



Participation programme: *success stories*

between realism
and ambition

Sector for External Relations and Cooperation
Division of Relations with Members states
Section of Participation Programme
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Peru

Women artisans in the open-cast gold mines of Peru: reinforcing their role and recovering collective history

Foreword

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The attachment of Member States, Associate Members and international non-governmental organizations to UNESCO's Participation Programme continues to grow. This is illustrated by their statements to the General Conference, by the increasingly large number of requests they submit and by the quality of the projects undertaken.

The transition from a system of purely technical assistance, as it existed during the 1950s, to a genuine policy of participation in, and association with, the activities of Member States marked a very real turning point in the work of the Organization, even if the resources available did not always match the ambitions of the applicants. While the Participation Programme made considerable strides in the first two decades of its existence, it subsequently came up against constraints and difficulties with regard to its implementation, which explains the constant efforts to renew, rationalize and improve its functioning, culminating in the new guidelines adopted by the General Conference at its 30th session (1999) and subsequent sessions – guidelines some-



Zimbabwe

Training women artists in textile production and marketing skills

times proposed by the Director-General of UNESCO and consistently reinforced by him in the context of their implementation.

An integral part of the Organization's biennial programme, the Participation Programme is an effective means of strengthening partnerships and improving the relevance of regional cooperation, of boosting the action of the National Commissions for UNESCO and strengthening their capacities, and of involving the Secretariat's sectors and services more closely in the evaluation and implementation of projects.

The recent innovation of involving the Intersectoral Committee, responsible for making relevant recommendations to the Director-General on the basis of a strict selection exercise carried out in keeping with the prescribed criteria, priorities and procedures, reinforces the credibility and effectiveness of the Participation Programme.

The success of this programme has to do, among other things, with the transparent manner in which it is implemented and the closer linkage it establishes be-

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Serbia and Montenegro

Kotor Fortress (Mala tvrđjava) view of the northeast part of the fortress from the castle of San Giovanni



Poland

Inauguration of the 2003 summer school on the field of environment

tween the projects carried out in this way and the Organization's other activities, particularly those focused on priority groups and the poorest countries. Photos, tables and graphs illustrating this brochure attest to the success of certain projects implemented in 2002-2003.

Mention should also be made of the role, alongside that of the Participation Programme, of emergency assistance. Such assistance – the criteria and procedures for which have recently been defined with greater clarity and precision – make it possible, within the scope of the modest resources available, for Member States that have experienced natural catastrophes to carry out a preliminary damage assessment and begin the process of seeking external funding, within the compass of UNESCO's fields of competence.

The effectiveness of the Participation Programme, apart from its "add-on value" with respect to the regular programme, lies in the improvements it brings to project implementation and the contribution it makes to the ongoing task of achieving greater synergy



Jordan

Setting up a communications laboratory

between the efforts of Member States and those of the UNESCO Secretariat, with a view to achieving better visibility of UNESCO's action in its Member States.

It is hoped that this brochure will, in its turn, help to raise the profile of the Participation Programme and will be of assistance to those to whom it is primarily addressed, namely the National Commissions for UNESCO, in pursuance of their daily action of developing increasingly fruitful and dynamic cooperation in the realm of the mind.

Ahmed Sayyad

Assistant Director-General
for External Relations
and Cooperation

Origins of the Participation Programme

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ollowing its creation in 1945, at the end of a long and cruel war, UNESCO, like any new specialized United Nations agency, was confronted in its early years by immediate structural and financial imperatives: coordinating its activities and programmes with those of the other specialized agencies, responding to the huge and urgent needs of its Member States, and putting in place infrastructures in order to begin to exercise its mission.

Its activities in its different fields of competence were detailed in the appropriate chapters and sections of its “programme and budget”, and executed without reference to planning rules. It had to attend to the most urgent issues, using flexible but inadequate methods.

Alongside the regular programme, other activities were implemented under the “United Nations Expanded Programme of Technical Assistance for Economic Development of Under-Developed Countries”, in which UNESCO participated from 1950 onwards. Within the framework of the Economic and Social Council (resolution 222/IX) represented by the



Morocco

A Moroccan woman supplements her modest income through traditional embroidery

Education, a factor of development and democratic requirement

Basic education for all

“Everyone has the right to education” (Article 26 of the Universal Declaration of Human Rights). The goals fixed by the Dakar Framework of Action (2000) include:

- ▶ *access to free and compulsory primary education of good quality for all children, particularly girls;*
- ▶ *meeting the learning needs of all young people and adults;*
- ▶ *eliminating gender disparities in primary and secondary education;*
- ▶ *action to promote recognition of human values through education for justice, freedom, peace and mutual respect.*

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Regional training workshop for leaders and trainers of international youth volunteers in Asia and the Pacific





Chile

Scientific experiments in schools

Technical Assistance Committee, this programme was administered by the Technical Assistance Board and had as its main aim “to promote the economic and social development of the under-developed countries and strengthen the bases of prosperity and peace in the world”. Its funding derived from a special account.

The technical assistance activities undertaken by UNESCO had to conform with the directives of the Committee and the decisions of the aforementioned Board “for the effective execution of the programme with the object in particular of achieving well-balanced and integrated country programmes to which each of the participating organizations contributes its special skills for the economic development and social progress of under-developed countries” (8 C/Resolution IV.1.9.11(c)). The first expert to visit the field under this technical assistance programme was a mathematician, who was sent to Iran on 25 October 1950.

The main beneficiaries of this programme were what were known at the time as the “under-developed countries”. In 1955, UNESCO provided technical assistance to 46 such



Estonia

Estonian schoolchildren use information technology to learn about their cultural history



Income-generating activities for women in the village of Savang (district of Boonneua)

countries, while the number of projects in progress stood at 97, concentrated mainly in the fields of basic education, adult education, science education and marine biology.

During the 1955-1956 biennium, the expression "programme of participation in the activities of Member States" was employed for the first time. However, this programme was not yet the Participation Programme as it was later to be established. At its eighth session (Montevideo, 12 November-10 December 1954), the General Conference authorized the Director-General to provide assistance to Member States under the Organization's regular programme, employing similar methods to those used for the United Nations Extended Programme of Technical Assistance.

In his circular letter CL/1015 of 18 January 1955, the Director-General informed Member States accordingly and invited them to submit requests under the regular programme for assistance in the form of expert missions, the dispatch of materials and the granting of fellowships for foreign study, in accordance with the modalities that the Executive Board had approved at its 41st session (March 1955).

Safeguarding the Guinean people's traditional culture and promoting the competence and skill necessary for the expression of their many-faceted intangible cultural heritage





Burundi

Restored royal enclosure

This may be seen as the preliminary outline of the Participation Programme. At its ninth session (New Delhi, 5 November-5 December 1956), the General Conference adopted for the first time a resolution referring to the “programme of participation in Member States’ activities” in all UNESCO’s fields of competence. This programme was financed by regular programme funds in the sum of \$2 million, and it attracted 106 requests.

The 16 resolutions adopted cover activities in almost all UNESCO’s fields of competence. Each of them involved well-defined activities, authorizing the Director-General to participate in the activities concerned at the request of Member States and indicating the funds earmarked for that purpose.

These resolutions were the subject of a circular letter from Director-General Luther H. Evans (CL/1168 of 14 January 1957), informing Member States that he was authorized “to grant aid, in certain fields, in 1957-1958, under the programme of participation in Member States’ activities” and inviting them to send him the corresponding requests, which should

- ▶ ***Education must occupy a central place in social and human development. In its programme activities, UNESCO is therefore concerned to establish a relationship between education for all and the Millennium Development Goals.***
- ▶ ***To prevent them from being marginalized, we must provide for the education of displaced children, street children, working children and refugees. There is a need to mobilize international public opinion so as to achieve this goal. UNESCO offers its Member States assistance for the development of programmes and advice and guidance services in this field.***

Building learning societies

- ▶ Young people represent the future and hope of society, which is why it is necessary to meet their educational needs by ensuring that they enjoy equitable access to programmes enabling them to acquire the knowledge essential to everyday life.
- ▶ Poverty, particularly extreme poverty, is an infringement of human rights. UNESCO has integrated in all its programmes the means and actions for eliminating poverty in the fields of its competence, particularly through education, science and culture.

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Aruba

Training trainers for education reform in Aruba

Kyrgyzstan



Altyn Blalyk children's rehabilitation complex

be “accompanied by all the data necessary for their examination and appraisal by the Secretariat”. The principle being thus established, the General Conference proceeded at subsequent sessions to refine and strengthen the objectives, criteria and principles and to adapt its procedures in keeping with UNESCO’s overall policy.

The basic legal, technical, administrative and financial text establishing the Participation Programme is to be found in 10 C/Resolution 7.31 adopted by the General Conference at its 11th session (14 November-15 December 1960), which was improved and expanded at its 12th session (9 November-12 December 1962, 12 C/Resolution 7.B.21). UNESCO’s membership then stood at 109. The emergence on the international scene in the early 1960s of a large number of formerly colonized countries may have been an awareness-raising factor.



Central African Republic

Sub-regional workshop on the social integration of the Pygmies of Central Africa



Nepal

Adults receive basic education in making fertilizers, and watch a practical demonstration on their preparation

Resolution 12 C/7.21 had the merit of laying down in specific terms the basic principles of the Participation Programme together with the criteria, eligibility conditions and relevant procedure. This basic text adopted in 1962 was to be improved and expanded at subsequent sessions of the General Conference, in particular in 1976, 1980, 1997 and 2003.

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*Participation Programme: success stories
Between realism and ambition*

- ▶ *Combating exclusion also involves ensuring access to education for millions of children and adults living in poverty.*
- ▶ *The new micro-credit system, which has proved its value in certain parts of Africa and Asia, constitutes a strategy for poverty reduction. UNESCO contributes to this goal by defining and disseminating best practice.*
- ▶ *Broadening the scope of education through the use of information and communication technologies (ICTs). UNESCO encourages the use of ICTs to improve the quality of education and learning and ensure a better use of educational resources and the renewal of the education system*

From technical assistance to active association



The Participation Programme serves as a means for achieving UNESCO's objectives, as reflected in its programmes and determined by the General Conference at each of its sessions. It enables the Organization to associate itself with Member States' initiatives and activities in the execution of the programme and to provide them with technical and financial assistance to that end. It is also aimed at strengthening the partnership between UNESCO, on the one hand, and Member States and international non-governmental organizations, on the other, thereby helping to strengthen multilateral cooperation.

The Participation Programme is in no way a substitute for the regular programme; it is to be seen rather as complementing it by enabling Member States to carry out important projects, particularly in priority areas, with financial assistance from domestic sources or international institutions. It raises the profile of UNESCO's action in its Member States through a closer involvement of the Organization's sectors and reinforcement of the



Trinidad and Tobago

Adjusting the new telescope



Science, the environment and sustainable development

Water for peace

- ▶ UNESCO's major international hydrological programme is primarily aimed at formulating a rational water resources management policy and at anticipating the causes and forestalling the risks of water-related conflicts.
- ▶ The project entitled "From conflict to cooperation: water for peace" gives a new dimension to international cooperation, addressing both ethical imperatives and the requirement of sustainability.



Ukraine

In the Crimea: preservation and restoration of the biological diversity of living organisms in a marine aquarium



Mali

Evaluation of the impact of the biological fight against insects

capacities of the UNESCO National Commissions, notably as regards the planning and implementation activities.

The Participation Programme has a real impact in Member States, particularly in the most disadvantaged countries. It is the focus of growing interest among them and among their National Commissions and the NGO community.

This is evidenced by the following extract from the oral report by the President of Commission I at the 32nd session of the General Conference (2003): “[This] topic is of particular importance to all representatives, for it not only enhances UNESCO’s profile in the Member States, but also builds the capacities of those Member States most in need. The Commission was pleased with the results of this debate especially as regards both the priority given to the submissions presented by Member States most in need, as well as to the preference given to those activities for the benefit of the developing countries” (32 C/INF.27, p. 4).



Algeria

National barrage authority stand

Botanical garden at Epulef, a town on the Patagonian steppe



Argentina

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Burkina Faso

Improving socio-economic conditions for women and girls through market gardening

How to participate in ... the Participation Programme

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The Participation Programme is open to all Member States and Associate Members, international non-governmental organizations and institutions maintaining formal relations with UNESCO. It constitutes one of the main ways of assisting Member States in the realization of projects not covered by the regular programme. It complements the Organization's planned activities and plays a part in developing multilateral cooperation in UNESCO's fields of competence, with particular reference to the role of the National Commissions.

Given its complementary relationship with the regular programme, projects executed under the Participation Programme must have a close link with the Organization's activities, particularly concerning women, young people, Africa and the least developed countries (LDCs), as well as with those of the National Commissions, thereby helping to strengthen their role and encourage them to engage in wider regional and interregional cooperation. A selection of projects is also made by the UNESCO Sectors on the basis of the priorities defined in the regular programme.

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Plenary session of the conference on the preservation of the biosphere, held in Mikulov castle

Czech Republic



Women's chorus from the Saints' Day Passion at Jacmel in June 2003, financed by UNESCO

Haiti



Preservation of the cultural, historic heritage and natural environment



The former Yugoslav Republic of Macedonia

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Pelicans on the great lake of Ner Prek Toal

Cambodia



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Preserving biodiversity

- ❑ Preserving biological diversity helps to reduce poverty and to improve living conditions. It is one of the key factors of sustainable development.
- ❑ Reducing the loss of biodiversity between now and 2010 has been established as an international development goal.
- ❑ The interdependence of biological diversity and cultural diversity is considered a fundamental fact: both are in the service of sustainable development.

A pair of clownfish (*amphiprion nigripes*)

Maldives



Sustainable development

- ▶ The notion of sustainable development, as defined in the Brundtland Report, is based on the creation of a state of harmony among human beings and between human beings and nature.
- ▶ Education is the foundation of sustainable development. Human beings must be at the centre of development, which implies the construction of a dynamic economic system, a socially just system and respect for the environment – goals that entail duties with regard to future generations.
- ▶ Development policies should take into account the duty implicit in the “intellectual and moral solidarity of mankind” and place the emphasis on respect for human rights, democracy and the rational use of resources.

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Cairo University: seminar on women and the media

Egypt



Science and technology in the service of development

- ▶ Promote teaching and strengthen capacities in science and technology;
- ▶ Transfer scientific information to the developing countries;
- ▶ Expand national capacities in fundamental research;
- ▶ Capacity-building in the basic sciences is a prerequisite for the advance, transfer and diffusion of knowledge. It is necessary for socio-economic development, poverty reduction and an improved quality of life;
- ▶ Promote human and institutional capacity building in the engineering sciences and technology, particularly in the developing countries.

Children from the Gitwe nursery school discover the computer and take their first steps in informatics

Rwanda



Teenage girls receive training through information and communication technology



Saint Vincent and the Grenadines

Young people learn about the importance of protecting the environment



Costa Rica

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World Solar Programme

- ▶ UNESCO contributes very substantially to the World Solar Programme through its action to promote human resource development, education and training in renewable energies, technological know-how and technology transfer. Priority is given to Africa and to the least developed countries in other regions.

Installation of Solar panels in a rural school

Senegal



Development of endogenous sciences

- ▶ The strengthening of endogenous capacities for research and operational activities, international exchanges in the different scientific disciplines, the promotion of cooperation between the exact and natural sciences and the social and human sciences, especially in the least developed countries, constitute a major concern and the proper way to develop endogenous knowledge.
- ▶ In this field UNESCO, through its programmes, plays a key function of supervising, motivating and framing appropriate policies, thereby contributing to the development of institutional and human resources in the various scientific disciplines.

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Moldova is installing a national server to enable free access to education for all

Republic of Moldova



Culture in its diversity

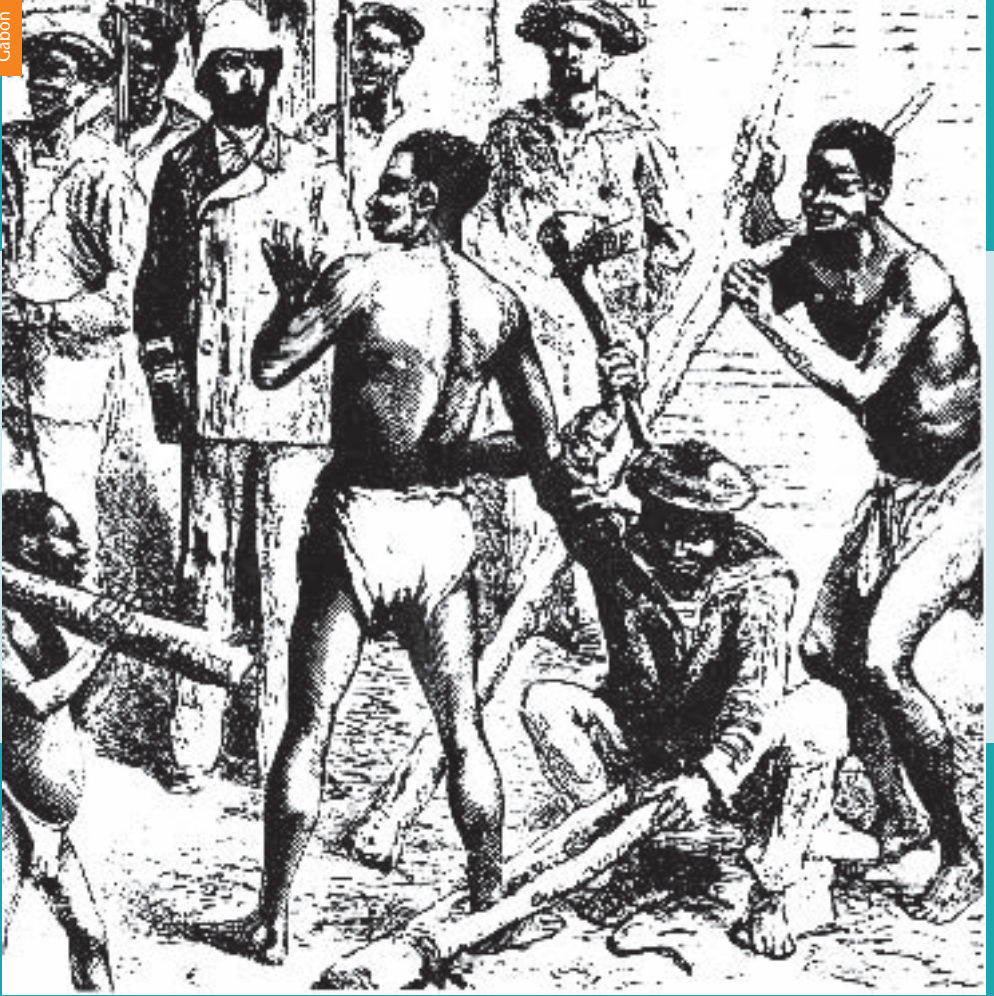
Protection of cultural diversity through the safeguard of the cultural heritage

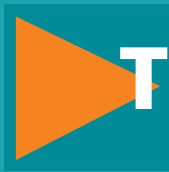
- ▶ Cultural diversity is a source of creativity and exchange. It therefore involves dialogue, mutual understanding and acceptance of others.
- ▶ To take up the challenge of the consequences of globalization for culture, especially the risk of standardization and “commercialization” of culture, it is important that the links between culture, diversity, pluralism and sustainable development be strengthened.
- ▶ The protection of the cultural heritage is essential for the protection of cultural diversity. This protection necessarily requires action to be focused on sites which express a plurality of cultural identities and those which are representative of the cultural heritage of minorities.

The laureate, Saïd Mohamed Bafakih, born on 5 March 1984 with a passion for art

Comoros







The slave trade

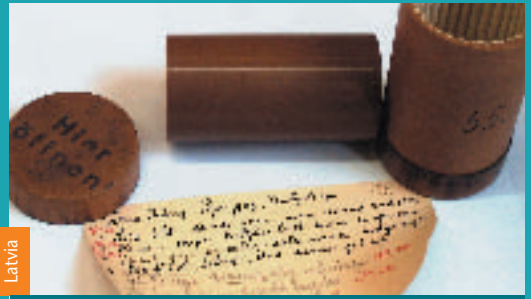
- ▶ The “Slave Route” international cooperation project, launched by UNESCO in 1994, aims at conducting a historic study of the causes of the transatlantic slave trade, its interactions and contribution to the establishment of a culture of tolerance. The project also seeks to popularize the history of the slave trade through the revision of school textbooks.
- ▶ The year 2004 was proclaimed International Year to Commemorate the Struggle against Slavery and its Abolition. A programme of activities was devised to that end, aimed at promoting dialogue among cultures and civilizations.
- ▶ Slavery was acknowledged as a crime against humanity by the World Conference in Durban (2001).



Publication on Marcus Garvey

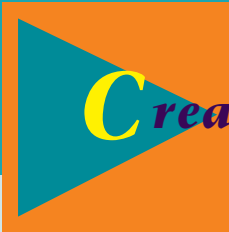


Jamaica



Latvia

Latvian folklore site on the internet



Creativity and development

Arts and handicrafts

- ▶ Handicrafts can contribute to sustainable development and the elimination of poverty.



Mali

Training of young women on pottery

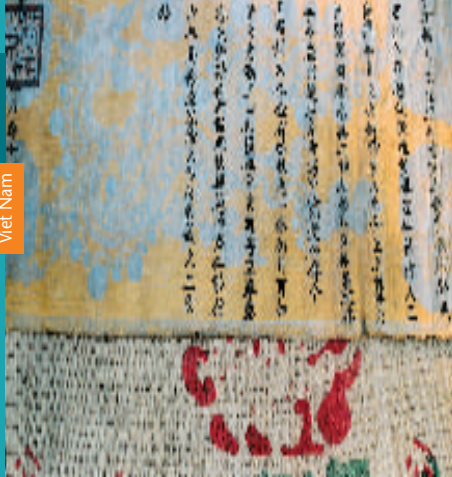


Kazakhstan

Schoolchildren depict their vision of the state of water resources in Central Asia

Preservation of the tangible and intangible heritage in the Son Vi community house: Hung Vuong dynasty sanctuaries in Lam Thao

Viet Nam



▶ Art and culture

- ▶ Art is the expression of the genius of a people. UNESCO is developing its cooperation with artists. Their contribution to cultural diversity is greatly appreciated. For that purpose, several UNESCO prizes have been instituted. The Organization also works to foster creativity and artistic education in schools and in out-of-school settings. To that effect, an international appeal was launched in 2000 by the Director-General.
- ▶ Endeavours are being made to promote living cultures, particularly in Africa and the Pacific, and the professionalization of young artists.

Ghanaian musicians at the 2003 MASA (African Arts Festival)

Côte d'Ivoire



Data glove and tracker

Russian Federation



Dr Dorrick Gray outlining Underwater Salvaging at Port Royal, Jamaica

Saint Lucia



Fair access *Fostering freedom of expression and information*

- ▶ The impact of the new information and communication technologies (ICTs), which raise great hopes in the field of knowledge, is the focus of reflection, studies and actions by UNESCO.

One of the essential missions in this field is to help reduce the digital divide between countries and, at times, within the same country.

- ▶ The International Programme for the Development of Communication (IPDC) contributes to communication capacity-building in developing countries through the provision of equipment and training resources.

Training secretaries and assistant coordinators

Gambia



Restoration of a mural in an XVIIc. Church

Georgia



Young Africans on a cultural visit to Iceland

Iceland





San Marino

Scenes from medieval times

Concerning the developed countries, Director-General Koïchiro Matsuura, in his circular CL/3609 of 26 November 2001, appealed to the Member States of the Organisation for Economic Co-operation and Development (OECD), particularly those forming part of its Development Assistance Committee (DAC), to refrain from submitting requests under the Participation Programme during the period 2002-2003 – an appeal heeded by the countries concerned and renewed for the 2004-2005 biennium, enabling the amount of funds allocated to the least developed countries to be increased.

Members of the Hungarian-Mongolian research team for Altaic studies examine a rare manuscript in a monastery

Hungary



Emergency assistance



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ince the 1990-1991 biennium, UNESCO has granted emergency assistance through the Participation Programme to its Member States by providing aid in its field of competence. The idea of emergency assistance was dealt with for the first time in 25 C/Resolution 15.3, paragraph 7, adopted by the General Conference at its 25th session (November 1980). That resolution, while listing the various forms of participation, stipulates that emergency assistance may be provided by applying “adequately flexible and expeditious procedures, for meeting exceptional situations ...” in the Organization’s fields of competence.

- ▶ *The disasters caused by natural hazards lead to great human and material losses. The consequences often exceed the capacities of a disaster-stricken country, hence the need for emergency action by the international community. The policies framed in this field go beyond the stage of reconstruction. They also concern the reduction of these hazards.*
- ▶ *When a catastrophe occurs, UNESCO provides its assistance through contributing expertise in order to help the stricken country to evaluate the damage suffered and identify outside funding sources for reconstruction.*

Conclusion

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Experience has shown the relevance of the Participation Programme and of emergency assistance. The Participation Programme is an effective way to achieve UNESCO's goals through the intermediary of the National Commissions and acts as a catalyst for the execution of a number of projects, particularly those devised for priority groups.

The restructuring of the Programme, the improvement of its administrative management, notably the role assumed by the Intersectoral Committee, and the strengthening of the mechanism for monitoring and for informing Member States and the Executive Board on its activities are beginning to yield good results.

The Participation Programme helps to invigorate the action of the National Commissions for UNESCO, release creative energies in a number of fields and mobilize efforts in pursuing and implementing projects of current interest.

Admittedly, the resources earmarked for this programme are not always equal to the ambitions of the beneficiaries. The fact remains nonetheless that it boosts and raises the profile of UNESCO's action in its Member States.

Concert given by an Arab-Israeli orchestra on 30 October 2002 in the Tel Aviv Hilton



Members at the opening session of the Malawi children's parliament (18-20 August 2003)



Malawi



Estonia

Traditional crochet protects a new component of the national dress



Nepal

Living and working environment in Bungamati

Regional planning and the fight against desertification



Morocco

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Botanical garden at Epulef, a town on the Patagonian steppe



Argentina

Sami Tito, a blacksmith from Mwanza, makes a chisel at the Dar Es Salaam International Trade Fair

United Republic of Tanzania

