under the responsibility of the Culture Sector, it has consequently been transferred to the Social and Human Sciences Sector. Some HMID relevant sub-programmes implemented by UNESCO also concern the Education sector, such as the Pedagogical Use of the General History of Africa project and the UNESCO General and Regional Histories. Both of these programmes relate to Education. In addition, the Slave Route Project and the Silk Road Online Platform also relate to the Education and Culture Sectors with regard to knowledge creation, sharing and learning.

Annex 7: Consultants bio data

Team Leader: Mr. François Lenfant

François is an experienced academic researcher, lecturer and evaluation expert with excellent writing, interpersonal and training/facilitation skills. He has twenty years of experience in international development, governance and peace-conflict issues, with a focus on Africa. He has served as Team Leader in 6 evaluations and is also a leading academic researcher on African context, history and dynamics. He is an International Alert Associate and has previously worked with International Alert on many occasions, including with the other proposed team members. Francois gained his PhD in 2016 with Amsterdam University based on his dissertation: "On business, conflict and peace: Interaction and collaboration in Central Africa". Previously, Francois has served as a dialogue and civil society expert with Cordaid. He is fluent in French and English with excellent working knowledge of Spanish.

Dialogue Expert: Ms. Summer Brown

Summer is a researcher and conflict and peacebuilding adviser working both with government institutions and non-government organisations. She served as International Alert's Director for the Peacebuilding Advisory Unit from 2013 until March 2019. In this role, she managed a number of thematic teams who explore and advocate for specific issues in and on dialogue and peacebuilding. Summer also deployed as an expert advisor on peacebuilding including assignments in South Sudan (2015-16) for the Dutch MFA to provide conflict sensitivity training and strategic M&E support to the embassy and their implementing partners. Before joining International Alert, she managed a variety of programmes and projects in Africa, Asia and Latin America, focusing on issues including inter-cultural and inter-religious dialogue, governance, transparency, inclusion, economics, environment, youth, civil society and the media. She is currently pursuing a PhD where her research is focused on humanitarian aid and peacebuilding. She holds an MBA from the American University in Washington DC with a focus on Global Strategy and a BA in International Relations from the University of San Diego.

Project Coordinator and Technical Advisor: Ms Petra Novakova

Petra is a Senior Programme Design and Funding Officer at International Alert. She has over ten years of experience in project/programme Design, Monitoring and Evaluation in the peacebuilding, humanitarian and development sector. Before joining International Alert, she managed or evaluated a variety of programmes and projects in East Africa and South and South-East Asia focusing on issues including Gender Equality and Social Inclusion, Governance, Gender and Peacebuilding, access to basic services for vulnerable populations and Internally Displaced Persons (IDPs) and Sexual and Reproductive Health and Rights (SRHR). She holds an MSc in Human Geography and a BA in European Studies with a minor on Human Rights and Conflict Studies.

Technical Annexes

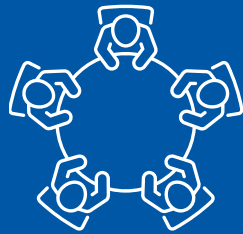
available on request at ios@unesco.org

Annex 8: Evaluation Matrix

Annex 9: Key informant Interview Questionnaires

Annex 10: Survey Questionnaire

Annex 11: Results from the Surveys



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