

Hundred and sixty-sixth Session

166 EX/41
PARIS, 19 March 2003
Original: English

Item 3.1.4 of the provisional agenda

**COMMENTS BY THE DIRECTOR-GENERAL
ON THE EXTERNAL EVALUATION REPORTS
SUBMITTED IN THE 2000-2001 AND THE 2002-2003 BIENNIA**

SUMMARY

In accordance with the provisions of 164 EX/Decision 8.5, paragraph 7, the Director-General hereby submits to the Executive Board a short report on some of the evaluations carried out in the 2000-2001 biennium, which have been finalized, together with a report on one for the evaluations undertaken in the 2002-2003 biennium.

Decision proposed: paragraph 31.

BACKGROUND

1. At its 164th session, the Executive Board requested that the Director-General “continue to report periodically to it on evaluations that are carried out on the Organization’s programme activities and on the progress made in the follow-up to evaluation recommendations”.
2. Seventeen external evaluations were planned for the 2000-2001 biennium. Of these, 11 were presented to the Executive Board at its 164th and 165th sessions, two were never undertaken due to delays in the implementation of programmes/projects, and one evaluation – the Hydrology Programme in Africa – was carried out, but now forms part of a larger hydrology evaluation that is in progress. The three remaining evaluations planned for the 2000-2001 biennium are presented herewith together with the evaluation report on UNESCO’s Management of Social Transformations (MOST) Programme. This evaluation was undertaken as part of the 2002-2007 Medium-Term Evaluation Work Plan for the 2002-2003 biennium.
3. The first part of the document presents, in summarized form, a description of each of the evaluation reports, including major findings (lessons and constraints) and main recommendations. This is followed by a brief account of the actions that the Director-General has taken already or is taking in response to the recommendations made in the evaluation reports. In the second part of the report, the Director-General presents the generic lessons that have emerged from the evaluations.

PART I – PRESENTATION OF EVALUATION REPORTS

- UNESCO’s Books, Reading and Cultural Industries Programmes (2001-2002)
- The International Campaign for the Protection, Preservation, Restoration and Presentation of the Ancient Monuments of Paharpur Vihara and those of the Mosque City of Bagerhat (2001-2002)
- UNESCO’s Management of Social Transformations (MOST) Programme (2002-2003)
- The Asia-Pacific Programme of Education for All (APPEAL) (2001-2002)

UNESCO’S BOOKS, READING AND CULTURAL INDUSTRIES PROGRAMMES

Brief description and purpose of evaluation

4. Many of the activities undertaken under the umbrella of the Books, Reading and Cultural Industries Programmes were initiated following studies produced by the Organization in the 1970s, such as *1970-1980; International Book Decade*. UNESCO’s involvement with the books programme started off as general in character, becoming focused in the 1990s on country-specific circumstances, culminating in the publication of the practical guide, *The National Book Policy*. Numerous actions were initiated and implemented under the programmes and include: the elaboration of national policies taking into account the concerns of both the public and private sectors; training; publication of guidelines; and the promotion of the value of reading by initiating activities on the occasion of World Book and Copyright Day – activities, which come under the two central themes: *Books for All* and *Towards a Reading Society*.

5. The evaluation set out to assess “UNESCO in relation to the book” and thus was concerned with the Organization’s activities (policies, strategies and procedures relating to the production and dissemination capacities in the book and other cultural industries and to the promotion of culture, with special attention given to the sphere of children) during 1990-1997. The *World Decade for*

Cultural Development (1988-1997) was used as a general frame of reference, together with the third Medium-Term Plan (starting in 1990). The evaluators considered their findings according to region.

Major findings (lessons and constraints)

6. Generally applicable observations

- (a) The evaluators underlined the fact that great progress was made during the period under consideration and that this progress “can in no way be neutralized by the criticisms sprinkled throughout this report”.
- (b) The evaluation report concluded that the occasionally meagre information available, not least in terms of that acquired via a questionnaire, might suggest the lack of interest on the part of the National Commissions.
- (c) The evaluators identified the formulation of national book policies and the World Book and Copyright Day as the two single most important elements in the overall programme. Other objectives highlighted were: respect for authors’ rights and the battle against piracy, as well as the promotion of the free circulation of books. Additionally, depending on the region, the following were observed to have been of particular value: assistance mechanisms (Latin America and Asia/Pacific); formulation of regional strategies for the development of the book (Latin America, Asia/Pacific, Europe); co-publishing programmes (Latin America, Asia/Pacific, Europe); and regional reading campaigns (Latin America, Asia/Pacific, Europe).
- (d) The report noted that although the Organization continues to be highly valued in the Latin American book and reading sector, it faces numerous challenges in Africa, has an uneven presence in Asia and the Pacific, in Europe and the developed world in general. Despite these variations, common to all continents, however, is the fact that the UNESCO title is highly regarded.
- (e) 62.5% of respondents (89% out of those solicited responded) stated that a considerable increase had taken place since 1990 in terms of book production, 51% said that the access to books had shown significant expansion and 30% reported that an important development in the interest in reading had occurred.
- (f) Human capital was seen to constitute “one of the greatest values that UNESCO has discovered and capitalized [on]”.
- (g) The report indicated that the improved coordination with international financial institutions operating in education, has lead to the incorporation of book and reading issues into their priorities.
- (h) The developments made within publishing of children’s books were considered substantial and special mention was made of the success of the Prize for Children’s and Young People’s Literature Serving Tolerance.

7. Latin America

- (a) The collaboration undertaken with the private book industry has prompted UNESCO to pay greater attention to the economic aspects of the growth and promotion of this industry. Indeed, cooperation with governmental and non-governmental institutions both within and outside the region was found to have been significant. An initiative undertaken in Colombia was highlighted because it unified efforts by the government, guilds and other professional

associations against piracy by subscribing to an agreement based on CERLALC and the cooperation was deemed decisive in making Colombia the second largest exporter of books in the region.

- (b) In regard to libraries, the role of which is essential for consolidating reading aptitudes and fostering reading habits, the evaluators found UNESCO's performance to have been weak.
- (c) The period under consideration has seen an improvement in monitoring tools.
- (d) All the Central American countries have received UNESCO and CERLALC experts to facilitate preparation of studies on books and related subjects.
- (e) In 1992 a prototype law, the Guayaquil law, was drafted to facilitate the preparation of national policies and with close collaboration between UNESCO and CERLALC, book and/or copyright laws were approved in nine countries, with projects for future implementation prepared in a further seven.
- (f) Efforts towards securing the free circulation of books and other cultural goods were intensified during the period in question and prompted the signing in 1996 of the "Partial Agreement for Cooperation and Exchange of Goods in the Cultural, Educational and Scientific Areas", followed by the 1997 Protocol.
- (g) Training of specialists in publishing and business and in intellectual property led to the creation of numerous small and middle-sized publishing companies.
- (h) Technical cooperation actions appear to have been numerous and included the endowment of library buses for the Dominican Republic and the establishment of the Network of Public Libraries in Latin America.
- (i) The report found that UNESCO's Periolibros programme had unquestionably succeeded in promoting authors and reading.
- (j) The co-edition publication of children's literature, which focused on transversal subjects promoted by UNESCO, continues to function without the financial support of the Organization and was deemed to have acquired a high symbolic value.

8. Africa

- (a) No international scale inventory was found to have been drawn up. Consequently it was impossible to establish what activities had been undertaken in regard to women and children, micro-loan policies, education, stimulating reading, publishing industries or the protection of intellectual property.
- (b) The evaluators concluded that UNESCO and its partners did not have available to them effective monitoring instruments.
- (c) The Dakar Plan of Action, adopted in 1992, reflected the successful collaboration between UNESCO and AU (African Union) and reinforced the need of developing countries to implement measures to facilitate endogenous publishing, particularly in the area of schoolbooks. In the context of Central Africa, the alternative to importing books remains in the hands of the public administrations. The local actions taken to change this were considered encouraging, but insufficient to make them sustainable. However, the

private/public sector dialogue was furthered through for instance the promotion of APNET (African Publishers Net), comprising of 41 member countries.

- (d) Despite the results of the UNESCO-AU inter-African and international cooperation plan, which included: the consolidation of APNET; the organization of local and regional fairs; and the development of the Kawi project, it is difficult to attribute numerous actions undertaken under this process to UNESCO.
- (e) The evaluators found that severe difficulties were encountered in reducing the prohibitive price of books. Despite efforts made by the renovated ACCT (Agence Intergouvernementale de la Francophonie) for the francophone market, no distribution structure was established and the illegal reproduction of works appeared unstoppable.
- (f) The evaluation report underlined the difficulties its authors encountered in attempting to analyse impact since actions to promote training courses, the co-publication of children's books in local languages, the preparation of school texts, for instance, "have unequal but very real results that are very hard to quantify".
- (g) The evaluators noted that there was an acute scarcity of financial resources even for the most indispensable professional training and for the maintenance of the regional centre for the promotion of books in sub-Saharan Africa.
- (h) The evaluation report points out that the economic, cultural and industrial circumstances in relation to the book and cultural industries is more fully developed in English-speaking Africa than the rest of sub-Saharan Africa. This has permitted the creation of a stable infrastructure upon which actions in the sphere of the book offer better profit indexes.
- (i) The evaluators concluded that the situation of the book and of reading improved, especially in the SADC region (Malawi, Swaziland, Zambia and Zimbabwe) and there were collaborative actions undertaken with other African regions, at the children's level, as well as that of adolescents.

9. **Asia and the Pacific**

- (a) The Asia/Pacific Cultural Centre for UNESCO (ACCU), which has 830 institutional and individual members, was found to be behind a plethora of "surprisingly effective, regular and adaptable actions". In conjunction with the UNESCO Office in Islamabad, a Cooperative Asia/Pacific Programme (APREB) was created in 1991 for the promotion of reading and the development of the book, and the evaluators found that it constitutes a reference point for everyone working in the area of cultural cooperation.
- (b) Progress was, however, found to have been slow in improving literacy rates, affecting large populations in countries such as India and Afghanistan.

10. **Arab States**

- (a) The evaluation concluded that because of regional variance among the Arab States, making universally applicable observations was not easy. This was further complicated by the scarcity of specific documentation. However, the evaluators did put forward the view that UNESCO has an important role to play in developing common institutional interlocutors and interconnected professional associations to stimulate book production through for instance the development of national book and reading policies as recommended by the Organization.

- (b) One of the primary difficulties reported was the predominance of publishing groups from outside the region, making the development of endogenous production in private national publishing difficult.

11. Central Europe

- (a) The evaluators were constrained by the lack of reliable documentation. They state, nevertheless, that UNESCO's experience in the regions is "extraordinarily important".

Recommendations

12. Following its analysis, the evaluation team recommended that the following measures be considered:

- (a) The evaluators recommend the introduction of impact-indicators as a prerequisite for ensuring that the activities undertaken are effective and visible. Indeed, UNESCO and its partners should ensure that a monitoring and evaluation phase is systematically foreseen in the programme management cycle.
- (b) UNESCO should ensure that its image is preserved and reinforced, not least in Africa and Asia, by more effectively communicating and marketing its presence in all its initiatives, even where decentralized (it was stressed that decentralization widens the sphere of actors implicated in books, reading, and the development of cultural industries) in order to retain its position as a reference point. The role of National Commissions in this endeavour was underlined.
- (c) Actions ought to be intensified in relation to countries undergoing social or political transition and assist in the transformation from closed economies, where the State is the publisher, buyer and distributor, to new models based on private initiative.
- (d) UNESCO ought to reinvigorate the SAP-KAWI project by injecting it with further intellectual and financial capital because its cultural profitability is considerable.
- (e) Any book and reading policy must take as its central consideration the development of school libraries.
- (f) The *Challenge aimed at the creators and publishers of Asia* and the *Prize for Children's and Young People's Literature Serving Tolerance* require greater dissemination and financing.

Action taken/to be taken by the Director-General

13. In view of the recommendations made applicable to UNESCO, the Director-General:

- (a) Has ensured that methodological progress has been made through the application of "log frame" and results-based management in the elaboration of the C/5 document and in the use of SISTER.
- (b) Is determined to reinforce coordination with operational and field agencies, associations and NGOs in order to more sharply focus the scope of the programmes and improve quality. UNESCO will thus concern itself principally with the coordination of decentralized projects, and this strategy has already been adopted in relation to the World Book and Copyright Day, which is managed at national or local level.

- (c) Has shown his commitment to adopting measures to improve internal coordination and the use of new technologies, one example being the Index Translationum.
- (d) Has undertaken to prioritize children. The UNESCO *Prize for Children's and Young People's Literature Serving Tolerance* offers a good illustration of the successful application of such a strategy because of its significant impact.
- (e) Recognizes the need for cooperation with United Nations agencies and other partners, both public and private to be improved. This was reflected in the Global Alliance for Cultural Diversity programme, launched in 2001, which seeks to effectively contribute to the development of the book sector as a prominent component of the cultural industries through public/private partnerships.
- (f) Proposes that the programmes be reduced by more than half for the 2004-2005 biennium to reflect the priorities of the C/4 document.

THE INTERNATIONAL CAMPAIGN FOR THE PROTECTION, PRESERVATION, RESTORATION AND PRESENTATION OF THE ANCIENT MONUMENTS OF PAHARPUR VIHARA AND THOSE OF THE MOSQUE CITY OF BAGERHAT (BANGLADESH)

Brief description and purpose of evaluation

14. The primary objective of the Paharpur Vihara and Bagerhat Campaign was to “strengthen national capacity in the field of cultural heritage resource management, protection and promotion, with the wider aim of promoting cultural and educational activities and international exchanges”. The evaluation was undertaken in accordance with document 30 C/5, Programme III.1, para. 03112, which stipulated that the effectiveness of the Campaign over the last ten years be evaluated. The document Evaluation of International Safeguarding Campaign for Paharpur Vihara and Bagerhat set out the Draft Terms of Reference and specified that the primary task was “to analyse the Campaign and to examine the programmes implemented according to its Plan of Action and Campaign Strategy in order that an appropriate policy to address the post-Campaign development programme be established”.

Major findings (lessons and constraints)

15. The evaluators found that much has been achieved at Paharpur and Bagerhat during the Campaign period: the physical conservation work was scheduled to be completed in 2000; some training, both on-site, in Dhaka and overseas has taken place, much of it effective; two site museums have been constructed, one of which is open to the public; a number of promotional materials have been produced; some essential equipment was purchased; links have been established with Bangladeshi universities and school curricula regularly include the Campaign sites; and public awareness has been heightened.

16. The report also highlights a number of weaknesses. They include: absence of a programme of ongoing professional development and training; lacking awareness of the philosophical bases of conservation practice among senior DOA (Directorate of Archaeology, Ministry of Cultural Affairs, Bangladesh (referred to as Department of Archaeology)) and Project Unit staff; insufficient cooperation with and support to universities teaching in the cultural heritage field; absence of a university programme in museum studies/museology in Bangladesh; difficulties in employing university graduates with archaeology qualifications; and few international exchanges on-site.

Capacity-building

- (a) Capacity-building constitutes a concern at all levels of government and is complicated by slow and complex arrangements for the control of Campaign funds, and the fact that there is only one archaeology course and no museum studies. Moreover, the evaluators underlined the lack of measures in place to combat this scarcity (e.g. the absence of a programme of ongoing professional development).
- (b) The report noted that the Archaeological Superintendent Engineer (ASE) felt that the professional staff were achieving good results, but that progress would improve with further appointments in the physical conservation area. Moreover, desire for specific training on project management was expressed to the evaluator.
- (c) A central aim of the Master Plan had been technical assistance and basic “on-site” training for both administrative and technical staff and the evaluators felt that a considerable amount of low level on-site training had taken place. However, no major workshops for professional or technical staff since 1989 had been organized.
- (d) The appointment of an international adviser as recommended in the Master Plan and other Campaign documents had not materialized and the DOA staff expressed the view that such an appointment was not necessary since they believed they had prepared good documentation by Bangladesh standards.
- (e) The equipment provided by the Japan Trust Fund for the central DOA office and Project Unit in Dhaka has been well used, but was found to be in need of maintenance.
- (f) The evaluators confirmed that information about Bangladesh’s cultural heritage sites is included in secondary school syllabuses and textbooks.

Site presentation and cultural tourism

- (g) The report concluded that the presentation of historic monuments was still not being given sufficient attention, there being no interpretative signage on the sites other than a single explanatory panel at main entrances. Moreover, there appeared to be no tour guides, no explanatory publications and seemingly no plans to reprint booklets previously available at Paharpur.
- (h) A site museum now exists at both sites, yet the one at Bagerhat has yet to open to the public.
- (i) The evaluators reported that the Government of Bangladesh will take action on this matter when the UNESCO Campaign is completed. However, no schedule appeared to have been established in relation to the implementation of cultural tourism measures.

Efficiency of procedure and coordination

- (j) The Project Unit was found to enjoy sufficient cooperation with other departments and local government authorities. However, there may be a case for strengthening the role of national and local town-planning authorities in support of the protection of Paharpur and Bagerhat.
- (k) The division of responsibilities proposed by the Master Plan between the Ministry of Civil Aviation and Tourism (MCAT), who were supposed to bring tourists to the sites and coordinate visitor facilities there, and DOA, which was supposed to concentrate on

conserving and presenting the monuments themselves, did not appear to have been effective. The evaluators found that visitor facilities at both sites were few.

- (l) The Master Plan had recommended that Bangladesh Civil Service Rules ought to apply also to DOA personnel so that they too would be subject to upward adjustment of salary scales so that technical positions would be filled with suitably trained people. This did not occur and consequently the salaries and perceived status of DOA staff remain lower than for other parts of the national bureaucracy.

Cost effectiveness of campaign

- (m) Land acquisition has been the major cost factor for the Government of Bangladesh. No further funds have been sought for this purpose, but US \$128,000 is sought for “site development” of the newly purchased land at Paharpur.
- (n) Theft and vandalism constitute a major problem at Paharpur and the security is still inadequate.
- (o) The allowance for training was found to have been insufficient. Moreover, the funds that were allocated were not wisely spent. The Project Unit is now seeking US \$40, 000 for a study tour in connection with the Paharpur subproject and US \$20, 000 for group training and/or study tour for Bagerhat.
- (p) Transport needs appear to have been adequately met.
- (q) It was noted that the expenditure on cultural tourism activities has dropped since the mid-1990s at a time when it was important to encourage cultural tourism growth and to maximize the site’s self-sustainability.
- (r) The report observed that the Campaign had proceeded with a much smaller staff than envisaged and that the evidence suggested that administrative and staffing arrangements had been effectively managed in terms of cost.

Campaign promotion

- (s) To inform the public about the sites, the DOA and Ministry of Cultural Affairs have arranged for Bangladeshi banks and national airlines to sponsor calendars. Moreover, television has been used to promote the sites, in addition to posters, with the apparent result that “most people now know something about Paharpur and Bagerhat” – supported by visitor figures (Paharpur receives about 2,500 visitors per month).
- (t) The evaluators found that UNESCO’s efforts, which included mounting exhibitions at the 23rd session of the General Conference in Sofia and at UNESCO Headquarters, the production of brochures, postage stamps, articles and support to television producers, to attract funds from the international community for Paharpur and Bagerhat were largely unsuccessful.
- (u) Moreover, insufficient attempts appeared to have been made to target the private sector for financial contributions.

UNESCO's role

- (v) The cumbersome bureaucracy of DOA and UNESCO were seen to be primarily responsible for the main difficulties encountered in the efficient processing of the Campaign by negatively impacting on the flow of information, making funds available (involving a delay of 12 months in the start of projects sponsored by the Japanese Funds-in-Trust).
- (w) The importance of individual officers from CLT/CH in mediating between funders and the Project Unit was stressed. The UNESCO consultants, however, were considered by the Project Unit as mere commentators who failed to provide tangible solutions in full appreciation of the Bangladesh context, nor to provide the continuity that was needed.
- (x) The periodic review and evaluation of the Campaign were considered by the evaluators to have been inadequate.
- (y) One of the central criticisms levied was UNESCO's apparent shortcomings in meeting funding expectations. However, the evaluators point out that this is in part attributable to the Project Unit's failure to recognize that UNESCO is not a funding agency.

Recommendations

17. The Recommendations that emerged from the evaluations were the following:
- (a) Further consideration ought to be given to improving the infrastructure for cultural tourism (such as visitor facilities) at the two sites in the post-Campaign period and a series of achievable outcomes should be built into the post-Campaign Strategy.
 - (b) A decision ought to be taken by the DOA on the future status of the Project Unit before or during the post-Campaign Strategy period.
 - (c) The Ministry of Culture should consider bringing the DOA staff into the Bangladesh Civil Service.
 - (d) The National Coordination Committee should be urged to meet more frequently.
 - (e) The need for that philosophical concepts fundamental to conservation practice of the world heritage be given full consideration when making decisions about the conservation and management of the world heritage sites and hence senior management would benefit from some "training" in philosophical issues.
 - (f) A programme ought to be developed and implemented by DOA, with support from UNESCO, for ongoing professional training for all professional, technical and administrative staff.
 - (g) Cultural heritage teaching and research courses ought to be further developed and the relationships with international cultural heritage scholars and practitioners established.
 - (h) The Bagerhat museum site contains living heritage and the evaluators stressed that any impediment to the local population using the mosques in their customary way ought to be avoided when enclosing the site and introducing visitor controls.

- (i) The museum displays at Paharpur ought to be changed from time to time to maintain the interest of local tourists who visit more than once. Moreover, the information provided ought to be expanded to convey the site's evolution, the life of the monastery, etc.
- (j) Data ought to be collected by the DOA for the development of a statistical profile of site visitors. Other measures to enhance awareness of the sites should include the development of a campaign to promote the country's world heritage sites to international, as well as national tourists.
- (k) A fund-raising programme ought to be elaborated to raise funds from the private sector.
- (l) The DOA, in cooperation with other relevant Bangladeshi authorities and with the support of UNESCO, should develop and implement a detailed visitor management plan for the two sites.
- (m) The DOA ought to revise and reprint its brochures on the Paharpur site and prepare a new brochure for Bagerhat.
- (n) Measures to improve site security ought to be investigated.
- (o) A more determined enforcement of planning restrictions in the buffer zones around the two sites would reduce the need for the Project Unit to follow the expensive strategy of buying up properties in the zones. The Government of Bangladesh ought moreover to monitor mining, quarrying and industrial pollution in the vicinity of the two world heritage sites and seek to prevent any conflict arising that might jeopardize the heritage values of the sites.
- (p) The appointment of one consultant for the entire period ought to be considered.
- (q) UNESCO should set up a final meeting of the Campaign Review Committee at the end of the post-Campaign Strategy period to report on recent progress.
- (r) The Organization should improve the flow of documents and facilitate the processing of funds.
- (s) UNESCO should require the national counterpart to write a "reasoned plan of action".
- (t) A continuous exchange should be fostered between the national authority and one or more appropriate international experts, facilitated by UNESCO.

Action taken/to be taken by the Director-General

18. At the request of the Government of Bangladesh, the Director-General would consider:

- (a) Giving support to the Bangladeshi authorities in developing project proposals for monuments at risk and for area conservation in order to attract funding from national and international donors.
- (b) Providing advice to relevant authorities in order to improve administrative coordination in terms of cultural heritage matters.
- (c) Providing, in close cooperation with the DOA, training opportunities for professional, technical and administrative staff.

- (d) Developing training in architectural conservation in order to enhance national capacity in architectural conservation to international standards
- (e) Giving support to launch university programmes in museum studies/museology and support universities teaching in the cultural heritage field and to establish relationships between the Bangladeshi authorities and appropriate international cultural heritage scholars and practitioners.
- (f) Sending an expert in tourism development to Bangladesh in order to assist the relevant authorities to develop a detailed visitor management plan, taking into consideration means of improving security and museum displays.
- (g) Supporting promotional activities of the Campaign sites to attract international tourists.
- (h) Providing legal advice on a possible revision to update the Antiquities Act to bring it more into line with contemporary views on cultural heritage.
- (i) Providing technical support to the Bangladeshi authorities for the documentation, conservation and management of the cultural heritage in line with international standards.

UNESCO'S MANAGEMENT OF SOCIAL TRANSFORMATIONS (MOST) PROGRAMME

Brief description and purpose of evaluation

19. The MOST Programme was launched in 1994 in recognition of the crucial role of social sciences for the development of society and the implementation of UNESCO's programmes with the central objectives of: fostering production of knowledge on social transformations; enhancing relevance of social science research and expertise for policy-making; and developing and strengthening scientific, professional and institutional capacities, especially in developing countries. It employs an international, interdisciplinary and comparative approach using networks of scholars, NGOs and policy-makers, constituting an innovative platform for scientific cooperation and had a budget of US \$2,984,800 for the 2000-2001 biennium. Governed by an intergovernmental council (IGC) and an Independent scientific steering committee (SSC), the Programme is also able to draw on the National MOST Liaison Committees (NLCs), which exist in 53 countries, as well as on the important dissemination tool in the form of the MOST Clearing House.

20. The primary aims of the evaluation of the MOST Programme, 1994-2001, carried out under the responsibility of the Division of Social Science Research and Policy were to assess progress achieved in: (i) improving the understanding of social transformations by generating policy-relevant knowledge on multi-ethnic and multicultural societies; cities and urban development; and local and national strategies to cope with global phenomena, as well as in (ii) improving communication between social science researchers and decision-makers, and (iii) to make specific recommendations to be implemented after 2002. This constituted an assessment of the results, of the organizational structure and the impact of the capacity-building activities as well as an analysis of MOST as an international social science programme.

Major findings (lessons and constraints)

21. The following findings emerged from the evaluation:

- (a) It was found that MOST is the only programme in UNESCO fostering and promoting social science research and that it occupies a pivotal position in promoting the Organization's overall goals. Its role in supporting interdisciplinary and intersectoral programme development and conceptual work within the different sectors of UNESCO was also highlighted. The importance of the Programme (on a methodological, as well as practical level) was recognized by the world social science community. However, despite its innovative character, the evaluators felt that the Programme often fails to respond to rapid global changes. It was also said to have over-ambitious goals and expected results, as well as a heavy administrative structure.
- (b) The evaluators expressed the view that MOST programmes made a significant contribution to policy-making and that this could be ascribed to a considerable extent to the duration of the programmes (long-term research), which allows more in-depth analysis of the local context and global climate. They stressed that the impact was clear at the local and provincial level, but less so on the regional one, and seldom on the national and international one.
- (c) The number of publications stemming from MOST was commented upon and described as being "impressive, by academic standards", adding to the outputs of 12 networks, the Best Practice project, the summer school programme, the working group on governance, research and policy, the UNESCO Chairs related to the Programme, the production of newsletters, as well as the management of MOST Clearing House/Web page with its over 1.3 million visitors a year. The evaluators remarked, however, that despite the quantitative outputs, their policy-impact may remain "diffuse or unrecognized".
- (d) The MOST label was found to have been applied to a very wide range of activities, not all of which had benefited from financial support. The Programme's identity was assessed as being in need of strengthening if it is to retain its position within the social science research arena and if it is to continue to attract funding from outside sources for its projects to complement the seed money MOST itself provides.
- (e) The correct balance between a bottom-up and top-down management has yet to be struck. Although MOST's proximity to UNESCO's other scientific programmes strengthens the Programme, it is at times "too loose and uncoordinated to fully benefit from the synergy between its various activities and UNESCO's platform at large".
- (f) MOST's international networking capacity was highlighted as one of the Programme's primary strengths, enhancing the projects' impact, as well as being of benefit to the social sciences and scientists themselves by clarifying possible paradigmatic differences and improving their internal cohesion instrumental to the effective collaboration between the developing and developed world for capacity-building purposes. Indeed, the report explicitly refers to the role of MOST as an excellent tool for capacity-building in this context.
- (g) The report remarked that some of MOST's projects enjoy an established linkage with the Education Sector. However, in view of the importance of education for social and economic development, the educational dimension ought to be reinforced and extended.

- (h) The report concluded that MOST is composed of too many themes, diluting the clarity of its objectives. Moreover, there was found to be considerable divergence in the methodologies employed, reflecting both the diverse interests of Member States, as well as those particular to the extrabudgetary donors. Furthermore, some projects had short-term aims, and others long term ones.
- (i) The evaluators drew attention to the hidden/accumulative results of some activities: the impact of projects focusing on the promotion of knowledge or awareness-raising, for instance, would not necessarily be apparent before a significant duration.
- (j) The absence of a global monitoring system was identified as a central impediment to the necessary assessment of the Programme, which constituted a significant limitation to the Programme as a whole. The fact that in some cases the opinions of the policy groups and capacity-building fora had been recorded was deemed insufficient. Although quality analysis of the scientific production was felt to be central, it was not satisfactory as a means of evaluating the qualitative impact of MOST policy research networks.
- (k) The impact of one of the Programme's central roles, that of a scope-widening forum for all its participants, is undermined by a continued reticence among not only social scientists, constrained by academic and institutional traditions, but also among policy-makers, to implement the views proffered by the other.
- (l) The National Liaison Committees (NLCs) were found to vary greatly from country to country in terms of activity, with some lying dormant.
- (m) The evaluators found that the Secretariat performed its linkage role between MOST and the geographically diverse projects well, and provided necessary services for the sessions of the IGC and SSC. However, they noted that the tie between the various administrative levels, such as between the Secretariat and the NLCs, is "weak if not disconnected".
- (n) The approved budget was found to not always correspond to the de facto available budget figures for the implementation of the Programme and that this negatively impacts on the planning of activities.

Recommendations

22. Following its analysis, the evaluation team recommended that the following measures be considered:

- (a) The MOST Programme needs to be consolidated by covering fewer projects, by the development of cluster concepts with clear strategies, and by placing greater emphasis on quality. The Programme ought to be better integrated into overall organizational strategies, especially in relation to capacity-building and education. Although the link with the Education Sector is already well established in some of the MOST projects, this could be reinforced further.
- (b) The structure and management of MOST research projects should reflect the need to challenge the traditional linear interpretation of the scientist-policy-maker relationship to ensure that the information flows both ways.
- (c) The three central themes of MOST (including urbanization, migrations, multiculturalism, democratic governance) should be tackled not only in a national or

regional perspective, but rather in an interregional or global context. UNESCO should develop these themes, taking into account more seriously underlying economic and technological factors.

- (d) The Programme in 2003 should focus on investing in and promoting capacity-building for social scientists in developing countries and countries in transition, all the while ensuring that the objectives of the Programme are reflected and that a clear strategy is established for the second phase of the Programme. Africa ought to gain more attention in the Programme. Agreements with European projects to allow students from developing countries to participate in the research and to obtain academic degrees might be instituted for this purpose. The role and value of the indigenous systems of knowledge also needs to be taken into account in the development of MOST projects.
- (e) The dissemination of MOST research results needs to be improved at the level of the Secretariat, the National Commissions of UNESCO and the IGC. Moreover, the NLCs need to play a greater role in knowledge transfer in order to increase the impact of the MOST Clearing House at national level. The inclusion of communication professionals in their composition ought to be considered.
- (f) The MOST Clearing House website requires more frequent updating and projects should be encouraged to create their own databases and make these available on the Internet.
- (g) The Programme needs to enhance its visibility and the administrative structure of the NLCs and IGCs should be deployed in this regard. Publishing the outcomes of its conferences and seminars in local journals might be undertaken in this endeavour, as well as the Annual Keynote Addresses being given by a prominent person.
- (h) MOST ought to develop a consistent monitoring system where evaluations move from an *ex post* to *ex ante* assessment, taking into account a broader range of interest groups. This approach ought to be reflected in partnership guidelines and ought to draw on the new evaluation methods being developed in Brussels for measuring regional impact of social science research and teaching institutions.
- (i) IGC ought to promote the participation of Member States in the MOST Programme and seek the necessary resources for its implementation. Moreover, Member States should be encouraged to send social scientists and science policy experts to the sessions of the IGC.
- (j) The evaluators recommended that serious thought be given to fostering IGC's role in channelling messages and opinions of countries collaborating with or interested in MOST.
- (k) The SSC ought to encourage its members to: ensure the scientific quality control through regular reviews of MOST projects; conduct regular research surveys to revisit thematic development and priorities within MOST; undertake meta-analysis in the main social science fields and identify major problems for future research; stimulate discussions research needs; develop suitable conceptual and operational frameworks; analyse the "clustering concepts" for the Programme; and help the Secretariat in identifying research topics.

- (l) The NLCs should design a more forceful funding strategy, taking into consideration the European Union’s successful one.
- (m) As a measure to reverse the inactivity of some NLCs, the evaluators proposed that they be encouraged to involve younger researchers and Member States should ensure regular rotation of the NLC membership and leadership.
- (n) The SSC’s involvement in the preparation of the Chairs under MOST is suggested.
- (o) The difficulties noted in regard to the Secretariat’s acquisition of extrabudgetary funds could be mitigated by donors being involved from the outset.
- (p) The functions of the Secretariat would benefit from streamlining the profiles of the Secretariat members, placing a stronger emphasis on scientific backgrounds and policy evaluation experience. However, integrating professionals in fields such as economics and anthropology was also put forward as a suitable measure to be adopted.
- (q) Encouraging active teamwork with a strong participatory management of the entire MOST Programme is required and ought to be implemented. Furthermore, there is a need to foster a “results-based management” of projects to strengthen the overall MOST structure and its internal synergy with other UNESCO divisions and programmes.
- (r) The evaluators recommended the compilation of *active* lists of international experts that might be employed as advisers for policy-making and for monitoring impact of MOST projects, which could be accessible on the website.

Actions taken/to be taken by the Director-General

23. The Director-General submitted the evaluation and recommendations to the statutory meeting of the sixth Intergovernmental Council of MOST held from 19 to 21 February 2003. The IGC adopted the following measures that the ICC Bureau and the Secretariat will now implement within the constraints of budget limitations:

1. Mission

- (a) The continuation of the MOST Programme.
- (b) Establishing the mission of MOST for the next phase as being: “to promote the development and use of social science knowledge that contributes to better understanding and management of social transformations consistent with the universal values of justice, freedom, human dignity and sustainable development”.
- (c) Maintaining the name of the programme as Management of Social Transformations (MOST).

2. Goals and priorities

- (a) In recognition of the increasing need to improve policy formulation, the MOST Programme will concentrate on the improvement of the relation between policy-making and social science research and where necessary enhance the quality of social science research.

- (b) Involvement of decision-makers and other social actors in defining research problems to enhance acceptance and use of the findings in policy formulation while ensuring the integrity of the research.
- (c) The research problems will build on the previous thematic areas of MOST and on the expertise and networks resulting from the past two periods with the prospect of including new themes deemed critical. These new priorities and themes will be defined through a consultation process at regional and other levels taking into account the priorities of UNESCO.
- (d) Local needs and indigenous knowledge will be taken into account.
- (e) Research projects will be issue- and solution-oriented, as well as being respectful of universal values and cultural diversity.
- (f) Noting the recommendations of the Chairpersons of the five intergovernmental scientific programmes of UNESCO, MOST will actively take part in joint interdisciplinary projects with the natural science programmes of UNESCO.

3. Activities

- (a) A working group, consisting of the IGC Bureau and the Scientific Committee will develop a new result-oriented work programme covering the conceptual development of the policy research interface, the methodology and international comparative perspectives, taking into consideration initiatives from different stakeholders. This programme will be submitted to the IGC within one year.
- (b) The existing research findings of the MOST Programme Will Be Used As Input For Policy Formulation Before Proposing New Projects.

4. Capacity-building

In keeping with its objectives of capacity-building at national and regional levels, MOST will focus on research and on developing linkages between policy and research through institutional reviews, cooperation between academic communities and stakeholders, new training ventures, summer schools, etc.

5. Structure and governance

- (a) Member States will be encouraged to send specialists in the fields of social science and/or policy-makers as governmental representatives to the IGC.
- (b) The IGC will be given a greater role in governance, approval of strategies and programmes and in the facilitation of relations with national research centres and policy-makers.
- (c) The role of the IGC Bureau will be considerably strengthened and will meet twice a year.
- (d) The Scientific Standing Committee will consist of a group of six experts, one from each region, and the President of the IGC as ex officio member, with the SSC acting as a standing committee and used on an ad hoc basis by the Bureau of the IGC and the

Secretariat for the conceptualization of the Programme, the development of strategies and for scientific advice at the project level.

6. Position of the MOST Secretariat

- (a) The MOST Secretariat will constitute an autonomous unit within the SHS Sector to increase its visibility and focus.
- (b) The structure and location of the Secretariat will be finalized in the course of the 32 C/5 after decisions concerning the reorientation of MOST at the General Conference.
- (c) The Secretariat will have the necessary human resources either on a permanent basis or on contract basis to perform its functions effectively.
- (d) The members of the Secretariat will have scientific, as well as managerial and institutional competencies.
- (e) The Secretariat will be strengthened by bringing in outside competence on a rotating basis including through sabbaticals.

7. Enhancing visibility

- (a) The Secretariat will develop a new programme for the identification and dissemination of best practices, capacity-building, etc.
- (b) The Clearing House, the publications and communication will be maintained at high, professional levels and will include not only academic and in-house publications but, as a crucial feature, will develop a programme for policy-makers at the local, national and international level.
- (c) Active attention will be given to improving outcomes through new forms of communication and collaboration between researchers, policy-makers and the wider public.

8. Coordination and evaluation

- (a) Member States who do not already have NLCs or National Liaison persons are encouraged to arrange for them as soon as possible.
- (b) The MOST Secretariat in collaboration with the National Commissions of UNESCO will undertake a review of the structure, operations and impact of the NLCs during the 32 C/5 with recommendations and proposals to be submitted to the IGC Bureau.
- (c) Evaluations will be carried out throughout the course of the programme.

9. Funding and assessment

- (a) UNESCO will allocate the necessary funds, as well as raise extrabudgetary funds, to implement the MOST Programme and its projects.
- (b) The Secretariat will undertake impact assessment studies and evaluations.

EVALUATION OF THE ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL (APPEAL)

Brief description and purpose of evaluation

24. UNESCO's Asia-Pacific Programme of Education for All (APPEAL), launched in 1987, has as its goal the promotion of literacy, primary and continuing education as interdependent components of basic education, and as a precondition of sustainable human development and poverty eradication through the implementation of three main programmes: *Universalization of Primary Education (UPE)*; *Eradication of Illiteracy (EOI)*; and *Continuing Education for Development (CED)*. It sought to respond to the fact that in 1986, approximately 75% of the world's illiterate population could be found in Asia and the Pacific and, specifically, it prioritizes: reaching the unreached, under-served and disadvantaged populations in rural and urban areas, with particular emphasis being placed on women and girls; improving relevance and quality of basic education and enhancing learning achievement of all children, youth and adults; and promoting community participation and ownership.

25. During the initial phase (1989-1992), the objective was that of developing a literacy package in 12 volumes (ATLP) and to use it to train literacy and non-formal educational personnel to use the manual in 11 countries. The second phase (1993-1997) saw the development of an education package (APPEAL Training Materials for Continuing Educational Personnel (ATLP-CE)) and the training of non-formal educational personnel in 14 countries. Phase three (1998-2001) had as its objectives for the 18 countries involved: to set up regional networking for the promotion of literacy and continuing education (ARTC); establish Community Learning Centres (CLCs); develop materials focusing on grass roots for indigenous peoples and women; and to develop a monitoring and evaluation system.

26. The present evaluation focused on five programme areas: development and dissemination of training materials/manuals; regional and subregional workshops utilizing the above-mentioned materials; support for national follow-up activities of the regional and subregional workshops; support for the establishment and implementation of Community Learning Centres (CLCs); and establishment and strengthening of the APPEAL Resource and Training Consortium (ARTC), APPEAL regional networking. The Terms of Reference for the evaluation stated the objectives as being the assessment of implementation, impact, efficiency and effectiveness, the projects' sustainability and the contribution of the projects to the promotion and strengthening of cooperation and networking among various organizations within the participating and other countries in the region. The evaluators were moreover required to recommend future action based on their findings.

Major findings (lessons and constraints)

27. The following findings were derived from the evaluation:

- (a) The overall conclusion of the evaluation was that the APPEAL Programme in the Asia-Pacific region is considered highly important and most valuable in terms of eradicating illiteracy and offering continuing education to the disadvantaged groups of the region and that the effect and impact of the Programme goes "way beyond expectations in relation to costs".
- (b) Particularly noteworthy was found to be the holistic approach employed, consisting of materials/manuals on the one hand, and the setting up and running of Community Learning Centres (CLCs) on the other seemingly "most fruitful in terms of local

community development and empowerment of local people”, representing a significant contribution to the sustainability of the Programme.

- (c) The CLCs were considered to represent the peak of APPEAL’s success, and the evaluators highlighted their function as a vehicle for community development, empowerment of local people in general, improved life quality and in many cases self-esteem among local community members. Instrumental in this process of empowerment was found to be the Manual on Establishment of Small-Scale Enterprises by increasing income-generating opportunities.
- (d) The evaluation report found that the Programme is cost-efficient and targeted in relation to objectives.
- (e) It was felt by the evaluators that greater emphasis needed to be placed on the cultural sensitivity of the Programme.
- (f) The evaluators found that sustainability had been secured through the massive involvement of local communities in all phases of the various activities, but that this process ought to be further developed.
- (g) The importance of the role UNESCO plays in providing technical support to local communities was underlined.
- (h) The ARTC network was considered beneficial for the APPEAL Programme.
- (i) The report identified the CLCs as constituting an effective modus of delivery for the programme by empowering local personnel to act as change agents according to the strategies of the various aspects of the Programme.
- (j) The evaluator found that women and cultural minorities had been targeted in the activities undertaken in all three countries visited for the purposes of this report (Cambodia, Bangladesh and China). However, the evaluator underlined the fact that there were still major initiatives to be taken and strategies to be drawn up by Member States and partners in the ARTC before the target groups enjoy full inclusion as change agents in their own rights.
- (k) The ATLP and ATLP-CE material and manuals were found to be widely disseminated, to be used in all the participating countries and to a large extent succeeding in meeting the needs of the countries.
- (l) It would appear that the impact of the Programme goes beyond the local level, with most countries reporting that it has influenced curricula developments and NFE plans and implementation at national and subnational levels.
- (m) The regional and subregional workshops arranged under the APPEAL Programme were deemed valuable and as having made relevant contributions to strengthening and developing the basic and continuing education in the region, in addition to performing an important role for the cooperation and sharing of experiences between cooperating countries.
- (n) The Programme was also seen as making an important contribution to strengthening education and contributing to revisions and integration of non-formal education in national plans through its national follow-up activities.

- (o) The issue of access to the digitalized world was underlined by the evaluators as one that ought to be addressed by APPEAL.

Recommendations

28. The evaluators made the following recommendations:

- (a) The systematic and comprehensive approach of APPEAL towards eradication of illiteracy and continuing education should be continued and hence the financial support by donors prolonged and strengthened.
- (b) UNESCO/APPEAL ought to maintain its initiating and coordinating role in order to maintain the impact of the Programme so far, and hence continued financial support is necessary for updating/modernizing measures.
- (c) UNESCO/APPEAL ought to strengthen its support to members in the form of technical advice, expertise and coordination, particularly in the field of continuing education.
- (d) Greater emphasis ought to be placed on the coherence between aspects of literacy training, vocational training and continuing education.
- (e) The CLCs ought to be expanded and reinforced, both financially and qualitatively.
- (f) Materials and activities need to be tailored with regard to the diversity of the region in cultural, ethnic and religious terms.
- (g) UNESCO/APPEAL ought to continue to pay close attention to monitoring and evaluation.
- (h) Greater emphasis ought to be placed on monitoring and capacity-building among cooperating NGOs.
- (i) UNESCO and the donors should take full account of the digital revolution, and reflect this in future plans and strengthen its efforts to make the modern world accessible also to the disadvantaged groups in the region through ICT.
- (j) UNESCO ought to consider the possibilities for exporting the systematic and comprehensive approach to APPEAL to other parts of the world, particularly Africa, as the Programme has contributed efficiently to the eradication of illiteracy in the Asia-Pacific region. The structure of APPEAL and most of the materials produced under the Programme ought to be employed when drawing up culturally sensitive activities for the other three major regions through UNESCO's Regional Bureaux for Education.
- (k) Continued support ought to be provided to the APPEAL Resource and Training Consortium (ARTC).
- (l) Future planning of APPEAL Programme activities should be coordinated and seen in relation to EFA assessments and recommendations.

Action taken/to be taken by the Director-General

29. In view of the recommendations made applicable to UNESCO, the Director-General:

- (a) Has reinvigorated his efforts to secure donor support for the APPEAL's programmes, and recently obtained donor support to assist countries in the application of appropriate ITCs for advancing NFE. Moreover, extrabudgetary funds have been obtained from DFID for supporting a regional programme to create a Gender Education Network in Asia (GENIA), and project proposals for funding support from JFIT for EFA are being prepared. Bilateral and other donors are being approached for supporting small-scale projects through a special effort being made by the UNESCO Bangkok Office.
- (b) Has established as the focus of the APPEAL Programme for 2002-2003 the adoption of a holistic approach integrating social and economic aspects and civic consciousness, while making gender one of the key cross-cutting themes.
- (c) Has supported the organization by APPEAL of several regional and subregional training workshops for Member States (including effective training techniques for NFE facilitators and training in the management of CLCs).
- (d) Recognizes the importance of the APPEAL Resource and Training Consortium (ARTC) and invited the ARTC member institutions to attend a meeting in Beijing, China, to review its role and suggest measures to be taken to strengthen the programmes of APPEAL and render it more responsive to the needs of Member States.
- (e) Is determined to continue the close monitoring of programmes and activities implemented by Member States through missions and through cooperation with UNESCO field offices, and to engage in policy dialogue to ensure expansion and institutionalization of successful initiatives. Prominence is being given to cooperation with partners including United Nations agencies.
- (f) Subject to availability of donor support, will ensure the continuation of the following programmes for the promotion of literacy and continuing education: equivalency programmes, small-scale enterprise for income generation; literacy programmes for ethnic minorities utilizing bilingual/mother-tongue approaches; gender equality in basic education and lifelong learning through CLCs.
- (g) Is committed to encouraging the full participation of community members in the planning, implementation and evaluation of activities.
- (h) Is determined to support Member States in the effective application of appropriate ICTs to non-formal education and therefore APPEAL in cooperation with experts in the region, will develop technology-based materials containing context-specific content areas on social and economic aspects for improving quality of life of communities, especially in rural areas. Five countries in the region will be supported initially.
- (i) Is keen to explore the possibilities of extending the Programme to other regions and hence highlights the importance of information sharing and dissemination of APPEAL's strategies. Since UNESCO Senegal has shown a particular interest, the APPEAL team has been in discussion with staff at Dakar to look into possible cooperation in applying the Programmes' strategies to the African context. Moreover, technical assistance was provided at a post-literacy workshop organized jointly by UIE and the Ministry of Education in Botswana held for participants from the subregion in southern Africa.

- (j) In order to link its activities more closely with the findings of the EFA assessment, APPEAL has recently strengthened its capacity for promoting gender equality, quality primary education and early childhood care and education. Through the publication of “Guidelines for the Preparation of Gender Responsive National EFA Action Plans”, APPEAL has provided technical support to the development of national EFA plans. Furthermore, APPEAL is playing a key role in the subregional forum (SFR) for EFA in East and South-East Asia, and in advocating non-formal approaches to reach disadvantaged groups with the overall aim of achieving EFA goals.

PART II – CONCLUDING REMARKS OF THE DIRECTOR-GENERAL

30. Although it is clear that improvements have been made in drawing up terms of reference, in the drafting and application of the evaluation methodology, and in the quality of the analyses made, additional action is needed before the standard of evaluations required by the Director-General and the Executive Board has been fully attained. Indeed, further efforts need to be made in order to ensure that evaluations are evidence based and that recommendations put forward in the reports are practicable and effective in addressing concerns raised. Numerous action has already been taken in order to enhance the quality of evaluation, and was reflected in the UNESCO Evaluation Strategy and a medium-term evaluation work plan was presented to the 165th session of the Executive Board (165 EX/19).

31. In the light of the above comments, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined document 166 EX/41 and appreciative of the evaluations that have been presented,
2. Taking note of the recommendations made by the evaluators as well as the report of the Director-General on the implementation of these recommendations,
3. Bearing in mind the Director-General’s concern about the quality of evaluation reports highlighted in the Director-General’s concluding remarks,
4. Invites the Director-General to implement in the appropriate manner those recommendations that he judges necessary to improve the programmes to which they relate and to improve the quality of evaluations by implementing the new UNESCO Evaluation Strategy;
5. Requests the Director-General to continue to report to the Executive Board on evaluations that are carried out on the Organization’s programme activities, on the progress made in the follow-up to evaluation recommendations and in strengthening the quality of the evaluations undertaken.

Hundred and sixty-sixth Session

166 EX/41 Corr.
PARIS, March 2003
Only in English and Russian

Item 3.1.4 of the provisional agenda

**COMMENTS BY THE DIRECTOR GENERAL
ON THE EXTERNAL EVALUATION REPORTS
SUBMITTED IN THE 2000-2001 AND THE 2002-2003 BIENNIA**

CORRIGENDUM

Paragraph 4 should read as follows :

“4. Many of the activities undertaken under the umbrella of the Books, Reading and Cultural Industries Programmes were initiated following studies produced by the Organization in the 1970s. UNESCO’s involvement with the books programme started off as general in character, becoming focused in the 1990s on country-specific circumstances, culminating in the publication of the practical guide, *The National Book Policy*. Numerous actions were initiated and implemented under the programmes and include: the elaboration of national policies taking into account the concerns of both the public and private sectors; training; publication of guidelines; and the promotion of the value of reading by initiating activities on the occasion of World Book and Copyright Day – activities, which come under the two central themes: *Books for All* and *Towards a Reading Society*.”