Item **4** of the provisional agenda

REPORT BY THE DIRECTOR-GENERAL ON THE IMPLEMENTATION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

SUMMARY

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference. Part I of the report contains the main results achieved during the first six months of the 2010-2011 biennium, corresponding to document 35 C/5. In order to provide a more concise and strategic account of programme implementation, this report is limited to (i) an overall assessment of key results for the five major programmes and the UNESCO Institute for Statistics; (ii) UNESCO's contribution to operational policies and activities for development cooperation within the United Nations system.

By its very nature, this document does not entail administrative or financial implications.

No decision is proposed.

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MAJOR PROGRAMME I – EDUCATION

1.   Six months into the biennium, the Education Sector is progressing smoothly towards the achievement of the 14 expected results set for 2010-2011, including those specific to each of the Organization's global priorities and contributions to the intersectoral platforms. This is being accomplished through the implementation of some 380 regular programme activities and 380 extrabudgetary projects amounting to approximately US $115 million. With over half of the regular budget concentrated on four priority areas – **literacy, teachers, skills for the world of work, and sector-wide policy and planning** – and increased geographical targeting in the design of activities, the Sector's newly focused approach is enabling it to scale up its visibility and impact at country level.

2.   In this regard, the new biennium has been marked by the General Conference's decision to strengthen UNESCO's support to 20 countries at greatest risk of not achieving the education for all goals by 2015 (the "target countries"). The Education Sector has moved quickly to align its budgetary allocations, fundraising activities and working modalities with this new targeted approach. Thus, the US $6 million allotted under the regular programme for activities in the target countries have been reinforced with a further $16 million secured by the Sector through the Capacity development for education for all (EFA) programme – a major achievement.

3.   This increase in funding has been matched by the introduction of streamlined and coordinated intervention modalities, which are enhancing efficiency and effectiveness in the use of human and financial resources. In each target country, UNESCO has launched or is currently launching major capacity development activities in one of the Sector's four priority areas for 2010-2011 – selected on the basis of national needs and priorities. A common approach to the design and implementation of these activities is ensuring that Member States benefit from the state-of-the-art research on capacity development conducted by the Sector in 2008-2009, while close alignment of the regular programme and extrabudgetary components is preventing the dispersal of resources and results. Education staff in field offices are being supported by a larger network of specialists and through joint technical missions bringing together experts from Headquarters, the Regional Bureaux and relevant education institutes. Since the beginning of the biennium, implementation of activities in most of the target countries has started with the initial phases of development of rigorous capacity baselines and needs assessments.

4.   The first six months of the biennium were also marked by the appointment of a new Assistant Director-General for Education (ADG/ED), who immediately engaged the Sector in discussions on its long-term future. Recognizing the need for UNESCO to strengthen its role as global leader in education, and with a view to accelerating progress towards the EFA goals and initiating preparations for 2015 and beyond, the internal consultation process identified key principles that will underlie the work of the Education Sector in the coming years. These include the importance of a holistic approach to education that recognizes the interdependency of the different levels and settings of education and the contribution of each of them towards the achievement of the education for all goals; the need to bolster attention to the quality of education in the wake of relative success in increasing access; and the need to continue promoting the principles of a culture of peace through education as a means of building more just, tolerant and sustainable societies.

5.   The Sector's key challenge is now to translate this new vision into concrete action: by promoting it at a series of international events leading up to 2015 – beginning in September 2010 with the High-Level Plenary Meeting of the United Nations General Assembly on accelerating progress towards the Millennium Development Goals ("MDG Summit") and the World Conference on Early Childhood Care and Education; by strengthening partnerships with the EFA convening agencies and stakeholders; and by adjusting the Sector's working modalities and realigning its human resources with the priority areas.

6.   An overview of the intervention modalities towards the achievement of each of the expected results set out in the Approved Programme and Budget 2010-2011 is provided below, together with initial observations on progress made, challenges identified and lessons learned.

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Main line of action 1: Building blocks for EFA: literacy, teachers and work skills

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Expected result 1: In the area of literacy, UNESCO is strengthening Member States' capacities to plan, implement and manage literacy programmes of quality through some 50 regular programme activities, complemented by extrabudgetary projects of a total amount of US $26.2 million for 2010. The Literacy Initiative for Empowerment (LIFE) and coordination of the United Nations Literacy Decade (UNLD) 2003-2012 are important aspects of this work, which also includes support to policy and strategy formulation and/or revision, monitoring and evaluation and advocacy – with a focus on multilingual and mother tongue literacy education.

- The Education Sector's action in five of the 20 target countries focuses on literacy;

- In these countries, UNESCO – including through its Institute for Lifelong Learning (UIL) – is supporting Member States to prepare action plans based on needs assessments and baseline reports;

- Examples of action in other countries include advocacy through contributions to the E-9 Ministerial Review Meeting focusing on literacy (21-24 June, Abuja) and the literacy prizes and publications, studies on emerging trends in literacy and the impact of illiteracy, and information exchange through seminars with policy-makers – which has resulted in the inclusion of literacy and non-formal education in a number of United Nations Development Assistance Frameworks (UNDAFs);

- In support to the building monitoring and evaluation systems in literacy, UNESCO continued to pilot education management information systems for this purpose in some 13 countries;

- Tested in eight countries, instruments for measuring skills have been developed through the Literacy Assessment and Monitoring Programme (LAMP) and support for indicator development at the regional and subregional levels provided;

- One of the challenges is to ensure that literacy is fully integrated into sector-wide plans in order to allow Member States to benefit from funding under the EFA Fast-Track Initiative (FTI).

Expected result 2: UNESCO contributes to **teacher training** and retention with key focus areas including policy framework development, training and curriculum review, capacity development for the use of information and communication technologies (ICTs), and the promotion of better working conditions for teachers.

- The Sector's actions in six of the seven target countries that focus on teachers are progressing smoothly, except in one country where implementation has been delayed due to recruitment issues;

- At the same time, the launch of the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) Toolkit in four countries is guiding national diagnosis of teacher issues through coordinated work between the Regional Bureau for Education in Africa (BREDA), UNESCO's International Institute for Capacity-Building in Africa (IICBA), the implementing field offices and Headquarters (see document 185 EX/5 for further information on TTISSA);

- Other examples of achievements include the promotion of pre- and in-service open learning and information and communication technologies (ICTs) through the

development of tools and modules for training master teachers (including by UNESCO's Institute for Information Technologies in Education); the furthering of knowledge on quality assurance of teacher education programmes through experts' workshops, including through the International Taskforce on Teachers for EFA (e.g. the Arab States' meeting); and information exchange through seminars and conferences (e.g. the International Conference on the Impact of ICTs in Education, Brasilia, April 2010);

- The inextricable links between work on teachers and the different levels, settings and issues in education are well reflected throughout this work (e.g. the international conference entitled "Prospects of Pre-service Teacher Training for Early Childhood Care and Education: policy, quality, research and innovations", Moscow, June 2010).

Expected result 3: UNESCO is advancing **skills development for the world of work** (or technical and vocational education and training (TVET)), and providing support to Member States through the core modalities identified in UNESCO's new TVET strategy: provision of policy advice and capacity development; development of indicators and monitoring; and informing the global debate, including by acting as a clearinghouse. The Organization's activities in this regard are undertaken within the framework of the inter-agency working group on TVET, whose establishment was initiated by UNESCO in 2009.

- The Education Sector's work in four target countries focuses on policy review and/or support to the TVET sub-sector, with achievements to date including a policy review in one country and a detailed assistance plan in the other three. The frameworks for assistance are now being developed in two of these target countries, despite some delays encountered due to natural disaster and political uncertainty;

- Examples of action in other countries include the preparation and testing of policy review guidelines as well as other forms of support to national TVET policy review (e.g. policy review processes have been launched in four Member States and follow-up to the "Abuja process" for the revitalization of TVET started in West Africa); contribution to the development of both TVET management information systems and statistical and labour market information systems; the preparation of a set of good practices in TVET reform, and advocacy – including through the production of a new TVETipedia website;

- Preparations for a global TVET report have started. Progress will be contingent on securing the necessary funding.

MLA 2: Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning

7.   Under this MLA, UNESCO is helping Member States to build **holistic education systems** through support to the different levels of formal education.

Expected result 4: Quality **early childhood care and education** (ECCE) is promoted and support provided for the development of policies and capacities as well as the sharing of experiences and information – including through partnerships and preparations for the World Conference on ECCE (Moscow, September 2010). Recent achievements include:

- the publication of a new brief within the framework of the UNESCO Policy Briefs on Early Childhood;

- the integration of ECCE within basic education in the framework of the Basic Education in Africa Programme (BEAP);

- the preparation of regional reports on ECCE;

- the strengthening of key networks such as the Asia-Pacific Regional Network on Early Childhood (ARNEC).

Expected result 5: UNESCO continues to improve provision of basic education, particularly in Africa. Much of the work is being undertaken within the framework of the BEAP, which enhances policy dialogue on instituting integrated systems in Africa and focuses on teacher issues, curricula and instructional materials, policy and planning, and capacity development. Recent actions include:

- the design of implementation strategies in a number of West African countries following subregional advocacy and consultation;

- the development of partnerships throughout the region;

- support to expert poles;

- the building of curriculum developers' capacities (International Bureau of Education (IBE));

- support to the reform process in countries such as the Democratic Republic of the Congo.

Expected result 6: Improving **secondary education**, with particular focus on access, quality and equity is being achieved primarily through: support to policy development for the renewal of policies and systems; advocacy on key challenges and relevant thematic areas; and the building of networks and partnerships. Examples of recent achievements include:

- the development of reference materials on skills and competencies for secondary students (including with IBE);

- the training of decision-makers on the integration of HIV/AIDS issues in curricula;

- contributions to the global debate on education for intercultural citizenship and the prevention of violence.

Expected result 7: UNESCO supports the development of **higher education** through its work programme designed to contribute to the follow-up of the 2009 World Conference on Higher Education. Activities aim therefore at strengthening Member States' capacities to formulate and reform policy, promote research, and assure the quality of tertiary-level courses and open educational resources. In view of the increasing internationalization of higher education, emphasis is put on mobilizing networks and on strengthening connections between infrastructure and staff in universities across the world in order to raise academic standards – including through UNESCO's Portal on Higher Education Institutions and the UNESCO Chairs and UNITWIN Networks. Examples include:

- the bringing together of decision-makers from major universities in Africa and China to exchange good practices in open and distance learning at the higher education level – an example of South-South cooperation;

- the empowerment of African universities to connect to diasporas through grid computing;

- UNESCO's international Institute for Higher Education in Latin America and the Caribbean (IESALC) plays a strong role in this field, notably by collecting and disseminating knowledge on trends and challenges in the region, and by promoting student mobility through support to the development of qualifications frameworks.

MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector

Expected result 8: Strengthening national capacities to prepare, implement and manage **education sector plans and inclusive policies**, including in countries affected by conflict and disaster, is one of the Education Sector's priorities. UNESCO's support in three of the 20 target countries focuses on sector-wide policy and planning. Three main types of action are taken: national education policies are reviewed and analysed, including through the UNESCO Education Support Strategy (UNESS) process; countries' capacities are built and strengthened to develop new or revise policies and sector plans using state-of-the-art tools and simulation models produced by the Organization; and research is conducted on key emerging issues such as the impact of the global financial and economic crisis on education. For example:

- In the Democratic Republic of the Congo, as part of a thorough capacity development process, support for the production of statistical yearbooks and sector strategic plans has been provided along with training in education simulation models for policy design, planning, budget negotiation, plan implementation and monitoring;

- UNESCO's International Institute for Educational Planning (IIEP) is contributing substantially to this expected result, notably through its field operations and training programmes targeting education planners and managers (some 800 trained to date in 2010) and technical assistance for the development of national plans based on a capacity development approach that emphasizes "learning by doing".

Expected result 9: There is increasing recognition of the need for sector policies and plans to reflect the principles, values and practices of **sustainable development**. UNESCO therefore supports planners and policy-makers to integrate the concept of sustainability into their work. For example:

- The Education Sector works with small island developing States to ensure that their policies and plans take into account their vulnerability to changing sea levels or earthquakes;

- The integration of human rights into education policies has been identified as a priority in Afghanistan;

- Innovative and user-friendly teaching materials and tools, such as the "Education for Sustainable Development (ESD) Lens", are also developed and promoted.

Expected result 10: In many communities, HIV/AIDS are directly or indirectly affecting significant numbers of learners and teachers – seriously hampering the delivery of education. UNESCO works on strengthening countries' capacities to respond to this situation through relevant policies, plans and curricula. Within the framework of the UNESCO-led Global Initiative on Education and HIV/AIDS, the Organization reviews the education sector's response to the pandemic and identifies gaps and priorities for future interventions in countries in need; supports the development of strategies and action plans; and produces and pilot tests teacher training modules and guides. This is complemented by research on the monitoring and identification of global, regional and national trends, as well as by the development of tools for the effective and culturally-sensitive delivery of sexuality education that addresses stigma and discrimination. Examples include:

- the development of a course on HIV issues for trainee teachers in Tajikistan;

- the conduct of a study on HIV prevalence, knowledge, attitudes and behaviour in schools in Ghana.

MLA 4: Leading the education agenda, including education for sustainable development (ESD) and tracking trends

Expected result 11: UNESCO is mobilizing political and financial commitment to EFA, in particular by strengthening coordination of EFA partners at global and regional levels:

- At the global level, the UNESCO-convened Ninth Meeting of the High-Level Group on EFA (Addis Ababa, February 2010) and the Fifth Meeting of the Collective Consultation of Non-Governmental Organizations (CCNGO) on EFA (Dhaka, March 2010) recommended that actions be taken to prevent the economic crisis from impacting negatively on education, to scale up efforts to reach marginalized groups, and to improve the architecture of EFA coordination;

- The EFA process was also advanced at the regional level through platforms and cooperation with parliamentarians (e.g. parliamentarians' meeting in Santiago, Chile, May 2010). Emphasis was put on monitoring and evaluation (e.g. regional framework for the Arab States, mid-decade assessment evaluation in Asia and the Pacific);

- For the first time since 2002, total aid to education has dropped in 2009 and the recent G8 Summit Declaration (June 2010) does not make any reference to education financing. UNESCO is therefore redeploying efforts to increase funding for education, including through the international Taskforce on Education and Innovative Financing, the EFA-Fast Track Initiative and Catalytic Fund Committee meetings (Washington, May 2010), and the establishment of an advisory panel of experts on debt swaps and innovative approaches to education financing, the first meeting of which will be held in Paris (September 2010);

- UNESCO studies on the impact on education of the global financial and economic crisis reveal that some countries have witnessed reduction in education spending (Ecuador, Nicaragua, Nigeria, among others). Other studies are being conducted to assess the impact of the crisis on day-to-day school, teachers and parents' activities. UNESCO is establishing a web-based portal to facilitate information and knowledge sharing on policies and strategic responses to the crisis.

- UNESCO will continue to promote the central role of education in development through contributions to fora such as the MDG Review Summit (New York, September 2010) and the G20 Summit (Seoul, November 2010). Examples include the preparation of a thematic paper on MDG 2 and contributions to the MDG report 2010 and to the draft of the Summit outcome document. Preparations are also under way for a side event and an exhibition during the Summit. (See document 185 EX/7 for further information).

Expected result 12: UNESCO produced **studies on trends in education** and global and regional progress towards EFA:

- The *2010 **Global Monitoring Report*** (GMR) on "Reaching the marginalized" was launched in January at the United Nations Headquarters in New York by UNESCO's Director-General and, for the first time, the Secretary-General of the United Nations;

- The findings of the report were also presented in a wide range of fora – from the EFA High-Level Group and the CCNGO meetings to the Forum of Latin American and Caribbean Parliamentarians for Education (Chile, May 2010) as well as dozens of national launches, seminars and expert meetings;

- Preparations for the 2011 *GMR*, which will focus on how violent conflict affects education goals and how education affects conflict, are well under way;

- An external evaluation of the *GMR* found that the publication was relevant and effective, but noted that greater efforts must be made to ensure that the findings reach decision-makers in least developed countries and that fundraising was necessary for the publication's sustainability. Immediate steps have been taken to address these findings.

- Beyond the *GMR*, research was undertaken in a wide range of areas (e.g. IIEP publications series including on education in fragile states and capacity development). IIEP's research programmes are progressing as planned. Research findings on decentralization have been disseminated in Kenya, Lesotho and Uganda started with the holding of a high-level meeting in February 2010. Similarly, preparations have started for the dissemination of findings on education financing (covering economic barrier to education; fee abolition; and public-private partnership) in Burkina Faso, Ethiopia, Lesotho and the United Republic of Tanzania.

Expected result 13: In addition to embedding sustainability in education sector policies and practices (see information reported under MLA 3), UNESCO **coordinates the United Nations Decade of Education for Sustainable Development** (DESD) 2005-2014. It does so through activities that are designed in particular to strengthen ESD networks, alliances and partnerships, and to develop and disseminate learning and advocacy resources for ESD. The principal aim of these actions is to support Member States to implement the DESD and encourage stakeholders to get involved. Examples include:

- work with media and education ministries in Pacific Island States to increase awareness of the relevance of ESD in meeting the internationally-agreed development goals;

- development of the capacity of government officials in Latin America and the Caribbean to monitor and evaluate the implementation of the Decade in their countries;

- a new initiative on climate change and education is currently being prepared in response to Member States' requests for activities focused on this area;

- UNESCO's multi-disciplinary expertise is being further harnessed and intersectoral collaboration strengthened through the ESD Intersectoral Platform to make the Organization's contribution to the DESD more comprehensive (see the section on "Intersectoral platforms").

Expected result 14: UNESCO works actively to ensure that the international **normative instruments** in education are translated into national legislation and practice. In this regard, campaigns to increase ratification of the Conventions are accompanied by support to Member States to improve the monitoring of the Conventions' implementation – which remains a continuing challenge – including through the publication of practical examples. The following provides examples of activities undertaken to promote the implementation and/or the ratification of three of these instruments (see also document 185 EX/22 for more detailed information):

Convention against Discrimination in Education (1960) and Recommendation against Discrimination in Education (1960):

o The celebration of the fiftieth anniversary of this Convention and Recommendation provided an opportunity for awareness raising of the instruments and the importance of giving effect to their provisions; a ratification campaign is being conducted in order to encourage States that are not yet party to it to take necessary measures for acceding to it; in cooperation with the NGO-UNESCO Liaison Committee, a special Day was organized and dedicated to the right to education for all children.

Recommendation concerning the Status of Teachers (1966) and Recommendation concerning the Status of Higher-Education Teaching Personnel (1997):

o   Joint International Labour Organization (ILO)/UNESCO research studies have been undertaken on a series of issues (e.g. social dialogue good practices; good practices in teacher policies); The use of the recommendations was promoted in Palestine through high level discussion with senior policy-makers and information sessions among higher education institutions and teachers' unions; the Recommendations were promoted in South Africa and their utility explained in relation to research, teacher professionalism, recognition and status, teaching standards, qualifications and their harmonization and teacher migration.

Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974):

o   Practical guidelines on competencies related to education for sustainable development and core values such as human rights, peace and tolerance are being developed; as part of the Associated Schools Project, the third Collection of "Good Practices for Quality Education – 2010: Intercultural Dialogue" is under preparation.

Global priority gender equality

8.   Mainstreaming gender and addressing the needs of girls and women in education is one of UNESCO's main priorities. The Sector addresses the gender challenge in education by: advocating for girls' education and gender equality; ensuring that gender perspectives inform education policy and practices; and supporting the provision of education services (such as teacher training and the development of learning materials) that promote gender equality. In line with the Gender Equality Action Plan (2008-2013), the Sector is giving priority to six thematic areas: literacy; teachers; secondary education; TVET; monitoring of the right to education; and education and HIV/AIDS.

- In the field of literacy, examples include, among others, the promotion of gender-sensitive approaches to literacy research through a UIL publication and the increased visibility of the issue of women and girls' education through the creation of innovative new partnerships with the private sector (e.g. Procter & Gamble) and foundations (e.g. United Nations Foundation);

- In reviewing TVET policies, UNESCO is paying special attention to gender-related issues and more particularly the inclusion of girls in national TVET programmes in a number of countries;

- Technical support is being provided to Member States (e.g. Viet Nam) to build their capacities in sector-wide gender mainstreaming and policy analysis;

- At the global policy level, UNESCO is working towards bringing attention to girls' education through various fora such as the United Nations Girls Education Initiative (UNGEI) conference (Dakar, May 2010); the UNESCO-UNICEF Ministerial meeting on girls and women's education organized as a side event of the United Nations Economic and Social Council high-level segment (New York, June 2010); and the United Nations Inter-Agency Task Force on Adolescent Girls (e.g. a first joint mission to one of the four pilot countries will take place in July 2010).

Global priority Africa

9.   In order to reflect the priority given to Africa, the Education Sector has increased the share of its activity budget decentralized to the region to some 32% in this biennium. In addition, the

activities of Headquarters and the Institutes contribute largely to this region. Twelve of the 20 priority countries are in Africa.

- UNESCO has continued to work closely with the African Union (AU) and the Regional Economic Commissions (RECs) for the implementation of the Plan of Action of the African Union's Second Decade for Education. Efforts are also being made to align this work with that of other United Nations agencies;

- At the regional level, UNESCO has led the sub-cluster on Education and Human Resource Development of the United Nations Regional Coordination Mechanism (RCM) to develop a joint business plan that aligns work plans with the priorities of the AU's Second Decade of Education for Africa action plan;

- At the subregional level, cooperation with the Economic Community of West Africa States (ECOWAS) is particularly concentrated on activities linked to TVET. This work is being spearheaded by an inter-agency task team (IATT) launched by UNESCO in 2009 and now presided by UNDP;

- Cooperation with the Economic Community of Central African States (ECCAS) in this biennium is focused on the development of education management information systems (EMIS) and data quality assessments, with the strong involvement of UIS and, increasingly, the African Development Bank (ADB);

- The focus of UNESCO's cooperation with the Southern African Development Community (SADC) has been expanded beyond EMIS and now includes TVET, and UNESCO will aim to create similar interagency initiatives to align activities in the subregion;

- In the East African Community (EAC), focus has been put on the BEAP. UNESCO's cooperation in the area of education with the EAC is the weakest among the RECs, possibly due to lack of a designated education focal point. Efforts will therefore be made to remedy this.

Intersectoral platform

10. The Education Sector is leading the **Intersectoral Platform (IP) on HIV and AIDS**, which has strengthened national capacities in at least 46 Member States to design, implement and assess rights-based education, communication and information for universal access. Member States are being supported to develop, disseminate evidence-based policies and practices on HIV and education using multidisciplinary and intersectoral approaches. Examples of UNESCO's work in this area include the development of the IP booklet on key characteristics of effective country responses and the sharing of good practices and research undertaken on museum education/community outreach programmes in Africa for awareness-raising. Access to good-quality HIV/AIDS learning opportunities is being expanded in at least 14 countries, particularly for marginalized and excluded populations, including migrants, ethnic minorities and most-at-risk young people. However, sensitivities regarding HIV prevention education in some countries continue to impede the creation of an enabling environment. UNESCO's strong participation in all regions in regional and country-level coordination mechanisms is facilitating the alignment of the Organization's interventions with regional developments and national priorities, and enhancing UNESCO's visibility as a key partner in HIV prevention efforts.

11. The Sector is also leading the **Intersectoral Platform on Education for Sustainable Development (ESD)**. Building on the experience from the last biennium, activities planned aim to develop awareness of ESD and the tools to facilitate its integration, in particular through the Associated Schools Project Network (ASPnet). Thus, an intersectoral working group was established to develop a programming tool to guide multi-perspective learning and teaching in ESD, focusing on water, while capacity development activities have been undertaken in such areas

as media, world heritage and water. Noting the increased demand for educational responses to climate change, a number of activities aim to integrate climate change issues into educational curricula, and collaboration with new partners is being explored. The links between ESD and human rights education are also being strengthened, in particular through contributions to the drafting of a Plan of Action for the second phase of the World Programme for Human Rights Education (2010-2013).

MAJOR PROGRAMME II – NATURAL SCIENCES

12. **Overall assessment**: The most significant and visible achievement under MPII during the first six months of the 2010-2011 biennium was the launch of the International Year of Biodiversity 2010 (IYB). The high-level launch of the Year was held at UNESCO Headquarters in January, followed by a five-day UNESCO International Conference on Biodiversity Science and Policy, which led to a Statement and Recommendations for the IYB on key areas in science that need to be addressed if a significant drop in the rate of biodiversity loss is to be achieved. A Travelling Exhibition on Biodiversity was also launched to raise awareness on biodiversity issues and the necessity for conservation, especially among young people and at the grassroots level.

13. UNESCO is deeply engaged in the discussions on the creation of an Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES), as a mechanism of bringing biodiversity science to the attention of policy-makers and governments, modelled on the IPCC. At the third meeting on an IPBES held in Busan, Republic of Korea in June, it was agreed that an IPBES should be established, with the legal status of an independent intergovernmental body administered by existing United Nations bodies. UNESCO is at the forefront of the negotiations to co-host the IPBES and is one of the United Nations institutions invited to facilitate the process.

14. Another highlight was the start of year-long celebrations of the fiftieth anniversary of the Intergovernmental Oceanographic Commission (IOC), launched at UNESCO Headquarters on World Oceans Day, 8 June. The Director-General noted on this occasion that "Never has the IOC been so necessary as today" and recalled that IOC has a fundamental role in addressing challenges such as identifying and protecting marine biodiversity, monitoring global climate change and coordinating tsunami warning systems. During the anniversary ceremony, an *Ocean Call* was presented, appealing for greater priority to be given to programmes in coastal and ocean management, ocean sciences and ocean technologies as well as *A Message to the Peoples and Nations of the World on behalf of the Ocean.*

15. Feasibility studies were completed for two additional proposed category 2 centres: the International Research and Training Centre for Science and Technology Strategy, proposed by China, and the International Centre for Advanced Training of Scientists from Portuguese-Speaking Countries in Areas of Basic Science by Portugal and the Centre on Sustainable Development of Mountain Territories, by the Russian Federation.

16. **Challenges and lessons learned**: The major challenge is securing extrabudgetary resources to complement the regular budget, in particular for two very important programme actions under MLA 1, the African Virtual Campus and the African STI Observatory, and for Intersectoral platforms. Under MLA 3, challenges include the uncertainties regarding funding for the new seat of the World Water Assessment Programme, and management and administrative issues identified in a recent report by the External Auditor. Reporting from UNESCO-IHE is being improved through better integration into SISTER.

MLA 1: Enhancing the leverage of science through an integrated science, technology and innovation (STI) policy

Expected Result 1: Existing national STI policies and strategies reviewed, with particular emphasis on Africa and LDCs – Changes were introduced based upon lessons learned in the

previous biennium. PSD has been engaged in discussion of its STI policy review approaches and methodologies within the sector but also with other sectors and other United Nations partners. For example, working sessions took place between UNESCO and UNTACD on STI policy reviews, methodologies and approaches. Three newly-funded projects for the Central African Republic, Niger and the Democratic Republic of the Congo will adopt different innovative approaches. The Division is also increasing the number of participants in its capacity-building workshops to rapidly increase the national critical mass on STI policy in these countries.

Expected Result 2: Regional STI strategies developed and existing strategies effectively promoted – The Regional Centre for the Development of Science Parks and Technology Business Incubators in Isfahan (Islamic Republic of Iran) was launched, and UNESCO was active in the World Conference on Science and Technology Parks organized by the International Science Parks Association in Daejeon, Republic of Korea. On SIDS issues, climate change was further integrated through Sandwatch workshops and finalization of a new manual, as well as initiation of four Climate Frontlines field projects.

Expected Result 3: Science policy database improved and knowledge exchange enhanced – The *UNESCO Science Report* is in advanced stages of editing. The expect date for the English version is July 2010 and the formal launch is expected to take place in November in the celebrations of World Science Day.

Expected Result 4: Sustainable development in SIDS and LDCs advanced, with emphasis on climate change adaptation as well as recognition and promotion of local and indigenous knowledge – Concerning SIDS issues, island youth were called to participate in the awareness raising on HIV/AIDS; climate change, with support from the Government of Denmark, was further integrated through Sandwatch workshops and finalization of a new manual, as well as initiation of four Climate Frontlines field projects; and networking was enhanced through facilitation of the meeting of the Programme Committee of the University Consortium of Small Island States (UCSIS) in May 2010.

MLA 2: Reinforcing capacity-building in the sciences and strengthening science education, especially in Africa

Expected result 5: Science education at various levels strengthened through IBSP and its action in promoting the use of satellites for innovative science education; science education policies promoted and quality of science teaching improved, with special focus on Africa and on the participation of girls and women – The proposed collaboration between UNESCO and Nature Education led to a draft partnership agreement and collaborative activities in cooperation with the Education Sector. At the request of the University of Chile, a workshop on practical science education focusing on the use of the microscience methodology and its adaptation to national curricula was held in Santiago, Chile. As a follow up to the meeting of an Interim Task Force for an International Satellite for Science Education and Basic Sciences aimed at developing countries, especially in Africa, the IBSP Scientific Board evaluated proposals and formulated recommendations. Consultations with science education experts were carried out by the Jakarta Office through a regional meeting towards developing a framework for science education in the context of ESD. Major IBSP capacity-building activities concentrated on a limited number of cost-sharing partnerships in developing countries, with particular attention to Africa.

Expected result 6: Human and institutional capacity-building in the basic sciences strengthened to foster applications for societal needs and encourage careers in science, with emphasis on Africa and on gender equality – Major IBSP activities in capacity-building concentrated on a limited number of cost-sharing partnerships in developing countries with particular attention to Africa. Cooperation with principal partners such as CERN, ICGEB, SESAME, TWAS, ICTP, IBRO, IUBMB, and IUPAC allows reinforcing the IBSP actions and its outreach and impact. Activity of centres of excellence of category 2 is being developed in India (Biotechnology centre, New Delhi) and Israel (BIOmics centre at Weizman Institute, Rehovot).

Expected result 7: Member States supported in engineering capacity-building and innovation as well as the development of relevant policies – Progress in engineering includes the establishment of the new project on "Innovation for Development". Field activities include support for networks of women engineers in Africa and the use of ICTs to enhance engineering education in the Arab Region. In the Asia-Pacific region, professional engineering networks were supported, assistance was given to regional universities to build capacity for university-private sector partnerships, and a knowledge sharing scheme was created between the Faculty of Engineering of the National University of Timor-Leste and universities in other Asian countries.

Expected result 8: South-South and North-South-South cooperation reinforced in the context of capacity-building for Africa – A feasibility study on creation of an International Centre for Advanced Training of Scientists from Portuguese-Speaking Countries in Areas of Basic Science in Lisbon as a category 2 centre has been prepared for consideration of the 185th session of the Executive Board.

MLA 3: Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity

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Expected result 9: Knowledge base of the processes of the hydrological cycle, including river basins, aquifers systems and ecosystems strengthened – Seminars, regional consultations and capacity-building events contributing to meaningful implementation of Integrated Water Resources Management at the river basin level were held. Regional consultations in West Africa and Latin America with customized training for river basin and aquifer transboundary water management were held. The ecohydrology programme, together with relevant water-related category 2 centres, addressed the environmental sustainability of water resources and ecosystems for health, quality and development of societies in East Africa.

Expected result 10: Member States supported in strengthening policies for water governance and management in river basins, urban systems, arid and semi-arid zones, including groundwater and shared waters – To assist cities in developing countries, the implementation of IHP-VII projects "Integrated urban (water) infrastructure provision for slums" and of "Best practices in urban water management" has started, and the book, *Integrated Urban Water Management: Humid Tropics*, was published. The scientific understanding of wastewater reuse was enhanced through a UNESCO-IHP Water Quality Case Study, focusing on emerging pollutants in wastewater reuse. IHP began executing the "Management of Coastal Aquifers in the Mediterranean" component of the GEF Strategic Partnership in the Mediterranean Large Marine Ecosystem "MedPartnership".

Expected result 11: Water-related capacities reinforced, including through education at all levels, with an emphasis on Africa and gender mainstreaming – Based on analysis and recommendations of five regional workshops, a working paper on the evaluation of postgraduate water education was prepared. Progress in the preparation of the fourth *World Water Development Report* is on track: United Nations agencies and other partners are collaborating within a defined framework.

Expected result 12: Integrated management of biological and mineral resources promoted, drawing on the knowledge base, networks and institutional capacity – The MAB and IGCP Programmes have set up an expert group on mineral and hydrocarbon resources extraction in biosphere reserves to review science-policy issues and sustainable development in biosphere reserves.

Expected result 13: The use of participatory approaches for biodiversity conservation, climate change adaptation and mitigation promoted through the WNBR – Events organized in the context of the IYB are providing significant opportunities to MAB to share experience and knowledge more broadly. The twenty-second MAB International Coordinating Council reviewed the work of many such networks and made recommendations and decisions for implementation.

Thirteen new biosphere reserves were added to the WNBR, bringing the total to 564 sites in 109 countries. MAB organized the African Biosphere Biocarbon Forum in Brazzaville in April. The Forum combined expert group discussions with training on concepts and modalities for developing and finding support for biocarbon sequestration and other climate change mitigation or adaptation projects for implementation in biosphere reserves in the Congo Basin Forests and to find ways to place biosphere reserves and World Heritage sites as strategic priority sites for United Nations-wide actions, under UN-REDD and other climate change-linked initiatives.

Expected result 14: Geosciences capacities for Earth systems observations and monitoring, with particular emphasis on geosystems, geohazard prediction and climate change adaptation strengthened, with a special focus on Africa – The IGCP accepted five new projects on natural disasters and global environmental change. The Global Geoparks Network, with currently 66 members from 21 countries, held meetings in France and Malaysia. UNESCO was the main organizer of the geohazard activities in the framework of GEOSS (Global Earth Observing System of Systems). A high-level coordination meeting, in cooperation with the Commission of the Geological Map of the World and the OneGeology project, was held in New Zealand with a view to strengthening earth observation information and services in order to improve the planning and management of sustainable development.

Expected result 15: Capacities built for mitigation of natural disasters, with particular attention to gender parity and youth, through networking, partnerships and policy support – In its contribution to the International Strategy for Disaster Reduction, UNESCO carried out research, produced training materials, organized training and provided catalytic financial support. UNESCO co-sponsored the International Disaster and Risk Conference in Davos. The International Flood Initiative (IFI) carried out research in Latin America and the Caribbean on the characterization of maximum rainfall events. Projects and courses on flood management were undertaken in all regions. UNESCO launched a new IFI book series that will provide a significant contribution to water-related disaster management theory and practice. Capacity-building in earthquake and volcanic risk reduction was promoted through the organization and sponsorship of conferences. Following the Haiti earthquake, and as a result of several assessment missions, the Montevideo Office developed the Science Sector's strategy in support of the Action Plan for National Recovery and Development of Haiti.

Expected result 16: Member States supported in policies for renewable and alternative sources of energy and related capacity-building – A high level expert meeting on green investment opportunities in GCC countries was organised in Bahrain, and the third Asian Forum on Solar Electricity was held in Malaysia. Sharing of scientific knowledge and best practices related to renewable energy was promoted through support to conferences on biomass and wind energy. Collaboration with UN-Energy continued, including through participation in the Secretary-General's Advisory Group on Energy and Climate Change. One lesson learned is that regional expert meetings are an appropriate mechanism to help targeted countries address energy policy-making as well as for the sharing of best practices.

MLA 4: Strengthening the UNESCO Intergovernmental Oceanographic Commission (IOC) and broadening the scope of its activities for the benefit of all Member States: Improving governance and fostering intergovernmental cooperation to manage and protect oceans and coastal zones

Expected result 17: Ocean observing systems and data exchange standards enhanced – The implementation level of the Global Ocean Observing System (GOOS) has been sustained above 60%, as planned. Due to increased concerns about global security, countries are becoming more careful about exposing their IT systems to the outside world, considerably impeding progress with the IODE Ocean Data Portal, which aims at data sharing.

Expected result 18: Enhanced coordination of research on ocean ecosystems, marine habitats and biodiversity, and best practices promoted in the management of marine and

coastal ecosystems – IOC hosted the meeting of the Group of Experts formulating recommendations to the United Nations General Assembly for establishing the Regular Process for the first Integrated Assessment of the Ocean. Through its active participation in the GOBI (Global Ocean Biodiversity Initiative) project, IOC is contributing to the selection of high seas biodiversity hot spots that could be suggested as candidates for the creation of marine protected areas in international waters. The *Guide to Best Practices in Ocean Acidification Research and Data Reporting* was released. Increasingly, regions are pursuing South-South cooperation through facilities, equipment and funding, with IOC providing the intergovernmental platform or competences when needed, as in project implementation for ocean-based hazards and harmful algal blooms in WESTPAC, and for erosion and climate-change impacts in the coastal zones in West Africa.

Expected result 19: Risks from tsunami and other ocean and coastal-related hazards reduced, with special emphasis on particularly vulnerable regions in Africa, LDCs and SIDS – Eight countries with National Tsunami Warning Centres are receiving seismic data from the stations of the Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO). Post-tsunami event assessments were organized in Chile and Haiti. The project on Early Recovery of Haiti's Warning Services for Coastal Hazards was launched within the Flash Appeal for Haiti and initial funding secured. The Caribbean and Pacific tsunami warning systems went into real tests. The after-event evaluations prove that the regional systems are responsive; that Tsunami Warning Focal Points are receiving the information and that still there is some work to be done on national inter-institutional coordination and community preparedness. The intergovernmental coordination provided by UNESCO through its secretariats is working. The coordination has been less effective in the case of the Pacific and needs to be improved. The Secretariat may have to play a more active role to get more national warning centres recognized and receiving data from CTBTO.

Expected result 20: Member States requests for policy and capacity development responded to by integrating knowledge and experience available from all relevant IOC programmes, with special attention given to particularly vulnerable regions in Africa, LDCs and SIDS – The harmonization of IOC regional capacity development and coordination of regional subsidiary bodies is ongoing. In IOC, capacity-development is a cross-cutting action. Member States are called on for innovative suggestions for raising additional resources to implement capacity-development activities.

SC Institutes

UNESCO-IHE Institute for Water Education (UNESCO-IHE)

17.   The implementation of the UNESCO-IHE Global Partnership for Water Education and Research, as elaborated in the Strategic Plan and Business Plan of UNESCO-IHE, is the basis of the Institute's work in 2010. Emphasis remains on development of joint education and research programmes with partner institutions, making education programs more flexible both in content and financing, and maintaining academic excellence while also responding to needs identified by the development mission of the Institute.

18.   The Institute installed and made operational a module-based virtual learning environment and ten additional online modules are in development. The efficiency of home-based programmes has been increased by combining modules across programmes. A quality impulse was given by the launch of a "basic teaching qualification" staff training programme in which 30% of UNESCO-IHE's staff are currently enrolled and which develops and certifies the didactical skills of teaching staff.

19.   In 2010, for the first time over 100 Ph.D. candidates registered. Water and Climate Adaptation is the focus, with two interdisciplinary projects that started this year: one in the Mekong

Delta, the other in the Nile basin. A visible development is the steady increase in the number of scientific publications in peer-reviewed journals.

20.   Capacity development efforts largely focused on strengthening institutions through the development of joint education programmes in Asia, Africa and Latin America. Important institutional development projects include support to the water supply and sanitation sector of the Islamic Republic of Iran and the development of tertiary water education in Latin American and African countries. The EC Integrated Project on Urban Water Management "SWITCH" is in its final year and plans are being developed to continue it.

Abdus Salam International Centre for Theoretical Physics (ICTP)

21.   Together with SC, ICTP organized Physware, a Workshop on Entrepreneurship for Physicists and Engineers from Developing Countries and, in the Philippines, an Active Learning in Optics and Photonics meeting, a teacher-training programme. A delegation from ICTP offered S&T advice to the National Assembly in Nigeria. ICTP and Nigeria have a number of collaborative programmes already in place, including an agreement with the National Universities Commission of Nigeria to develop scientific capacity in Nigerian universities. Early in 2010, the African Physical Society was launched. The Society's official scholarly publication will be the *African Physical Review*, a free, online, peer reviewed, international journal that is co-sponsored by ICTP and the African Academy of Sciences.

22.   ICTP is taking part in a major international project to fight malaria and other vector-borne illnesses by developing and deploying an early warning system for disease outbreaks in Africa. The project unites climate experts with health professionals to develop a computer model of climate and disease interactions that aims to provide reliable forecasts of epidemic disease outbreaks. The project hopes that predictions of malaria several months ahead of current methods will give affected countries ample time to implement disease-fighting strategies. ICTP is participating both with climate experts and the low-cost wireless network it has developed. Work is also progressing in order to create a Pan-African network in climate modelling. ICTP has started a joint project with the International Telecommunications Union's Telecommunication Development Bureau, to transfer low-cost wireless technology know-how to African educational institutions. A first workshop on Wireless for Developing Countries was held in February.

Intersectoral platforms

Science education

23.   Progress has been achieved in gathering information on the state of science and mathematics education globally. A survey instrument to review and analyze the country-level situation was developed. *La Main à la pâte* training of trainers was supported, as was development of quality teaching and learning materials with Nature Education. Extensive contributions from Field Offices in all regions demonstrate the need for and interest in science education. Some were joint projects with UNICEF; others partnered with local science academies and government ministries.

24.   Phnom Penh Office will organize the second Khmer Science Film Festival to promote and upgrade the quality of teaching and learning science-related subjects. Through the UNESCO and Commonwealth Broadcasting Association Award for Science Reporting and Programming, quality science information produced by the Canadian Broadcasting Corporation was recognized, encouraged and disseminated globally; at least 50 journalists and other stakeholders received training on understanding key issues concerning the climate change debate. The UNESCO Model Curricula for Journalism Education is a useful tool for a country like Mauritania where there is no journalism school; one is in the process of creation. Under the Ethics Education Programme, the ethics teacher training course, the creation of an international association for ethics education, and the creation of a network of UNESCO Chairs in Bioethics are concrete measures that contribute directly to the expected results. The mapping of ethics teaching programmes provides important

data on the state-of-the-art of ethics teaching in Member States, and forms the basis for continued strategic action.

UNESCO action to address climate change

25.   The UNESCO-IOC sponsored World Climate Research Program (WCRP) and the Global Ocean Observing System (GOOS) continued to contribute to increased understanding of the ocean's role in climate change and variability. UNESCO with its IOC contributed to discussions on the emerging Global Framework for Climate Services with WMO, including on gender, social and human sciences issues, and in the promotion of United Nations-wide collaboration on the climate knowledge base. UNESCO and the UNFCCC Secretariat are currently discussing the establishment of an Internet-based climate change education knowledge hub. Climate change curricula projects focusing on SIDS were prepared. World Heritage sites and biosphere reserves increasingly are used for climate change research, monitoring, mitigation, adaptation and capacity-building, including in the context of REDD+ (Reducing emissions from deforestation and forest degradation in developing countries plus the role of conservation, sustainable management of forests and enhancement of forest carbon stocks) with special focus on Africa. In-house, options for future emission reductions have been identified to help UNESCO become more climate neutral.

26.   Specific challenges include the complex outcomes at UNFCCC COP 15, which could lead to reduced interest for overall United Nations climate work. Progress to move the Organization towards climate neutrality has been slow largely because UNESCO is committed to work in concert with other United Nations agencies according to still-emerging methodologies and procedures for emission monitoring, verification and reduction. To enhance the Organization's contribution under the UNESCO Climate Change Strategy, the Director-General announced at UNFCCC COP 15 a new UNESCO Climate Change Initiative and subsequently established a Thematic Working Group on Climate Change tasked with providing her with recommendations on the further development and effective operationalization of UNESCO's Climate Change Initiative, including through innovative financing mechanisms.

The Contribution to the implementation of the Mauritius Strategy for the Sustainable Development of Small Island Developing States (SIDS)

27.   The SIDS Platform emphasized mobilizing UNESCO's inputs towards the five-year High-Level Review of the Mauritius Strategy for the Further Implementation of the Barbados Programme of Action for the Sustainable Development of SIDS, to take place during the sixty-fifth session of the United Nations General Assembly in September 2010. Based upon contributions solicited from all offices, the platform provided timely inputs to United Nations DESA for the Secretary-General's report as well as the Report on Sustainable Development Trends in SIDS. Similarly, the platform mobilized inputs in response to requests from the SIDS Committee of Permanent Representatives for a detailed calendar of relevant SIDS events and activities for the biennium. Climate change remained a priority concern and collaboration with that Platform was reinforced through joint events and activities. UNDESA and UNESCO collaborated in hosting the Programme Committee of the University Consortium of Small Island States (May, Paris) and the reinforcement of this academic network covering all SIDS regions. In African SIDS, capacities were reinforced including through training of trainers and curriculum review in environmental education for sustainable development in Sao Tome and Principe, and freshwater management training in the light of climate change in Comoros and Madagascar. The MOST Programme supported the strengthening of capacity and understanding of gender equality within government and civil society in Pacific SIDS, leading to the development of the Tokelau National Women's Policy. Meetings of the Pacific Youth Network in March elaborated a Pacific Youth Strategy for 2011.

28.   Implementation of projects in many SIDS countries was slowed by political uncertainties and coordination issues at the national level, as well as amongst United Nations agencies. Limited national capacities were often a hurdle, underlining the continued need to build capacity and

provide technical support. Communication problems persist in all three major SIDS regions. More diversified channels of dissemination and more robust information-sharing platforms are required.

Global Priority Africa

29. Science policy and capacity-building have scaled up in Africa and increasing attention is being given to climate change adaptation needs. UNESCO was the only United Nations body nominated to the Steering Committee of the African Ministerial Council for Science and Technology (AMCOST). The fourth AMCOST took place in Cairo in March with contributions from UNESCO. UNESCO was elected as the Rapporteur for the African Cluster for Science and Technology established by AMCOST as a means to coordinate science activities in Africa and comprising all stakeholders in science and technology in Africa. A national workshop was organized in Rwanda in January under the umbrella of the One United Nations.

30. Through the Yaoundé Office, a consultative workshop on S&T statistics in Cameroon was held with several ministries attending. Major IBSP projects in Africa included the "Establishment and networking of electronic libraries and repositories for African universities and scientific institutes: UNESCO-IBSP/CERN partnership". Consultations are ongoing with Nigeria following its request for the establishment of a category 2 centre in biotechnology. An advanced summer school for Africa was held in March in South Africa, entitled "Training Course on the Molecular Mechanism of Viral Infection and Propagation". The UNESCO-CERN project to train trainers in particle physics from Rwanda was pursued.

31. The G-WADI Workshop on "Water – Science, Policy and Capacity Development" held in Dakar in April explored the scope of regional scientific projects relating to arid and semi-arid regions of Africa and their impacts on development and policy. Ethiopia and Zimbabwe obtained their first biosphere reserves, and MAB and partners organized the African Biosphere Biocarbon Forum in Brazzaville. As regards the UNESCO Initiative in Earth Science Education in Africa, five regional scoping workshops have fostered constructive brainstorming with nearly 160 relevant experts from 40 countries and more than 20 African institutes. The workshops compiled sound African expert advice on the status of earth science education regionally and highlighted the need for a new UNESCO initiative. Proposals have already been made for international partnerships for graduate level education. Lastly, the IOC supported African experts to attend training courses on marine GIS, preservation and archiving of digital materials, literature and databases of marine sciences, and participatory approach to coastal management.

Global Priority Gender Equality

32. During the UNESCO International Conference on Biodiversity Science and Policy, which launched the IYB, SC and the Division for Gender Equality coordinated a side event on biodiversity and gender. The Conference Recommendations included a request to ensure the equal participation of women and women's organizations in decision-making processes related to biodiversity, and also that the Gender Plan of Action of the CBD be fully implemented that measures be taken to ensure gender equality is mainstreamed, and that appropriate measures be taken to guarantee that the benefits derived from access to biodiversity be shared.

33. The 2010 L'ORÉAL-UNESCO Awards in the Life Sciences were awarded at UNESCO Headquarters on 4 March by the Women in Science Partnership to five exceptional women scientists from around the world. In addition, the first award ceremony for the African Network of Scientific and Technological Institutions/L'Oreal UNESCO Regional Fellowships for Women in Science took place in Johannesburg, South Africa on 30 March.

34. Through the Windhoek Office, cooperation with the Third World Organization of Women in Science (TWOWS) has been established, in order to facilitate the establishment of networks in the Cluster as chapters of TWOWS. Lesotho and Namibia have already indicated their interest to establish National Networks of Women in Science. The IBSP organized a meeting in

Johannesburg to explore the possibility of establishing a UNESCO Chair on Women in Science in Southern Africa. The Nairobi Office supported the organization of the scientific camps of excellence for girls by Forum-WEGSA.

35.   Finally, IOC reported that gender balance is sought in all IOC actions from the planning stage and that the percentage of participating women scientists continues to increase.

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

36.   The start of the biennium was characterized by the dense schedule of consultations the Social and Human Science Sector led with its constituency at the level of the United Nations, Member States and academia for the preparation of the Director-General's report on the desirability of preparing a draft universal declaration of ethical principles in relation to climate change, as mandated by the General Conference. While the consultations brought forward the political sensitivity of the issue, they also demonstrated the intellectual role UNESCO can and must play within the United Nations system. The work of the independent experts of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) who finalized their report on the matter by the end of June, epitomizes the Organization's function of laboratory of ideas where thinking, foresight and innovation interact.

37.   The importance of the social sciences' multidisciplinary approach to grasping the complexity of contemporary challenges is in particular underlined in the World Social Science Report 2010 *Knowledge Divides* that was launched on 25 June by the Director-General and the President of the International Social Science Council. The report points to disparities in research capacities in the world and sets a new global agenda to promote social sciences as an invaluable tool for the advancement of the Internationally Agreed Development Goals.

38.   Wide consultations have been held in response to resolutions and decisions of UNESCO's governing bodies for the revision of the Statutes of the Intergovernmental Committee for Physical Education and Sport (CIGEPS), the implementation of the Strategy on African Youth and the reinforcement of the Strategy on Human Rights and the Integrated Strategy to Combat Racism, Racial Discrimination, Xenophobia and Related Intolerance. Coordinated action with the aim of achieving complementarities within the United Nations was particularly relevant for the Sector's contribution to the preparations of the International Year of Youth, which commences on 12 August 2010. Finally, several consultations with concerned public and civil society stakeholders helped shaping consolidated action with and support to the two newly established category 2 centres in Africa and advancing the Sector's contribution to UNESCO's Gender equality action plan.

39.   While satisfactory progress in implementing the Programme in the four MLAs of MPIII can be reported, the Programme has to cope with a significant challenge: its modalities of action have to be reoriented to ensure better impact at country level through UNESCO's country programmes and UNDAFs. In this respect, the exemplary work carried out at local level by the UNESCO Brasilia office in cooperation with the national, State and local authorities of the country stands out as good practice.

MLA 1: Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue

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Expected result 1: Evidence-based policy recommendations to empower people deprived of their basic human rights formulated and disseminated – Partnerships have been deepened in order to agree the division of labour and complementarities with the Office of the United Nations High Commissioner for Human Rights (OHCHR). In February 2010, UNESCO organized jointly with the International organization of "La Francophonie" and the Observatory on cultural rights and cultural diversity a two-day seminar on cultural rights for the permanent missions to the United Nations in Geneva. This meeting helped kick-start the mandate of the new independent expert in

the field of cultural rights and contributed to the joint reflection on how to translate General Comment No. 21 on the right to take part in cultural life, adopted by the Committee on Economic, Social and Cultural Rights (CESCR) with UNESCO's support in November 2009, into concrete policy recommendations and actions. The issues related to the universality of all human rights, respect for cultural diversity and identity, and realization of cultural rights for all, especially the most vulnerable and disadvantaged groups of society are particularly relevant in the context of the 2010 International Year of Rapprochement of Cultures. In this context, a roundtable on "Participation in cultural life: a condition for the rapprochement of cultures" was convened within the Fourth World Forum on Human Rights in Nantes, France, in June 2010.

Work on the freedom from poverty as a human right received considerable visibility during a launch event of the collection of the four volumes of UNESCO's pioneer collection that offers a multi-dimensional analysis of poverty, during the fourteenth session of the United Nations Human Rights Council, in May, in Geneva, with the participation of the United Nations High Commissioner for Human Rights and the United Nations Independent Expert on the question of extreme poverty and human rights. Four hundred copies of UNESCO's publication were distributed. Likewise, the publication of a manual on "Empowering the Poor through Human Rights Litigation", in view of reinforcing advocacy, capacity-building and policy-oriented action of NGOs has entered the peer review phase. The master manuscript of this manual raised considerable interest when it was presented to the Human Rights Council in Geneva in June 2010 and during a training seminar on the justiciability of human rights for African stakeholders in Senegal in May 2010.

As a contribution to the UNDAF of Azerbaijan, UNESCO supported the annual International Ombudsman Conference on "Human Rights and Environment: Legal and Ethical Aspects of Climate Change" in June 2010 in Baku, in cooperation with the national Commissioner for Human Rights (Ombudsman). The conference contributed meaningfully to developing an appropriate policy response to climate change, the associated environmental degradation and its implications for human rights protection in the region.

The implementation of activities on human rights mainstreaming has been initiated with the holding of a first training seminar thereon for the UNESCO Brasilia Office staff. Three more seminars are being planned for the offices in Bamako, Dar es Salaam and Montevideo.

The International Day for the Elimination of Racial Discrimination on 21 March was commemorated both at Headquarters and with partners in the field. Particular emphasis was put on the active involvement of young people. The partnership with FC Barcelona raised UNESCO's visibility with the wider public. The first contract of a professional soccer player containing the UNESCO sponsored anti-racism clause was signed in May 2010.

With a view to collecting good practices to combat racism and discrimination at municipal level, in consultation with cities of the European Coalition of Cities against Racism, the theme "Combating racism and discrimination in the area of employment" with the possible involvement of ILO was chosen. A major challenge for the programme is the development of a methodological framework of indicators to monitor progress in municipal policies.

Following up to activities initiated in the previous biennium, the UNESCO Lima Office coordinated a peer education project implemented in Bolivia, Ecuador and Peru. The project, targeting youth particularly belonging to vulnerable groups, aims at enabling them to contribute to policy-making for the prevention of HIV and HIV-related stigma and discrimination. The capacity-building projects at national level will be followed by a subregional conference to exchange experiences and establish good practices. Similar capacity-building programmes for youth are under preparation in Belarus and Republic of Moldova with special emphasis on the student community and relevant associations.

Expected Result 2: Philosophical exchanges reinforced with a view to addressing new challenges to democracy and a culture of peace – As a permanent platform of exchange

between philosophies of Asia and the Arab region, the Philosophical Dialogue Asia – Arab world, was held in Malacca, Malaysia, in May 2010 on the topic "Culture of Peace and Human Dignity". Two publications containing the results of previous dialogues have been published online.

In contributing to the Dialogue of Cultures and Civilizations, the Steering Committee of the Permanent Forum of Arab-African Dialogue on Democracy and Human Rights, with representatives of regional and international organizations, parliaments, National Human Rights Commissions and NGOs, as well as experts, met at Headquarters in preparation of the Second Forum to be held in Cairo at the end of the year. The Committee discussed an action plan for the implementation of the Recommendations on Migrations in the Arab-African world adopted by the Forum in 2009, and the implementation of the African Charter on Democracy, Elections and Governance. The Forum's Statutes as well as a six-year Action Plan for the Forum were also analysed.

On the occasion of the celebrations of the bicentenary of the independence of the countries in Latin America and the Caribbean and the fiftieth anniversary of African independence, the Sector supported the organization, by the African Group and GRULAC, of three encounters at Headquarters, around the general topic "Africa, Latin America and the Caribbean, a crossing of perspectives, a comparison of views". Analysing, as they did, the dynamics of the construction of nation states, the sources of democracies and social movements in the two regions, as well as the revolution in Haiti, they provided a welcome opportunity for sharing the views on the forces that favoured these processes.

MLA 2: Enhancing research policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth

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Expected result 3: Member States supported in the development of policies in fields related to social transformations, such as regional integration, migration, SIDS, urban development and youth – The work to promote evidence-based-policy making has been reshaped. This is where topical research is introduced to Ministers in charge of social development, through regional ministerial fora. In this biennium, there is a much stronger emphasis on the quality of the research, and most significantly, on altering the process to introduce stakeholders (i.e. civil society and others affected by the policy area) into policy debate. UNESCO has been in the vanguard of the growing interest in social protection by using the opportunity of the ministerial fora to pursue the UN/CEB agenda of encouraging social protection as a response to the financial and economic crisis under the Social Protection Floor Initiative. During an inter-agency meeting on the Social Protection Floor in Turin, Italy, October 2009, it was specifically recommended by the United Nations system that the Fora of Ministers contribute to this initiative by advocacy and sharing of innovative practices. The Fora of Ministers contribute to strengthened United Nations coherence, with participation by representatives of the United Nations system such as ILO and UNICEF. The forum for the Caribbean region in Kingston, in January 2010, explored the policy challenges for youth in the context of the crisis and produced a series of recommendations to form the basis of youth policy development in the region that were endorsed by the CARICOM Summit on Youth Development, January 2010. The research on social protection initiatives in the Arab and South Asia regions is well advanced, in preparation for its submission to policy-makers at the Ministerial Fora planned in Egypt, in December 2010 and Sri Lanka, in February 2011.

The work on social transformation themes has been focused on migration and urbanization, with a major work having been published on Migration and Human Rights to support the development of policies to implement human rights of vulnerable migrant populations. A research project has been initiated with a network of experts in all regions to address the social impacts of climate change, in particular on migration. A first set of studies on actual displacements of populations due to environmental issues was started in Asia-Pacific and Africa, and a first major publication on the impact of climate change on migration was prepared in draft form. On the important issue of integration of migrants, practical work has been concluded with the development of the tool kit for local authorities on "Social and spatial inclusion of migrants and youth: urban practices and

policies". This activity provided strong visibility for UNESCO's work on the integration of migrants in urban settings at the World Urban Forum in Rio de Janeiro on the theme "The Right to the City - Bridging the Urban Divide". SHS led an intersectoral delegation and organized discussions on issues such as rights, responsibilities and citizenship, excluded groups in the city and on Cultural diversity in cities. The concepts that underpinned this work were shaped by UNESCO's innovative thinking on inclusive cities and the research provided by several UNESCO Chairs in partnership with UN-HABITAT.

In the field of youth, several significant advances were made: a strategy on African Youth was developed as a means to mobilize the actors around common priorities and objectives and to encourage coordinated action. It was submitted to the 184th session of the Executive Board and is now in its implementation phase with specific action being planned with the African Group at UNESCO. The relevant information is contained in Document 185 EX/5. SHS has led an effort for United Nations coherence and coordination on Youth, namely by formalizing the Interagency Network on Youth which UNESCO co-chairs with UN-DESA, UNESCO is heavily involved in the preparations for the International Year of Youth, and is in particular contributing to the Youth Conference in Mexico and the drafting of the Conference's outcome document. Several significant partnerships are being initiated, especially to develop UNESCO's work on youth as social entrepreneurs. South-South collaboration between Central America and the Great Lakes Region in Africa in the area of youth development and prevention of violence is being strengthened. A follow-up plan for the sixth UNESCO Youth Forum has been finalized and is now being implemented through the networks of youth delegates and key partnerships.

Expected result 4: Research policies and capacities in the social and human sciences in Member States supported – In the context of the programme on Managing Social Transformations, the launch of the World Social Science Report 2010 is a major achievement within UNESCO's function to bring new ideas and disseminate social science knowledge. Produced and co-published by the International Social Science Council (ISSC) under the framework agreement with UNESCO, the report presents the state of the art of social science research in the world based on input from more than 80 specialist authors from all regions. Based on regional data, it describes the challenges of building social science capacities and illustrates the relevance of social science disciplines to find solutions to global crises.

Under the activity to foster theoretical reflection on the interdependency between research and policy, the Secretariat has published a policy paper that has generated interest among social scientists in the crucial success factor in evidence-based policy-making, namely the need for policy-making processes to integrate a genuinely participatory approach that includes those who are impacted by the policy.

MLA 3: Ensuring the effective implementation and monitoring of the International Convention against Doping in Sport, as well as providing upstream policy orientations on physical education and sport

Expected Result 5: Member States supported in the development of policies for physical education and sports and in the implementation of the International Convention against Doping in Sport – Pursuant to 35 C/Resolution 39 concerning the revision of the Statutes of the Intergovernmental Committee for Physical Education and Sport (CIGEPS), the Secretariat has conducted comprehensive consultations with the CIGEPS Member States and the sports movement in order to reach a common understanding on the relevance of the proposed amendments as well as to explore other options to revitalize the Committee. Based on the feedback, a draft report has been prepared, for consideration by CIGEPS during its Plenary Session on 7 and 8 July 2010, after which it would be revised and submitted to the 185th session of the Executive Board. The Secretariat has also made considerable progress on the ratification of the International Convention against Doping in Sport which has now been acceded to by 143 Member States. The Approval Committee has met to decide on the projects to support from the anti-doping fund.

The relationship with major partners of UNESCO, such as the International Olympic and Paralympic Committees, has been revitalized including the development of operational activities to be implemented in collaboration with the United Nations, private partners, and academia. In keeping with the approach that sport can make a significant contribution to socio-economic development, and using sport for building peace and social cohesion, UNESCO took the opportunity to gain visibility for its message on anti-racism by hosting the première screening of the film *Invictus* and by launching a campaign with the Barcelona Football Club. The sports policy work is under way, particularly through the development of research on the public benefits and social capital from governments investing in holistic sports policies.

MLA 4: Supporting Member States in developing policies in the ethics of science and technology, especially bioethics and disseminating the existing declarations in the field of bioethics

Expected Result 6: Policy advice provided and bioethics programmes strengthened and **Expected result 8: Overarching framework for an ethical approach to the use of science and technology and other scientific activities that respect human dignity and human rights further developed** – New members of the International Bioethics Committee (IBC) and the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) have been appointed. During the IBC Bureau meeting, three working groups have been established regarding: ethics and traditional medicine, human cloning and international governance, and the principle of vulnerability. All working groups have met for the first time in Paris in June 2010. The ordinary session of IBC is in preparation and will take place in the last week of October 2010 in conjunction with a session of the Intergovernmental Bioethics Committee. The IBC report on social responsibility and health has been published in English and French and was disseminated among National Commissions and other relevant stakeholders.

In the areas covered by COMEST, work concentrated essentially on workshops and consultations of experts and Member States with a view to submitting to the 185th session of the Executive Board a study on the desirability of preparing a draft declaration of ethical principles in relation to climate change. These consultations offered a very valuable opportunity to review the full range of ways in which an ethical perspective on climate change can make a difference by enhancing policies at all levels.

Expected result 7: Ethics infrastructures in Member States developed and reinforced – With a view to developing and reinforcing ethics infrastructures in Member States, the second training session for seven newly established National Bioethics Committees has been prepared and is planned to take place in the second half of 2010. New committees have been established in Colombia, El Salvador, Malawi and Oman. A partnership has been created between the committees of Switzerland and Togo. The number of entries in the global Ethics Observatory database is steadily increasing on target. A new Regional Centre for Documentation and Information on Bioethics has been inaugurated at the Academy of Scientific Research and Technology, Cairo. A meeting of UNESCO Chairs in Bioethics took place in May 2010 in Israel to establish an international network of UNESCO Chairs in bioethics. In April 2010 a meeting of experts took place in Paris to establish the International Association for Ethics Education. The core course proposal for bioethics is now available in all six languages and the courses are being implemented in the Russian Federation, Israel and Argentina. Additional casebooks on "benefit and harm" and "human dignity" are being finalized.

Intersectoral platform on strengthening of national research systems

40.   Given that national research systems and associated science policies rely heavily on social science capacities, the work of the Platform has been reviewed to reflect this more strongly. In particular the Natural and Social and Human Sciences Sectors have been collaborating on the need for a common methodology, terms of reference and planning for undertaking national research system reviews.

Global Priority Priority Africa

41.   Pursuant to the approval by the governing bodies of the establishment of the West Africa Institute in Praia, Cape Verde, for international research on regional integration and social transformation and of the Regional Research and Documentation Centre for women, gender and peace-building in the Great Lakes Region, in Kinshasa, efforts concentrated on assisting these centres to become operational and to develop their plan of action. In this context, UNESCO's partnership with ECOWAS is being further consolidated through the technical support to research to feed into a Regional Charter on Social Solidarity and Development. A further advancement concerns the elaboration, together with the Member States of the Africa Group, of a Strategy on African Youth, the implementation of which will be monitored by the Group. The strategy was also presented to the third Ordinary session of the Conference of AU Ministers in charge of Youth, in April, in Zimbabwe. During a meeting of the Greater Horn Horizon Forum, May 2010, in Djibouti, experts from the different countries of the Horn of Africa and the Diasporas gave their input on the issues of youth, media responsibility and the importance of fostering dialogue among the media, young people and NGOs in the region. In view of the considerable weight of the 15-25 age category, which represents approximately 70% of the Greater Horn population, the Ministry of Sport and Youth Affaires of Djibouti, IGAD and UNESCO decided to jointly organize a meeting of Ministers of youth affaires to be held in December 2010 in Djibouti. In the field of Ethics Education, a regional meeting of ethics teaching experts is planned in December 2010 in South Africa.

Global Priority Gender Equality

42.   With a view to promoting socio-economic rights of women in an era of globalization, the Sector developed a single major research project on "gender and the crisis" involving all field offices in order to have a greater impact by pooling funds and joining efforts. The UNESCO Chair at Lancaster University acts as team leader of the project. As a contribution of UNESCO to the overall effort of the international community to combat violence against women, a call for papers was issued on three major themes: "men and violence against women"; "gendered poverty" and "women and denial of access to fresh water". With a view to supporting women in post conflict situations, assistance in fundraising, advocacy, communication and information is being given to the Regional Research and Documentation Centre for women, gender and peace-building in the Great Lakes Region, in Kinshasa. Coordinated action is being enhanced through the drafting a MoU between UNESCO, UNIFEM and UNFPA at regional and national levels in the eleven countries involved in the project so as to anticipate the cooperation with the new United Nations entity dealing with women and gender. The third Forum of Ministers in charge of women affairs in the Great Lakes Region in July 2010 will appraise recent developments and will analyse five project proposals for extrabudgetary funding. Extrabudgetary funding from Norway has been renewed for the activities of the Palestinian Women Research and Documentation Centre in Ramallah in the area of research, capacity-building, documentation and advocacy. Within the 2010 Action Plan of the UNDAF 2010-2014 of Burundi, UNESCO contributes to the programme for women's empowerment through capacity-building, advocacy and sensitization of political decision-makers.

MAJOR PROGRAMME IV – CULTURE

43.   The period covered by this report was marked by the implementation of flagship initiatives demonstrating **the contribution of culture to development and social cohesion**, in particular the mid-term assessment of implementation through continued coordination of the 18 inter-agency MDG-Fund projects, emergency relief work in Haiti and UNESCO's leading role in celebrating the International Year for the Rapprochement of Cultures.

44.   Furthermore, programme action continued in the form of statutory meetings held in the context of the Organization's standard-setting functions.

45.   Through all of those initiatives UNESCO has strengthened its position in the United Nations system given its comparative technical advantage that enables it to use its unique expertise in the field of culture, while drawing on the diversity of its wide network of partners and on contributions from the entire system.

46.   In strengthening its advocacy for culture and development, UNESCO continued to play an active part in the implementation of the 18 joint programmes under the Culture and Development Thematic Window of the MDG Achievement Fund (MDG-F).

47.   It is clear that one of the greatest challenges facing UNESCO in advocating the integration of culture into United Nations development aid programmes is linked to the lack of any specific reference to culture as such in the Millennium Development Goals. In this regard, UNESCO has strengthened its efforts, in view of the High-Level Plenary Meeting on the Millennium Development Goals that will be held in New York in September, to secure explicit recognition of the role of culture in achieving the Millennium Development Goals in the outcome document that will be adopted. To this end, UNESCO, in cooperation with the European Union and the African Union, has devised the framework for a High-Level Round Table on Culture and Development.

48   With regard to emergency relief work in Haiti, in the first few weeks after the earthquake struck the country, UNESCO began to take up the challenge of putting culture at the heart of the reconstruction, as requested by the Haitian authorities.

49.   In view of UNESCO's leading role in marking the in the International Year for the Rapprochement of Cultures, pride of place was given to the contribution of culture to social cohesion and dialogue at the launch of the Year in January 2010. One of the major initiatives taken for the launch was the establishment by the Director-General of UNESCO of a High Panel on Peace and Dialogue among Cultures, which held its first meeting on 18 February at UNESCO Headquarters (www.unesco.org/en/rapprochement-of-cultures).

50.   Similarly, cooperation with the Alliance of Civilizations has been increased, in particular by renewing the memorandum of understanding signed in January 2008. The memorandum was reviewed at the Third United Nations Alliance of Civilizations Forum in Rio de Janeiro in May 2010, at which UNESCO organized a plenary meeting with international experts on "Education for Intercultural Citizenship" and a round table on the UNESCO World Report *Investing in Cultural Diversity and Intercultural Dialogue.*

MLA 1: Protecting and conserving immovable, cultural and natural properties, in particular through the effective implementation of the World Heritage Convention

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Expected result 1: The 34th session of the **World Heritage Committee** (Brasilia, Brazil, July 2010) led to the examination by the World Heritage Committee of 147 reports on the state of conservation, including 31 of properties inscribed on the List of World Heritage in Danger. Forty-two nominations were examined, including two from a non-represented country, four from under represented regions and five for under-represented categories. Since the beginning of the year, 22 revised Tentative Lists have been submitted to the UNESCO World Heritage Centre. Several expert meetings enriched the ongoing reflection on key processes such as nominations (Ittingen, Switzerland, February 2010, on serial nominations; and Phuket, Thailand, April 2010, on "upstream processes"), periodic reporting (in Arab States and Africa), site management and sustainable development (Paraty, Brazil, March 2010).

Expected result 2: Operational activities for the safeguarding of World Heritage properties in Danger were pursued, mainly through extrabudgetary funding. Assessment missions were undertaken after natural disasters in Bhutan and Peru. Emergency International Assistance requests for Haiti, Chile, Guatemala and Uganda were launched following the natural disasters affecting these countries.

Expected result 3: Since the beginning of 2010, 200 individuals have already been trained in all regions on the subject of "periodic reporting", the "nomination process" and the "retrospective inventory". These training activities are also a way of promoting regional cooperation through exchange of information and experience.

Expected result 4: Three new partnerships have been or are being concluded to raise awareness on World Heritage sites conservation (the World Air League and TripAdvisor, USA) and to contribute funding to sustainable tourism, notably the World Air League and Nokia.

Lessons learned and challenges:

- In addition to the Expert meetings, six workshops related to the Periodic Reporting Exercise were organized in the Arab Region, Africa and Asia.

- It is a highly complex endeavour to organize such workshops in parallel to the Commission session.

- Even if the number of items remain the same in comparison with the previous session, the agenda of the 34th session comprised numerous sub-items, all of which required the preparation of working documents.

- Responding to the numerous natural disasters affecting World Heritage properties remains a serious challenge.

MLA 2: Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the safeguarding of the Intangible Cultural heritage

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Expected result 5: As there have been five new ratifications since January 2010, all by developing countries, the number of States Parties to the 2003 Convention has been increased risen to 124. The Convention secretariat organized all of the scheduled statutory meetings, including the third session of the General Assembly of the States Parties to the Convention (22–24 June). The secretariat also provided for the discussions, by the working group established by the Intergovernmental Committee, of the Operational Directives.

Interest in the Convention can be inferred from the increase in requests for international assistance and in nominations for the Representative List, the Urgent Safeguarding List and the Register of Good Safeguarding Practices. One hundred and fifty new entries (individual experts and non-governmental organizations) have been made to the database of practitioners.

Expected result 6: Support for Member States' capacity-building endeavours has mainly consisted in assisting some States during the final stage of the Convention ratification process, in drawing up of training and instructor-training programmes and in signing of agreements with category 2 centres (China, the Islamic Republic of Iran and the Republic of Korea).

Expected result 7: A fourth language, Arabic, has been added to the Convention website in addition to the English, French and Spanish versions. The kit on intangible cultural heritage has been reprinted in English and French and the Arabic and Spanish versions have been published.

Achievements and challenges:

- The third session of the General Assembly of the States Parties (22–24 June 2010) noted the success of the 2003 Convention among Member States when revising the Operational Directives.

- The Directives were revised in order to reduce the workload relating to the various implementation procedures.

- A sub-fund has therefore been established within the Convention Fund in order to build the secretariat's capacity.

MLA 3: Enhancing the protection of cultural objects and the fight against illicit trafficking in them, notably through the promotion and implementation of the 1954 Convention and its two Protocols, and the 1970 and 2001 Conventions, as well as the development of museums.

Expected result 8: The dissemination of information kits and the basic texts of the Hague Convention (1954) and its two Protocols was the main awareness-raising tool used for this Convention. Two new States Parties (Equatorial Guinea and Haiti) ratified the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property). Particular efforts have been made to publish the compendium on issues relating to the return of cultural objects in English and French, produce an awareness-raising film and short videos on trafficking and hold specialized training courses.

Expected result 9: With regard to specific heritage protection measures in conflict countries, the Nablus Museum has been included in the list of Palestinian national museums under the auspices of the Ministry of Tourism and Antiquities. Funding has also been raised for museum activities in Iraq.

Expected result 10: There are now 31 States Parties to the 2001 Convention on the Protection of the Underwater Cultural Heritage now that it has been ratified by Italy and Gabon. The first meeting of the Scientific and Technical Advisory Body of the Convention was held from 13 to 15 June in Cartagena, Spain.

Expected result 11: Support for museum development continued in all regions, in particular through the dissemination of educational tools for the documentation, management and conservation of collections.

Achievements and challenges:

- Given the number of States Parties to the 1970 Convention, the 1954 Convention, the Second Protocol thereto and the 2001 Convention and the growing number of requests for implementation-related capacity-building activities in the Member States, it is ever more crucial to consider the need for a substantial increase in their human and financial resources.

MLA 4: Protecting and promoting the diversity of cultural expressions, in particular through the implementation of the 2005 Convention and the development of cultural and creative industries

Expected result 12: Since 1 January 2010, the number of States Parties to the **2005 Convention** has risen from 105 to 111. The pilot phase of the International Fund for Cultural Diversity was launched on 16 March 2010, and 30 June was set as the deadline for the first funding requests. Available funds amounted to US $2,575,079.71. The ratification encouragement strategy is being implemented in close cooperation with the field offices, in particular in the Asia and the Pacific region and in the Arab States.

The Intergovernmental Committee on the Universal Copyright Convention met from 7 to 9 June 2010 and recommended awareness-raising and capacity-building activities, as well as strategic partnerships with other relevant international organizations. Pursuant to the decision taken by the Executive Board at its 184th session, the audit of the International Fund for the Promotion of Culture has begun.

Expected result 13: With regard to enhancing cultural and creative industries for development, extrabudgetary funds were used in order to continue to produce methodological tools and cultural indicators. Two members have joined the Creative Cities Network since the beginning of the biennium, thus raising the total to 21. UNESCO's Second World Conference on Arts Education was held in Seoul, from 25 to 28 May 2010, owing to the generosity of the Republic of Korea.

Expected result 14: Work on the production of new bibliographical records for the *Index Translationum* continued and the third edition of the Atlas of the World's Languages in Danger was posted online before being published in February 2010 in English, French and Spanish.

Expected result 15: A pilot further-training abroad for arts and crafts students was launched in conjunction with the Culture and Diversity Foundation. Extrabudgetary resources were used to hold online competitions as part of the Design 21 programme and a Dream Centre was established in Lebanon. The agreement between UNESCO and Burkina Faso on the establishment of the Regional Centre for the Living Arts in Africa in Bobo-Dioulasso was signed on 14 June.

Expected result 16: With regard to assisting Member States in promoting and protecting endangered languages and indigenous languages, the online version of the Atlas of the World's Languages in Danger was updated and the English, French and Spanish print versions were published.

Achievements and challenges:

- The strategy designed to encourage ratifications of the 2005 Convention was implemented and the pilot phase of the International Fund for Cultural Diversity was launched.

- A symposium entitled "Funding Culture, Managing the Risk", was held and a publication *Por una economia creativa* [In favour of a creative economy] is being printed.

- A Road Map and an Agenda were adopted during the Second World Conference on Arts Education.

MLA 5: Integrating intercultural dialogue and cultural diversity into national policies

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Expected result 17: "Culture" was mainstreamed in **CCA/UNDAFs and/or other One United Nations Programme exercises** in the United Republic of Tanzania, Viet Nam, Mozambique, Islamic Republic of Iran, Indonesia, Samoa as well as the Former Yugoslav Republic of Macedonia.

A mid-term review meeting held at UNESCO Headquarters in June 2010 and attended by the representatives of field offices responsible for joint **MDG-Fund Culture and Development** programmes and the Director of the Fund (UNDP – New York), afforded an opportunity to analyse the administrative and institutional operational challenges faced by UNESCO in implementing the 18 MDG-Fund inter-agency programmes under the "Delivering as One" reform process. Under the MDG-Fund, too, UNESCO and UNDP have undertaken to establish a **culture and development** knowledge management database, which will be a benchmark for our United Nations system,

Activities also focused on capacity-building to mainstream principles of cultural diversity and intercultural dialogue in national policies and programmes for sustainable development, and included the assessment of training needs. The UNESCO Cultural Policy Framework (2009) has been further developed and prototype training based on the "UNESCO Cultural Diversity Programming Lens" launched in UNCTS with support from Spain.

Expected result 18: In regard to the contribution of culture to intercultural dialogue and in order to deepen and disseminate knowledge of African history and the tragedy of the slave trade, action

was taken to set procedures for educational content, materials and teachers' guides in efforts were made to define how content and teaching materials and guides should be developed in order to reform African history teaching in African primary and secondary schools.

Expected result 19: A Memorandum of Understanding (MoU) was signed between UNESCO and the Alliance of Civilizations (AoC) on 29 May 2010 in the context of the third Global Forum of the Alliance of Civilizations held in Rio de Janeiro from 27 to 29 May 2010.

In the first six months, a significant amount of groundwork was laid for the "Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a reconciled universal" project: areas of convergence with UNESCO's fields of competence were explored and further developed; the programme was officially launched; a sponsoring committed was established; a collection of brochures about the Programme was launched and a website was constructed.

Achievements and challenges:

- The implementation of the 18 MDG-Fund Joint Programmes under the "Delivering as One" reform process has been beset by operational and administrative challenges – hence the need to continue to harmonize procedures within United Nations system.

- Culture has been integrated into United Nations priorities with regard to and/or in the context of: (a) indigenous peoples; (b) a thematic panel at the WSIS follow-up Forum; (c) the training of OHCHR indigenous fellowship holders at UNESCO.

- New opportunities have been identified and best practices shared to ensure that culture remains on the development agenda throughout programme implementation and policy formulation for "HIV/AIDS prevention and care" as well as for "education for sustainable development".

- Owing to the interdisciplinary nature of the "Slave Route" and "Rabindranath Tagore, Pablo Neruda and Aimé Césaire for a reconciled universal" projects, their educational and human rights aspects must be strengthened.

Global Priority Africa

- Regarding World Heritage, various conservation projects have been undertaken in Africa in relation to urban conservation planning and to sites on the List of World Heritage in Danger.

- Capacity-building through training was provided on the preparation of nomination files and retrospective Statements of Outstanding Universal Value, and through the launch of the second cycle of Periodic Reporting Exercise.

- Three of the eight new ratifications of the 2003 Convention undertaken since January 2010 have been by African Member States. Africa is also the main region targeted by the capacity-building strategy.

- The effective implementation of the 1954 Convention and its two Protocols was ensured essentially through educational outreach materials and awareness-raising efforts.

- One Member State (Equatorial Guinea) has become party to the 1970 Convention during the period under consideration.

- 24% of State Parties to the 2005 Convention are from Africa. More than half of the applications to the International Fund for Cultural Diversity also come from African countries.

- Under the Global Alliance for Cultural Diversity, a partnership was implemented to broaden access to African music in regional and international markets by strengthening the African Music Export Office (BEMA).

- Among the many other capacity-building activities relating to the creative industries, West African statistical operators have received training on the 2009 UNESCO Framework for cultural statistics.

- Policy advice in the field of culture was provided to five African countries (Togo, Namibia, Cap Verde, Mozambique and Senegal), as well as a training programme for UNCTs based on the UNESCO Cultural Diversity Programming Lens (CDPL) in Mozambique, Madagascar and Seychelles.

- The dissemination of UNESCO tools as well as the identification of best practices have been pursued in the field of HIV/AIDS prevention by mainstreaming the cultural dimension in national policies for HIV/AIDS prevention and care in Southern and Eastern Africa.

Global Priority Gender Equality

- Approximately 34% of the participants in the 25 workshops organized by the World Heritage Centre since the beginning of 2010 were women.

- UNESCO joined hands with UNFPA, UNDP and UNICEF to elaborate a joint training module entitled "An Integrated Approach to Mainstreaming Culture, Gender and Human Rights in UNDAF Programming" to be tested with UN senior officials in August 2010 in Mozambique.

- A gender dimension was also integrated into the Cultural Diversity Programming Lens, linking it to intercultural dialogue as a way to bridge apparent tensions between the universality of human rights and certain cultural practices, which are viewed by some as harmful to women and gender equality.

- UNESCO prepared a paper for the Inter-agency Support Group on Indigenous Issues (IASG) on "Development with Culture and Identity in Light of the United Nations Declaration on the Rights of Indigenous Peoples" which addressed the interplay between gender, culture and human rights with regard to indigenous peoples' issues.

- With respect to the gender dimensions of the HIV pandemic, UNESCO contributed to enhancing the knowledge-base among stakeholders through the dissemination of related publications. In total, 5,500 copies of three publications were distributed to 13 countries, including Benin, Burkina Faso, Congo, Côte d'Ivoire, France, Italy, Mali, Niger, Nigeria, Peru, Poland, Senegal, Spain, Togo and the United Kingdom.

Intersectoral platforms

51.   Completing the first phase of the Action Plan for the Intersectoral Platform (IP) "**Contributing to the dialogue among civilizations and cultures and a culture of peace**", a series of regional studies and related consultations were undertaken by SHS, CI, CLT and ED. Selected experts from different regions have contributed to the cross-reading of the *UNESCO History of Humanity*, highlighting major moments of intercultural dialogue between peoples and cultures throughout history. The digitization of the *Histories* has also progressed with the *General History of Africa* and the *History of the Civilizations of Central Asia* now available on CD-ROMs. In the context of the project for the Pedagogical Use of the *General History of Africa*, a first regional conference was held in Tripoli (10-16 June 2010). Representatives from the Education Ministries of 46 Member States of the African Union participated in the conference, which successfully led to the drawing up

of a Plan of Action. Under the broader framework of the Power of Peace Network (PPN), a global "Call for Proposals" was issued calling for projects which target youth, apply social media or ICTs innovatively, and work toward the PPN goals of peace building, conflict resolution and dialogue. The response to the Call has been overwhelmingly positive with individuals and/or institutions applying from all regions and has had a multiplier effect on the PPN site traffic. Extrabudgetary funding will be necessary to respond to the high number of relevant applications and maintain the momentum of a lively and self-sustaining network of stakeholders. With regard to the five "Vademecum" projects receiving extrabudgetary funding (Spain), the project which undertakes a philosophical reading of the Arab-Muslim civilization has finalized 38 thematic notes (portraits of philosophers, important historical moments, etc.). The editorial process has advanced systematically, including selected reading by philosophers and specialists in Arab-Muslim civilization and the manuscript (in French) is scheduled to be completed in mid-June 2010.

52. In regard to Objective 1 of the "**Languages and multilingualism**" platform, the *Atlas of the World's Languages in Danger* has been published in English, French and Spanish.

53. Significant progress was made in regard to Objective 3, under which the international symposium "Translation and Cultural Mediation", was held at UNESCO Headquarters to mark International Mother Language Day (21 February), in the context of the International Year for the Rapprochement of Cultures. Documents relating to the symposium are available online. Furthermore, UNESCO's website on languages and multilingualism has been updated in the six language versions.

54. Lastly, the *World Bibliography of Translation* (*Index Translationum*) has been updated regularly and the databank has thus grown.

MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

55. In the first six months of the period that marks the mid-term of UNESCO's Medium-Term Strategy (2008-2013), the Communication and Information Sector strengthened programme implementation through effective collaboration with National Commissions, regional bodies, donors, professional organizations, NGOs, and the larger United Nations system, to maximize impact in fostering access to and the free flow of information and knowledge, in line with the WSIS outcomes. Empowering citizens through communication and information continues to be the underlying strategy of the CI Programme, focusing particularly on the marginalized and those in vulnerable situations. Efforts have also been made to align extrabudgetary funding with regular programme activities, so as to increase efficiency and impact.

56. At the beginning of the biennium, UNESCO pursued an active role in building a global understanding of freedom of expression as a critical factor in obtaining development, democracy and dialogue (including areas such as freedom of information and freedom of the press). An unprecedented number of events were organized worldwide for World Press Freedom Day 2010. This, as well as the award of World Press Freedom Prize, continues to serve as an important step in raising awareness globally to freedom of expression as a basic human right, and in advocating for the application and respect of international legal, ethical and professional standards that implicate all levels of society.

57. Action to develop the free, independent and pluralistic media has seen a promising start in this biennium, with the International Programme for the Development of Communication (IPDC) launching 83 media development projects aligned with the UNESCO Media Development Indicators (MDIs). The progress made on adapting UNESCO' standard-setting model curricula and the Organization's continued work to foster public-minded journalism was appreciated by the second World Congress on Journalism Education held from 5 to 7 July in Grahamstown, South Africa, in which over 400 journalism educators from 65 countries participated.

58.   As both the implementing agency of the WSIS Declaration of Principles and Plan of Action, and as coordinator and facilitator of six of the WSIS Action lines, the Organization continued to play a leading role towards building an inclusive Information Society. A strengthened intersectoral approach has resulted in increased impact and visibility of the Organization's WSIS commitments, as well as a substantial increase in participation in WSIS follow-up mechanisms.

59.   A strong focus on ICTs in knowledge acquisition and sharing and, in particular, for access to scientific knowledge, has put in place an Open Suite Strategy to integrate all its activities by focusing on three key components of its mandate – Open Educational Resources (OER), Open Access to Scientific Information (OA) and Free and Open Source ICT tools for education and information management and open access policies (FOSS). UNESCO has also forged a partnership with the International Telecommunication Union (ITU) for the establishment of a Broadband Commission for Digital Development which will define strategies for accelerating broadband rollout worldwide and examine applications that could see broadband networks improve the delivery of a huge range of social services.

60.   Action for assistance to media in conflict and post-conflict areas was implemented according to the comprehensive strategy that UNESCO has built over the past seven years. This focuses not only on media, but also on the consolidation or restructuring of libraries and archives, and on online-based educational services in this environment. A flexible system of collaboration with the main United Nations organizations in this field, as well as with international, regional and local media development and press freedom organizations, has enabled the Organization to be active in many countries in spite of limited resources. A new and positive development in this field is the growing application of the triangular South-South-North model for capacity-building, as seen most recently in post-disaster activities in Haiti.

61.   Addressing the priorities and needs of Africa has mobilized a large part of the Sector's resources, with the aim of supporting the priorities of the African Union and NEPAD particularly in the fields of ICTs in education and science, journalism education, information for sustainable development, and the freedom of expression and right to information.

62.   Within the framework of UNESCO's Gender Equality Action Plan, the Sector integrated gender perspectives into programmes and practices to ensure the active participation of women in the Programme and to underline the crucial role that women play in achieving sustainable development. Gender-responsive approaches implied particular attention to ICT policies and capacity-building, for the correction of gender imbalances and the stereotypical portrayal of women in the media, and to highlight women's rights to information.

MLA 1: Promoting freedom of expression and access to information

63.   Freedom of expression and press freedom have been bolstered through activities undertaken region-wide in collaboration with National Commissions, donors, professional organizations and media NGOs. Member States have shown a particular interest in support for assistance with national media policies and regulatory frameworks that are conducive to the development of free, independent and pluralistic media, attesting to the regional and national impact of the Programme. Urgent assistance in Haiti following the earthquake in January 2010 has raised the international recognition of UNESCO's role with regard to ensuring humanitarian information through local and community media.

Expected result 1: in the area of respect for freedom of expression and the application of related internationally recognized legal safety, ethical and professional standards, examples of results include:

- Collaboration with the University of Queensland for the celebration of this year's World Press Freedom Day (Brisbane, 3 May). The theme was Freedom of Information: The Right to Know. The celebration included a two-day conference, and the award of the

UNESCO/Guillermo Cano World Press Freedom Prize 2010 to Chilean journalist, Mónica González Mújica. The "Brisbane Declaration on the Freedom of Information" was adopted by participants.

- Unprecedented number of local celebrations of World Press Freedom Day organized by over 30 field offices in collaboration with National Commissions and other United Nations agencies.

- Accountability and professional standards in journalism improved particularly in Europe, Africa and Asia, and awareness of self-regulation among media professionals and organizations increased. The main focus has been on South-Eastern European countries, and actions to speed up the alignment international standards were supported through a combination of RP funding and funding from the European Commission.

- Conference on "Professional Standards and Self-Regulation in Media and State of Play of Media Policy in South-East Europe" held in Turkey (22-23 February 2010). This project has forged strong partnerships with the Organization for Security and Co-operation in Europe (OSCE, Vienna) and the Alliance of Independent Press Councils of Europe (AIPCE).

- Development of web repository facilitating information sharing on media accountability, professional standards and self-regulation in the European context, the exchange of lessons learned, and good practices based on the experience of different countries: www.unesco.org/webworld/en/media-accountability-europe.

- Strengthened collaboration with the special Rapporteur on Freedom of Opinion and Expression of the Human Rights Council in order to enhance visibility and debate within the United Nations, and to underline the importance of the freedom of expression for the international development agenda.

Expected result 2: in the area of the creation of an enabling environment for freedom of expression and independent media, including in conflict and PCPD situations, examples of results include:

- Continued efforts to consolidate the safety of media professionals as an integral part of the Protection Cluster's activities within the overall United Nations humanitarian programme.

- Contribution to standard-setting on freedom of information and the effective functioning of freedom of information laws in accordance with such standards through the translation in multiple languages and dissemination of the following publications: *Freedom of Information: A Comparative Legal Survey* (Mendel T., 2008, 2 ed.) – available in Chinese, English, French, Nepalese, Portuguese, Russian and Spanish), and *The Right to Information in Latin America: A Comparative Legal Survey* (Mendel, T., 2009), available in English, Spanish and Portuguese.

- Global survey of existing Internet regulation frameworks supported to provide sound policy recommendations to Member States regarding the freedom of expression in cyberspace. Concluded in March 2010, the research will be launched at the fifth Internet Governance Forum in September.

- Capacity-building of more than 20 broadcast regulators from seven countries in transition and in post-conflict environments.

- Implementation of the UNESCO strategy for assistance to media in conflict and post-conflict areas focusing on Africa, Asia and the Arab States. Contributions have also been made to Common Country Assessments and Poverty Reduction Strategies in this area.

- Strategy developed to highlight the role that local media can play in disaster prevention and in immediate post-disaster situations, focusing on building the capacities of local and community media in providing life-saving information.

- Assistance in Haiti:

  - Access to information for citizens facilitated through the installation of community radios, Community Multimedia Centres (CMCs) and mobile telecentres in the makeshift camps for the victims of the earthquake;

  - Independent media organizations assisted with rebuilding in an open media environment, in particular the Association des Journalistes Haïtiens;

  - Development of an independent and pluralistic media sector, including the creation of a public broadcaster that serves the public interest;

  - Development of public awareness as users of information and media regarding their ability to make informed judgments of media content.

- Adaptation of higher education training in order to establish an environment conducive to the professionalization of youth and the reorientation of media professionals.

Expected result 3: in the area of fostering editorial independence and quality programming in public service broadcasting, private and community media and new digital media, examples of results include:

- Participation in the follow-up and planning meetings in Geneva for the WSIS and the Internet Governance Forum in Vilnius in September, including the preparations of two workshops;

- Contributing to the updated analysis of freedom of expression and freedom of information in regard to the Internet through participation in and contributions to international conferences in the Netherlands and in Sweden;

- Reinforcement of editorial independence in public service broadcasting (PSB) in Asia, Africa, Latin America and the Caribbean.

Challenges/Lessons learned MLA 1

- Lack of support from governments to strengthen the capacity of PSBs most notably in terms of financial commitment.

- There is a growing interest for assistance in the drafting and implementation of right to information laws.

- Finding a location and obtaining security coverage to provide journalists safety training in conflict or post-conflict countries is a challenge.

MLA 2: Strengthening free, independent and pluralistic media and communication for sustainable development

64. Activities to strengthen free, independent and pluralistic media have been deepened, having gained a steady momentum by expanding on initiatives from the past biennium and taking into consideration the challenges and lessons learned. Further partnerships have been forged to promote effective communication for sustainable development, media and information literacy as well as science communication.

Expected result 4: in the area of supporting the development of free, independent and pluralistic media based on IPDC media development indicators, examples of results include:

- Project support for the IPDC increased by over 30% in 2010 compared to the previous year, including 33 new projects in Africa. A total of 83 media development projects were launched in 61 countries amounting to a total of US $2.1 million (allocated from IPDC Special Account).

- Adoption of a key decision on the safety of journalists and the issue of impunity at IPDC Intergovernmental Council session in March 2010. Fifteen member states reporting to the IPDC Council on the judicial follow up of the killings of journalists occurred in 2008-2009 and their commitment to punish the perpetrators.

- Comprehensive assessments of national media landscapes using the Media Development Indicators (MDIs) completed in Croatia, the Maldives and Mozambique, through which Media development gaps were identified and evidence-based recommendations proposed. New MDI assessments were launched in Bhutan, Ecuador, Mauritania and Nepal. Pilot surveys to collect media statistics based on MDIs were completed in five countries in collaboration with the UIS with the view to issue annual media statistics reports covering all the countries commencing from 2011.

- Identification of 50 good community radio practices in collaboration with the World Association of Community Radio Broadcasters (AMARC) for wider dissemination.

- Support for the development of community radio policy in Bangladesh culminated with the issuance of license to 12 new community radio stations.

- Successful follow-up to the Paris Declaration adopted in 2009 by the UNESCO international conference "Broadcast Media and Climate Change" through the Global Media Forum on media and climate change (June 2010) to increase media content in collaboration with Deutsche Welle and UNESCO Award for Science Reporting and Programming in cooperation with the Commonwealth Broadcasting Association.

- Distribution of multilingual versions of tools for journalistic networks reporting on sustainable development issues including the training kit Media as Partners for Education and Sustainable Development and the handbook *Getting the Story and Telling it Right: HIV and TV*. Regional capacity-building workshops based on these publications were held in Beirut, Beijing and Almaty.

- UNDAF Gap assessment conducted in six countries in sub-Saharan Africa to influence interagency discussions on the integration of communication for development in the United Nations country programmes.

Expected result 5: in the area of building the capacities of media training and journalism education institutions to reach the established criteria of excellence in training, including the pursuit of gender equality, examples of results include:

- Mapping of journalism education institutions launched in Latin America and in South Asia in view of identifying potential centres of excellence, as a follow on from the completed project in Africa.

- Nine African journalism education institutions were supported with equipment and reference libraries as a part of their efforts to reaching the criteria of institutional excellence.

- Support to hold the second World Journalism Education Congress, 5-7 July, Grahamstown, South Africa with participation of 21 African journalism education institutions and to highlight the increasing need of public-minded journalism education.

Expected Result 6: in the area of increasing media and information literacy to foster informed decision-making, examples of results include:

- Cooperation consolidated with major stakeholders in the field of Media and Information Literacy (MIL). Processes for finalization of MIL model curriculum for teacher training, on the basis of feedback collected during three workshops carried out in Africa, Asia and Latin America and the Caribbean. Guidelines on user-generated content and media and information literacy for broadcasters have been published and widely distributed, in cooperation with the Commonwealth Broadcasting Association.

Challenges/Lessons learned MLA 2

- The gap assessments on communication for development conducted in six countries indicate the inadequate attention given to communication in development planning processes, including in the framework of CCA/UNDAF, but absence of civil society participation in United Nations country programming at country levels is a major obstacle to bring multistakeholder partnerships in "Delivering as One Programmes".

- Increased importance is being placed on Media and Information Literacy by both developed and developing countries.

- IPDC-endorsed Media Development Indicators proved to be a useful tool to synergies, the efforts of both State and non-State actors in improving media development strategies at country level.

MLA 3: Fostering universal access to information and knowledge and the development of infostructures

65. Action in the first six months of this biennium has focused in the large part on support for the development of infostructures (including libraries, archives and the expansion of the Memory of the World Programme) and on support for the use of ICTs in knowledge acquisition and sharing in education and, in particular, for access to scientific knowledge.

Expected Result 7: in the area of supporting Member States in the development, adoption and implementation of inclusive policy frameworks for universal access to, and dissemination of, information based on the Strategic Plan for the Information for All Programme (IFAP), examples of results include:

- Future strategic orientations and modalities of operation for IFAP decided by the members of the Intergovernmental Council for the Information for All Programme (IFAP) at its sixth session (March 2010).

- New practical guidelines for the set up and operation of IFAP National Committees established by the IFAP Bureau, as well as the adoption of a procedure for recognition of accomplishments which best reflect IFAP priorities and contribute to implementing IFAP objectives.

- 40% increase in attendance for the WSIS Forum 2010 (May) due to a more inclusive preparatory process starting with online discussions on UNESCO's WSIS Community five months before the Forum, because of the enhanced promotion of and communication on the new event format, of strengthened cooperation with ITU, and because of the WSIS+5 years celebrations.

- Launch of the Broadband Commission for Digital Development at WSIS Forum 2010, calling on leaders from government, the private sector and civil society to work with ITU and UNESCO to develop and allocate resources that will accelerate broadband rollout worldwide, and to examine applications that reap the benefits of high-speed networks to improve the delivery of a wide range of social services.

- WSIS mid-term assessment published, *Towards inclusive Knowledge Societies – A Review of UNESCO's Action in Implementing the WSIS Outcomes* (French and English), and launched at the WSIS Forum 2010.

- Review by expert group meeting of UNESCO's Knowledge Societies concept in the light of recent social and technological developments and in terms of its operationalization.

- Introduction of guidance notes and tools on mainstreaming persons with special needs at country level for United Nations country teams.

- New partnerships established with public-private organizations working on disability and ICT information and knowledge accessibility issues.

Expected Result 8: in the area of the reinforcement of the preservation of documentary heritage in Member States, examples of results include:

- Substantial increase in number of countries (including from first-time countries) submitting nominations for inscription on the Memory of the World (MoW) international register.

- Expansion of Memory of the World Committee for Asia/Pacific (MOWCAP).

Expected Result 9: in the area of the promotion of infostructures for sustainable development and good governance in Member States, examples of results include:

- Digitization of content in several languages including Arabic classical literature in the public domain. Specialists sensitized to the principles set out in the UNESCO Charter for the Preservation of Digital Heritage, particularly those in Africa and Asia.

- Training for librarians and information professionals to facilitate the adaptation to their changing role in the twenty-first century.

- Emergency funding provided to support the Haitian National Archives, the National Library, and the Hénock Trouillot Library following the earthquake, to assist them in rescuing documentary heritage and ensuring their protection.

Expected Result 10: in the area of supporting Member States in the development of strategies for using ICTs in knowledge acquisition and sharing and, in particular, for access to scientific knowledge, examples of results include:

- Comprehensive project plan approved to map existing Open Access initiatives and Open Access stakeholders at regional and global levels with the aim of defining UNESCO's role in promoting Open Access.

- ICT Competency Framework for Teachers strengthened.

- Application of indicators developed by the UNESCO Institute for Statistics to measure the impact of the use of ICT in education.

- Agreement established with universities in Namibia and South Africa to pilot the Open Education Resources (OER) Strategy.

- Validation of the OER Strategy by Expert Group meeting.

- Framework for partnership established with the Open Educational Quality Initiative (OPAL) to identify practices for the successful implementation of OERs to achieve quality education and innovation.

- Restructuring of the UNESCO Open Training Platform (OTP), and its Free and Open Source Software (FOSS) portal.

- Reassessment of action necessary for the proposed establishment of multilingual platforms for higher education in the Mediterranean (eOMed) and PC-Recycling.

Challenges/Lessons learned MLA 3

- Cooperation with National IFAP Committees in different areas of the IFAP Strategic plan requires further strengthening. Efforts to design and implement extrabudgetary projects should be pursued in order to ensure concrete achievements and results in the framework of this Intergovernmental Programme.

- Making owners and decision-makers aware that documentary heritage is a public asset, and that accessibility does not mean loss of ownership, remains a challenge. Funding provided at all levels does not match the requirements. The value of documentary heritage, its importance to national development and its vulnerability must be continually underscored especially where non-heritage institutions, including media and academic institutions are concerned, as their resources are also part of the national heritage.

- As efforts have largely focused on support for infostructures in Haiti during the reporting period, several activities foreseen in the work plans have either been cancelled or severely curtailed. Nevertheless, UNESCO was able to positively contribute to alleviating the results of a disaster.

- There is a growing need for school libraries, particularly in rural African areas. While digitization is being examined as a means of enhancing access to collections, experience has confirmed the need for careful exploration of all issues as an essential prerequisite to project implementation.

- Extensive research and mapping exercises were undertaken in order to avoid duplication with the aim of developing a unique set of UNESCO OER functions.

- Current levels of awareness among Member States of the benefits of using or investing in FOSS are low. A comprehensive review of Member States' policies in this respect could be envisaged.

- The rapid evolution of software development is a major challenge in the field of FOSS.

Global Priority Africa

Expected Result: Member States actively fostering a diverse mix of public, private and community media benefitting democratic development.

- Fifteen new community media projects in 11 African countries.

Expected Result: Laws and regulatory frameworks for freedom of expression, freedom of the press and freedom of information established or revised according to internationally recognized standards, especially in PCPD countries.

- Setting up the overall legal and regulatory guidance for the newly created Zimbabwe Media Commission in close collaboration with the national government, the UNCT and the main bilateral donors.

- Assistance for design of media development plan for-post conflict Sierra Leone and Liberia in collaboration with the government, the local media groups, the United Nations and main donor organizations.

- Collaboration with the AU and EU on joint activities for the EU-AU 2010 Summit focusing action on the Great Lakes Region where a comprehensive media development and reconciliation programme has been established together with the International Conference for the Great Lakes.

Expected Result: Excluded groups, particularly in rural areas and linguistic minorities enabled to access information.

Expected Result: Quality training opportunities for media professionals offered by media training and journalism education institutes.

Expected Result: Capacities of African media and information professionals strengthened.

- Support given to strengthen the network of radio producers in Africa, Farm Radio International, to help build skills to develop content that responds to local needs.

- Regional workshop for 21 African journalism education institutions held from 4 to 8 July on new media journalism; eight African journalism education institutions were supported with provision of training equipment and reference libraries.

- Joint initiative launched with the African Union to poster public-minded journalism education through potential, centres of excellence as a key element of the tripartite collaboration between the African Union, the European Union and UNESCO.

- Support was given to hold the second World Journalism Education Congress in Grahamstown, South Africa, enabling over 30 African countries to attend the Congress and to present academic papers on journalism education from African perspectives.

- Open Access to Scientific information platform developed with the aim of helping Africa to overcome access barriers to critical scientific information.

- Regional radio script writing competition supported to encourage radio features about innovative farming and food production practices by both women and men radio producers in Africa.

Expected Result: Quality and impact of teaching and learning processes enhanced through ICT, particularly in the area of teacher training.

- Development of OER Platform in partnership with universities in Namibia and South Africa within the framework of the African Centres for Excellence in Journalism Education Project.

- Partnerships developed with the Free Software Foundation for Africa to promote the awareness and use of open source tools in education.

Expected Result: Importance of African documentary heritage for building national identity recognized.

Challenges/Lessons learned: Africa

- ICTs have already helped African nations leapfrog many development challenges in many areas such as education, healthcare and the environment in contexts where infrastructure and access are limited.

Global Priority Gender Equality

Expected Result: Gender perspectives in media content promoted through UNESCO-supported media training.

- OER Platform operationalized promoting Gender Equality and Media journalism curricula, allowing other journalism schools to adapt the materials as they wish and to share their adaptations on the Platform.

- Thirty faculty staff from 20 journalism training institutions trained on mainstreaming new media and gender auditing in the adapted versions of the UNESCO model journalism curricula.

Expected Result: UNESCO-supported training programmes, especially safety training for journalists, offered on an equal basis to women.

- Round tables and conferences organized in South-East Europe on media accountability and professional journalistic standards. Women were encouraged to participate and make presentations.

- Women journalists in Palestine and Iraq have been provided with special safety training as well as with safety equipment.

Expected Result: Member States supported in creating an enabling environment for free and independent media and in building media capacity that avoids stereotyping women.

- Cooperation with the International Federation of Journalists to produce and disseminate guidelines on gender equality in media organizations and gender-sensitive reporting. Support was given to the International Women's Media Foundation to produce the *Global Report on the Status of Women in the News Media*, covering 66 countries.

Expected Result: Member States supported in the application of gender-sensitive media development indicators.

- Launch of the annual Women Make the News initiative under the theme "Towards Gender Sensitive Indicators for Media: Best Practices for Gender Perspective in Media and in Media Content" on the occasion of International Women's Day (8 March).

Expected Result: National information legislation and policies formulated and implemented in a gender-inclusive manner, and increased awareness and exercise of the right to information by women and organizations promoting women's rights.

- Resource book, *Freedom of Information* (FOI) *and Women's Rights in Africa,* formally launched with a round table discussion (Paris, March 2010) as part of UNESCO's celebrations of International Women's Day, raising awareness on the issue.

- Publication of three editions of the resource book in English, and one in French (1,000 copies per edition).

- Awareness-raising actions undertaken in Africa: launch of the resource book at the regional level during the African Union Summit in January 2010; dissemination among women's organizations, media houses, human rights organizations involved in FOI campaigns, journalism and communications students and research centres.

- Follow-up actions based on the research findings have been planned and fund-raising efforts to support them are in progress.

Expected Result: Gender specific needs addressed in life-long learning activities, in particular for sustainable livelihoods through the use of ICTs.

- Initiation of preliminary research on the theme "Women in FOSS" in collaboration with BSP to contribute to the formulation of a concrete proposal that addresses the limited participation and visibility of women in the Free and Open Source software world.

Expected Result: Women's involvement in conflict resolution, peace-building, and reconstruction broadened through better access to information.

- Women and girls involved in a number of reconciliation and dialogue initiatives in countries in post-conflict environments, including Afghanistan, Iraq and Palestine.

Challenges/Lessons learned: Promoting Gender Equality

- The involvement of women's organizations in collective efforts advocating for the passing and effective implementation of FOI laws is limited, as is their use of this type of legislation where it exists, and the promotion of women and girls' exercise of their right to know.

- Around the world, ICTs have proved to be powerful tools for overcoming barriers of access to information, economic opportunities and gender equality. However, limited access and lack of capacity among women in the ICT world are serious challenges that need to be overcome with specific policy interventions and training of women in ICT skills.

Intersectoral Platform: Fostering ICT-enhanced learning

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66.   The Platform has been revitalized with a very active partnership between the Communication and Information (CI) and Education Sectors (ED) constructing a Work Plan of Joint Projects. The ICT in Education Programme has been restructured to provide an emphasis on the ICT Competency Standards Framework for Teachers, Measuring the Impact of ICT in Education (with

the UNESCO Institute of Statistics), and Mobile Phones for Education (M-Learning). The UNESCO ICT in Education website developed to provide Member States with a central, comprehensive overview of related activities across the Organization and category 1 institutes. UNESCO representatives for the Open Educational Quality Initiative (OPAL) have been appointed in both CI and ED to work on the definition of a framework of practices for the successful implementation of OERs to achieve quality education and innovation.

Expected Result: Capacity of ministries and quality of teacher training institutions strengthened to offer ICT-based teacher education, including through the introduction of ICT competency standards.

- Development of OER Platform in partnership with universities in Namibia and South Africa within the framework of the African Centres for Excellence in Journalism Education Project.

Expected Result: Access to education and learning in Member States expanded through ICT tools.

- Development of an Open Access to Scientific information platform that will enhance the access of people in developing countries to repositories of free scientific journals and scientific information.

Expected Result: Education/training "communities of practice" formed to build knowledge and access to open and diverse educational resources at all levels, including open access to scientific information.

- Partnerships developed with the Free Software Foundation for Africa to promote the awareness and use of open source tools in education.

- Framework for partnership established with the Basic Education Division of the Education Sector to work on an OER Literacy Project in Muslim-majority countries.

Expected Result: Digital libraries of open educational resources (e.g. open courseware and digital learning objects) developed for quality lifelong learning.

- Survey of OERs commissioned in cooperation with the UNESCO Institute for Information Technologies in Education (Moscow).

- Funding received from the United States of America Government for a joint programme to develop OERs.

Expected Result: Role of ICTs in support of the six EFA goals reinforced.

Challenges/Lessons learned Intersectoral Platform: Fostering ICT-enhanced learning

No significant challenges/lessons learned to report.

UNESCO INSTITUTE FOR STATISTICS (UIS)

67.   The UNESCO Institute for Statistics (UIS) continues to reinforce efforts to improve data quality at the international and national levels. This entails a range of initiatives including: the preparation of "data plans" in close consultation with national statisticians to facilitate international reporting; the internal implementation of UIS Data Quality Monitoring Framework; and the regular review and refinement of survey instruments and indicator frameworks.

68. As the main education data source for international reports, UIS provided statistical tables and analysis in a timely manner to the EFA Global Monitoring Report, the United Nations MDG Report, the UNDP's Human Development Report and the World Bank's World Development Indicators.

69. The UIS has launched a global consultation on proposed changes to the International Standard Classification of Education (ISCED) 1997. The classification has been modified based on the input of education experts from around the world to reflect changes in education systems that have occurred since then. The proposed ISCED revision was sent to national statistical offices, education ministries and policy-makers in Member States. It will also be distributed to agencies working in the field of statistical classifications. The ISCED Technical Advisory Panel will review and incorporate these inputs into the final recommendation for the revised classification, which will be submitted to the 36th session of UNESCO's General Conference.

70. The Institute is preparing the main assessment of the Literacy Assessment and Monitoring Programme (LAMP) in Mongolia and the Occupied Palestinian Territories after completing pilot tests in five countries. Field-testing is also occurring in a second wave of countries.

71. A series of regional and national training workshops for statisticians and policy-planners have been organized in order to facilitate the implementation of the 2009 UNESCO Framework for Cultural Statistics. In addition, the UIS is evaluating the feasibility of conducting a new cultural data collection in one of the following fields: books, festivals, crafts and/or cultural employment.

72. The new ICT in Education survey will be launched in Latin America and the Caribbean in 2010. This experience will facilitate expansion of data collection in other regions in 2011 and beyond.

73. The UIS finalized a methodology for measuring research and development (R&D) in developing countries, which will be published as an annex in the OECD's *Frascati Manual*. UIS is also developing a new methodology to collect data on innovation. It will be designed to reflect the contexts and priorities of developing countries.

Review of progress by Main Line of Action

MLA 1: Guardianship of cross-national data

Expected result 1: UIS provided technical assistance to selected priority countries in Africa, the Arab States, Asia and the Pacific and Latin America and the Caribbean, aimed at increasing quality and coverage of regional averages for key indicators; UIS is continuing to refine its data processing tools and information sharing tools as well as implement the internal quality monitoring system; work on making UIS data more visible and available for external users is also under way with integrating the Data Centre into a newly redesigned website.

Expected result 2: Data were processed and feedback was provided to countries in a timely manner for the education 2009 and 2010 surveys; three mail-outs and one reminder were launched during the past six months; all process indicators meet the expected goals for processing time and response rates; the May 2010 education data was released with one week delay due to issues related to regional averages.

Expected result 3: Preparations are under way for the LAMP main assessment. Field trial has been completed in three non-pilot countries – Jordan, Paraguay and Viet Nam; the planning of the main survey has also been initiated; With regard to cultural statistics, the selection of an area for a new data collection has begun with the commissioning of four scoping (feasibility) studies in the areas of books, festivals, crafts and cultural employment.

Expected result 4: The UIS is working on the implementation of modular questionnaires that will allow a better response to regional needs for particular indicators. Due to technical difficulties, implementation has been delayed, while the analytical work that will lead to the 2011 implementation has already begun.

MLA 2: Development of appropriate methodologies and standards

Expected result 5: Work on priority areas in education is ongoing and takes place at the country level through national site visits and regional workshops; the report on education financing in sub-Saharan Africa is being prepared; the paper on the impact of the crisis on education has been updated and finance data from national education sector reviews prepared; new estimates of teacher demand have been produced (for presentation in July 2010), and preparations for a teacher data collection in 2010 continue; two studies (as planned together with the International Working group on Assessing and Improving Quality Learning established in collaboration with the Education Sector) were completed in April 2010. The reports will be released in the summer.

Expected result 6: The draft ISCED text has been finalized by the ISCED Technical Advisory panel, based on feedback received from ISCED experts who participated in regional meetings held in 2009 and in April 2010. The global consultation regarding the draft ISCED text is being launched in June. Work on the implementation manual will start after the conclusion of the consultation in late September 2010; the UIS Technical Guide "Challenges Facing the Measurement of R&D in Developing Countries" was prepared and finalized, based on worldwide consultations through the National Commissions. A proposed Annex to the OECD's *Frascati Manual*, which is drawn from the Technical Guide, has also been prepared and is now ready to be presented to the OECD Working Party of National Experts on Science and Technology Indicators at the OECD's next meeting in November 2010.

The UIS media survey instruments have been finalized. Pilot countries have been identified and invited to designate national media survey teams who will be trained in November 2010. The media indicators guide has been prepared and will be ready for the launch of the pilot exercise in December 2010.

Expected result 7: Work has advanced both in terms of internal survey data resources, and in terms of finalising a survey question bank with PARIS21 and the World Bank.

MLA 3: Capacity-building in the collection and use of statistics

Expected result 8: Four Data Quality Assessment Framework (DQAF) assessments have been completed in Burundi, Cape Verde, Lesotho and Zimbabwe; the European Commission funded project to support the development of an education management information system (EMIS) in Angola is well on track; support to Viet Nam in the areas of culture and science and technology (S&T) indicators included the development of a methodology for the Situational Analysis of Cultural Statistics and discussions with relevant national counterparts in the area of S&T indicators.

Expected result 9: Seven data plans were carried out (Bangladesh, Cambodia, Cameroon, Lao People's Democratic Republic, Namibia, Senegal and United Republic of Tanzania) and national site visits were conducted in a number of countries among which Bangladesh, China, Democratic Republic of the Congo and Guinea-Bissau; a cluster workshop on higher education statistics was organised for the Arab States in May, jointly with the Regional Centre for Educational Planning (RCEP) of the United Arab Emirates. The next regional workshop is scheduled for October 2010 in Eastern and Southern Africa. The first training workshop on the UNESCO Framework for Cultural Statistics was held in Dakar, Senegal for French-speaking African Member States. A total of 37 persons were trained comprising 30 participants representing statisticians and culture officers from 17 member states, three UNESCO Programme Specialists, a representative from the UNESCO National Commission for Senegal, a representative from the Observatory for Cultural Policies in Africa (OCPA) and several observers. Preparations for the second Framework for Cultural

Statistics (FCS) workshop, to be held in Almaty, Kazakhstan, in October 2010, are already under way; the workshop on Policy Reviews and STI indicators (Mali, May 2010) brought together 72 participants representing Western African countries and organizations: Burkina Faso, Cape Verde, Côte d'Ivoire, the Gambia, Guinea, Liberia, Mali, Niger, Nigeria, Senegal and Togo, the African Union/NEPAD and the Spanish International Development Cooperation Agency.

Expected result 10: The LAMP Global Advisory Board was established in May 2010; the identification of potential experts for the Arab and African regions groups has been initiated; the UIS has been selected as a Board member of the Steering Committee of PARIS21 and is working with AFRISTAT to develop partnerships.

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MLA 4: Monitoring and analysis of cross-national data

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Expected result 11: The UIS provided statistical annexes for the EFA *Global Monitoring Report*; key education indicators for the Millennium Development Goal report, in addition to data analysis which will be released for the September MDG summit; education data for the Human Development Report and World Bank World Development Indicators report, in addition to research; education data for other partners; fact sheets were also produced for the UIS website and for gender and education-related events; the *2010 Global Education Digest*, which focuses on gender and education is being finalized and will be released in September 2010.

Expected result 12: The first draft of a handbook that provides guidelines to Member States on the measurement of cultural participation was prepared by the UIS in June 2010 as expected; the OECD/UIS/Eurostat Working Paper containing the full Careers of Doctorate Holders (CDH) toolkit was published according to schedule in February 2010; furthermore, the CDH project was presented at all relevant meetings and workshops during the first six months of 2010.

EXTERNAL RELATIONS AND COOPERATION

74.   During the period covered by this report (January-July 2010), the National Commission Section, NAC, of ERC pursued its key mandate, as outlined in the Approved 35 C/5 (para. 11010-11016), to promote the role and participation of National Commissions in UNESCO's multiple activities.

75.   In cooperation with BSP, NAC facilitated the effective contribution of National Commissions in programme elaboration by organizing the five regional Consultations of the Director-General on the preparation of the Draft Programme and Budget for 2012-2013 (36 C/5). The consultations successfully took place in the Arab States (Rabat, Morocco, 10-13 May 2010), Asia and the Pacific (Changwon, Republic of Korea, 21-23 May 2010), Europe and North America (London, the United Kingdom, 5-8 June 2010), Africa (Kampala, Uganda, 15-18 June 2010) and in Latin America and the Caribbean (Port of Spain, Trinidad and Tobago, 5-7 July 2010). In Rabat and Kampala, the C/5 consultations were combined with the Regional Conferences of Arab and African National Commissions. The Director-General participated in the Consultations in Changwon, London and Kampala. These Consultations, in which over 170 National Commissions took part, proved to be a solid platform to solicit regional inputs with a view to assisting the Director-General in the elaboration of her preliminary proposals concerning the Draft Programme and Budget for 2012-2013 (36 C/5), and to cement closer cooperation between National Commissions and UNESCO field offices, as well as to discuss the involvement of National Commissions in the United Nations Delivering as One reform process.

Platform on Anticipation and Foresight

76.   Promoting UNESCO's intellectual watch and clearing house functions, activities of the Intersectoral Platform on Anticipation and Foresight have helped Member States and the Secretariat sharpen their strategic orientations and identify possible approaches in the fields of competence of the Organization. As part of UNESCO's contribution to the international efforts to

bring emergency assistance and longer-term relief to Haiti in the aftermath of the devastating earthquake of 12 January, the Intersectoral Platform together with the Bureau of Field Coordination organized a forum on the theme "Rebuilding the Social, Cultural and Intellectual Fabric of Haiti". Held on 24 March 2010 in Paris, this meeting gathered Haitian leaders, including the Minister of Culture, intellectuals, artists and social scientists from the wider Haiti community along with international experts and friends of Haiti. The results and recommendations from this Forum (184 EX/INF.16) were included in UNESCO's contribution to the international donors' conference on Haiti held on 31 March at the United Nations Headquarters.

77.   With a view to reinforcing the visibility of UNESCO as a future-oriented laboratory of ideas and our collaboration within the United Nations System, the Intersectoral Platform organized a Forum on 27 May in the framework of the Third United Nations Alliance of Civilizations Forum to mark the official launch of the UNESCO World Report *Investing in Cultural Diversity and Intercultural Dialogue.* Leading experts were invited to discuss the importance of cultural literacy for development and peace, in line with the key findings and recommendations of the World Report.

78.   Following the Director-General's consultations with the National Commissions of the Latin America and the Caribbean (LAC) region on the draft document 36 C/5, a UNESCO Future Forum on the theme **Small Islands Developing States – Challenges for International Development Cooperation in the 2010s** was held on 8 July to analyse the major trends affecting the countries, discuss common approaches and envision new strategic opportunities for UNESCO. Representatives of UNESCO National Commissions from SIDS and other National Commissions in the LAC region, as well as high-level experts participated in the meeting.

UNESCO'S CONTRIBUTION TO OPERATIONAL POLICIES AND ACTIVITIES FOR DEVELOPMENT COOPERATION WITHIN THE UNITED NATIONS SYSTEM (167 EX/DECISION 8.1)

79.   UNESCO is actively participating in, and contributing to, United Nations system-wide operational activities and policies for development, advancing its perspectives as a specialized agency of the United Nations system. At the **global/inter-agency** level, UNESCO is engaged within the Chief Executives Board (CEB) and its pillars, the United Nations Development Group (UNDG), the High-Level Committee on Programmes (HLCP) and the High-Level Committee on Management (HLCM). Recent deliverables from these groups include the UNDG Strategic Priorities, thematic papers on the MDGs, as well as a guidance note on the Common Budgetary Framework. At the regional level, UNESCO participates in the Regional Directors Teams (RDTs) of all regions, as well as in their assigned support and oversight functions. At country level, UNESCO is participating to joint United Nations work as a member of United Nations Country Teams (UNCTs).

80.   UNESCO is engaged in the follow-up to the United Nations General Assembly resolution 62/208 on the 2007 **triennial comprehensive policy review** (TCPR), which constitutes a reference and common framework for joint operational activities for development of the United Nations system, aiming at greater alignment with national priorities and increased system-wide coherence of United Nations operational activities for development. A detailed action plan on the implementation of the relevant recommendations of the TCPR resolution had been presented to UNESCO's Executive Board in documents 181 EX/49 and 180 EX/52. Document 185 EX/19 on the "United Nations General Assembly proposal to align planning cycles with the quadrennial comprehensive policy review of operational activities for development of the United Nations system (QCPR)" gives further detailed information on UNESCO's position to, and implementation of, the provisions pertaining to the comprehensive policy review.

81.   UNESCO remains fully committed to efforts of increased system-wide coherence, geared towards greater coordination, efficiency, effectiveness, and enhanced quality of delivery of the

United Nations' action, in particular for development at country-level. The Organization is widely participating in **United Nations common country programming** processes and in joint implementation through joint programmes. Particular attention has been given to UNESCO's programmatic involvement in the One Plan/Programme documents and their implementation in the eight "**Delivering as One**" pilot countries, as well as in the **2010 UNDAF roll-out countries**, where UNESCO's involvement is supported through the 35 C/5 2% funds for common country programming, as well as through the timely reinforcement funds for field offices participating in joint United Nations initiatives at country-level. UNESCO is also actively engaged in joint United Nations work on the one budgetary framework and on the harmonization of business practices, including through the participation in high-level inter-agency fact-finding missions.

82. Based on the findings of the **country-led evaluations** of the Delivering as One pilot countries, the pilots' stocktaking exercises, as well as the June 2010 high-level Delivering as One tripartite conference in Hanoi, Viet Nam, "Delivering as One" is seen as being successful in achieving its initial objectives, with the United Nations being a more effective development partner, both for the achievement of national priorities and internationally agreed development goals. National leadership and ownership – which have been identified as among the most critical success factors for Delivering as One – have been strengthened. In general, Delivering as One has had a transformative effect on partnerships between the United Nations and its national counterparts, as well as donors. Within the United Nations, Delivering as One has brought about a greater involvement of specialized agencies and non-resident agencies, bringing to bear their areas of expertise in support of national development priorities.

83. In the framework of the **Spain/UNDP MDG-Achievement Fund**, UNESCO is a prominent participating agency with a portfolio of 49 joint programmes across all thematic windows of the Fund (Environment and Climate Change; Gender Equality and Women's Empowerment; Economic Governance; Culture and Development; Youth Employment and Migration; Conflict Prevention and Peace-building; Private Sector Development and Public-Private Partnerships; and Food Security, Nutrition and Children). In particular, in joint programmes pertaining to the Culture and Development window, UNESCO assumes a strong leadership role. The approved consolidated budget of all 49 joint programmes in which UNESCO is involved totals to US $55,833,185 to be received in the span of the average implementation period of three years. Funds received by UNESCO to this date (status 31 May 2010) amount to US $32,340,146, with the large part of close to 70% relating to the Culture and Development window.

84. With a long-term significance for development, UNESCO has been increasingly called upon by its Member States to respond to **post-conflict/post-disaster situations**, including in the context of a joint coordinated United Nations response. United Nations system-wide reforms in post-conflict and post-disaster response have focused on coherence in filling gaps during the transition from humanitarian response to reconstruction and "peace-building". This implies a broader mobilization by the United Nations system during the "early recovery" phase, which corresponds to assistance beyond life-saving relief activities, particularly in the reactivation of public service delivery through capacity-building and technical advice and assistance. A sharper United Nations focus on early recovery and peace-building is in line with UNESCO's mandates and actual capacities. It is at this stage that UNESCO has an added-value to bring. UNESCO is a member of the Inter-Agency Standing Committee Humanitarian Education Cluster and Early Recovery Response, and their two global working groups. UNESCO is also a member of relevant clusters at the country level in countries where UNESCO participates in post-conflict or post-disaster responses. UNESCO is furthermore participating in the Sub-Working Group on the Consolidated Appeal Process (CAP SWG) which is a subsidiary body of the Inter-Agency Standing Committee (IASC).

85. In regard to the **Joint United Nations Programme on HIV/AIDS** (UNAIDS), UNESCO continues to be an active and engaged cosponsor, participating in all UNAIDS regular meetings, including the Committee of Cosponsoring Organizations (CCO) and the Programme Coordinating Board (PCB), taking leadership in the coordination and implementation of the UNAIDS Global

Initiative on Education and HIV and AIDS (EDUCAIDS) and the UNAIDS Inter-Agency Task Team (IATT) on Education, and working collaboratively with other cosponsors at global, regional and national levels, including through the Joint United Nations Teams on AIDS. Cooperation at global level has focused particularly on follow-up to the recommendations of the Second Independent Evaluation of UNAIDS and to developing the business case for the UNAIDS Outcome Framework priority area on empowering young people to protect themselves from HIV (co-convened by UNESCO, UNICEF and UNFPA), which was released at the twenty-sixth Meeting of the UNAIDS PCB (Geneva, June 2010). A major achievement of the last biennium was the release of the "*International Technical Guidance on Sexuality Education*", published by UNESCO in collaboration with the UNAIDS Secretariat, UNFPA, UNICEF and WHO. This resource sets new international benchmarks, informed by the latest evidence, for standards in sexuality education, assisting education, health and other authorities to develop and implement sexuality education programmes. UNESCO's allocation of the core Unified Budget and Workplan (UBW) has increased from $10.6 million in the last biennium (2008-2009) to $12.3 million in the current biennium (2010-2011), 68% of which have been decentralized to the field for country-level operations through an internal competitive bidding process. As in previous biennia, in 2008-2009 UNESCO achieved 95% implementation.

86. Since it was established in 2004, 53 countries in five regions have engaged with **EDUCAIDS**. The strategy for EDUCAIDS has included: developing and disseminating the guiding framework and technical resources, specifically a coordination framework that outlines how partners can engage to develop and implement a comprehensive education sector response to HIV/AIDS, conducting regional and country workshops, implementing activities in country, and developing and managing a website for resources and disseminating progress. Over 13,000 copies of the EDUCAIDS resource pack have been printed in the six United Nations languages plus Portuguese. As convenor of the UNAIDS IATT on Education, UNESCO has expanded this group over the past years into a partnership forum bringing together more than 30 multilateral, bilateral and civil society organizations. Key achievements include an enhanced evidence base on education and HIV/AIDS, including through a research stock-taking exercise supported by the IATT; significant efforts to measure country progress, also through the 2004 Global HIV/AIDS Readiness Survey (a second round of which is planned for this biennium), and support for the identification of core indicators to monitor education sector responses to the AIDS epidemic; as well as policy and technical guidelines and tools developed by the IATT to guide HIV mainstreaming in education at country level.

87. As regards UNESCO's collaboration under the **United Nations Fund for International Partnership** (UNFIP), as per Financial Statements at end year 2009, 15 projects were under implementation for total budgets of some US $17.9 million, within the field of natural heritage, biodiversity and sustainable tourism (with a few now-terminated projects dealing with Global Literacy and HIV/AIDS prevention). Recent approvals are, however, scarce; and only six of the current projects are expected to go beyond 2010. The bilateral discussions with the UNFIP staff revealed overall satisfaction with UNESCO's performance, including as regards the provision of narrative and financial reporting. The sector of environment/biodiversity/climate change/sustainable tourism is likely to remain an important focus of UNFIP. In March 2009, the United Nations Foundation launched The Girl Fund – a dedicated fund to provide a vehicle for individuals and organizations to support the work of the United Nations and relevant NGOs in improving adolescent girls' lives in the developing world. The Girl Fund pursues two objectives: invest in holistic, inter-agency United Nations programmes which align with the five strategic priorities of the United Nations Adolescent Girl Task Force (AGTF) in which UNESCO is an active stakeholder, to ensure education, health, protection programs, and good policies for the hardest-to-reach adolescent girls. Furthermore, it aims at supporting complimentary advocacy to enhance leadership capacity in the target countries to advocate for laws, policies, and budgets that are favourable for adolescent girls with the intent of sustaining and institutionalizing effective programmes.

REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

PART II

BUDGET ADJUSTMENTS AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2010-2011

AND

MANAGEMENT CHART FOR PROGRAMME EXECUTION IN 2010-2011 (35 C/5 APPROVED)

STATUS AS AT 30 JUNE 2010 (NON-AUDITED)

(NO. 46)

SUMMARY

Part II of document 184 EX/4 contains:

A. A report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2010-2011.

    In accordance with 35 C/Resolution 106, paragraphs 2(b), (d) and (e), the Director-General presents to the Executive Board:

    (i)   a report on the adjustments to the approved appropriation for 2010-2011 arising from donations and special contributions received since the beginning of the biennium;

    (ii)   a report on statutory increases for staff costs which would normally be financed from Part IV of the budget;

    (iii) a report on the transfers made between appropriation lines for the United Nations common country programming exercises; and

    (iv)   proposals to transfer funds between appropriation lines to reflect certain organizational restructuring.

    Action expected of the Executive Board: decision in paragraph 15.

B. The Management Chart for Programme Execution in 2010-2011 as at 30 June 2010.

INTRODUCTION

1.   This document contains:

> **Part A:**   **The report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2010-2011, and**

> **Part B:**   **The Management Chart for Programme Execution for 2010-2011 as at 30 June 2010.**

2.   **Part A** presents a list of donations and special contributions which have been received since the beginning of the biennium and which have been appropriated to the 2010-2011 regular budget in accordance with 35 C/Resolution 106 paragraph 2(b).

3.   This section also provides a report on transfers made between appropriation lines in relation to the United Nations common country programming exercises, in accordance with paragraph 2(e) of 35 C/Resolution 106 by which the Director-General was authorized to "make transfers between appropriation lines up to an amount of 1% of the initial appropriation, informing the Members of the Executive Board in writing, at the session following such action, of the details of and reasons for these transfers".

4.   Section A also submits for the Executive Board's approval proposals to transfer funds between appropriation lines for amounts exceeding the 1% limit, relating to organizational restructuring.

5.   **Part B** of the document presents the Management Chart which outlines the status of the programme execution of both regular programme and extrabudgetary funds as at 30 June 2010. For regular programme funds, the approved budget amounts cover the entire 2010-2011 biennium. However, for extrabudgetary resources, which usually finance multi-year projects, the allotments are annualized in order to reflect the actual management cycle of the extrabudgetary resources. All expenditure figures are as at 30 June 2010.

6.   In an effort to simplify the document and improve the clarity of some of the information provided, a few modifications have been made to certain tables. In particular, Table 1 which presents the overall implementation of regular budget and extrabudgetary funds, by principal appropriation line, now shows the expenditure details for the regular programme by staff and activities. Consequently, a separate table with similar information is no longer provided. Additionally, the table on the implementation of decentralized funds by principal appropriation line and by region (Table 4) has been revised for clarity. Finally, the Management Chart no longer contains a separate table on the implementation of the Participation Programme and emergency assistance, as such details are more appropriately discussed in connection with separate Board documents dedicated to these items.

7.   As in the past an update is provided on the implementation of activities financed by the United States contribution received in 2003 which, in accordance with the General Conference resolution, has been used over a multi-year period. The Management Chart also provides the budgetary situation by principal appropriation line for Temporary Assistance, Mission Travel and Contractual Service, as requested by the Executive Board (166 EX/Decision 3.1.1).

8.   Furthermore, explanations are provided for the regular budget activities for which expenditure rates are higher than 40% or lower than 10%, in conformity with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General "to identify and explain, those activities that vary from expected expenditures by a rate of more than 15%".

PART A

REPORT BY THE DIRECTOR-GENERAL ON BUDGET ADJUSTMENTS AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2010-2011

I.   **Adjustments to the Appropriation approved for 2010-2011 arising from donations and special contributions received since the beginning of the biennium**

9.   In accordance with paragraph 2(b) of 35 C/Resolution 106, by which the Director-General is authorized to accept and add to the Appropriation approved for 2010-2011, voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments, taking into account the provisions of Article 7.3 of the Financial Regulations, and to provide information thereon to the Members of the Executive Board at the session following such action, the Director-General is pleased to provide below information on donations and special contributions received since the beginning of the biennium.

Source	Purpose	Amount US$
Major Programme I – Education		
A. Governments		
• Ministry of Education, Egypt	Review of the education reform in Egypt for the period 2003-2008	31,500
B. Other contributions		
• Islamic Educational, Scientific and Cultural Organization (ISESCO)	Assessment of the educational situation in the context of HIV/AIDS in the Maghreb countries	7,970
• Flemish Association for Development Cooperation and Technical Assistance (VVOB)	Activities relating to curricula, development of indicators and capacity-building in gender inclusion in Ecuador	7,500
• The Maghrebian University in Tripoli	Maghreb Education Research Network	2,943
• Promethean Limited (UK)	Development and Implementation of ICT in Education	9,970
• Bolloré-Véolia	UNESCO Chair "Women, Science and Sound Water Management in West Africa" in Togo	26,745
Total, MP I		**86,628**

Source	Purpose	Amount US$
Major Programme II – Natural sciences		
A. Governments		
• Korean National Commission for UNESCO	Support to e-Flora and fauna reserves (building up the e-database)	15,500
• Ministry of Land, Infrastructure, Transport and Tourism, Japan	Production of sequel to the Integrated Water Resources Management Guidelines at River Basin level, which focuses on environment	155,644
• Government of China	Support to the International Geosciences Programme (IGCP)	19,980
• National Space Research and Development Agency of the Federal Republic of Nigeria	Support to the Global Ocean Observing System in Africa (GOOS-Africa)	6,230
• Ministry of Agriculture, Government of India	Project ROOTS – Repositioning man-agriculture link within biosphere – towards sustainable nutritional security (INR 500,000)	10,718
• Swiss State Secretariat for Education and Research (SER)	Organization of the Ministerial Round Table on Higher Education and Research in South Eastern Europe, 21-22 May 2010, Tirana, Albania	39,975
• Israel National Commission for UNESCO	Preparation and development of subregional workshop(s) in the framework of UNESCO's project in Reducing Earthquake Losses in the Extended Mediterranean Region (RELEMR)	10,000
• Israel National Commission for UNESCO	International Desertification Conference	15,224
B. Other contributions		
• U.S. Geological Survey (USGS)	Holding of three workshops on remote sensing, geographic information systems and data management that will be held by ICIMOD (sponsored by UNESCO and USGS) early 2010	117,683
• U.S. Geological Survey (USGS)	Preparation and development of the International Workshop on Seismicity and Earthquake Engineering in the Extended Mediterranean Region hosted by the Middle East Technical University, Ankara, Turkey	100,000
• Doha Bank	Support to the activity Partnership-based Environmental Stewardship (natural and urban ecosystems)	49,980
• UN-Water Decade Programme on Capacity Development (United Nations University)	Support to Global Network on Water and Development Information for Arid Lands (G-WADI) workshop in Dakar, Senegal (20-21 April 2010)	16,000
• Global Environment Facility (GEF)	Contribution to travelling exhibition "Biodiversity is life, Biodiversity is our life" in the framework of the International Year of Biodiversity 2010	30,000

Source	Purpose	Amount US$
• SPIE – The International Society for Optics and Photonics	Support to UNESCO optics education project "Active Learning in Optics and Photonics"	20,000
• Convention on Biological Diversity (CBD)	Contribution to travelling exhibition "Biodiversity is life, Biodiversity is our life" in the framework of the International Year of Biodiversity 2010	10,000
• Human Variome Project	Organization of the Human Variome Project Implementation and Integration Meeting	38,493
• The Austrian MAB Committee	MAB Young Scientist Awards	19,975
• Beraca Sabara Quimicos e Ingredientes S.A.	International Year of Biodiversity 2010	10,000
	Total, MP II	**685,402**

Major Programme III – Social and human sciences

A. Governments

Source	Purpose	Amount US$
• Israel National Commission	Support to Ethics Education Programme (Ethics of Science and Technology)	38,920

B. Other contributions

Source	Purpose	Amount US$
• Doha International Institute for Family Studies & Development – Qatar Foundation	Organization of three meetings of the Executive Committee of the Greater Horn Horizon Forum	19,978
• Novo Nordisk Global Bioethics Management	Newly established bioethics committees in developing countries	13,495
• ECM² Ltd	European Athletics-UNESCO Youth Forum	24,975
• Espacio de Vinculación A.C.	Promoting research policy linkages on youth	15,000
	Total, MP III	**112,368**

Major Programme IV – Culture

A. Governments

Source	Purpose	Amount US$
• Ministry of Education, Culture and Science of the Netherlands	Awareness-raising of the fight against illicit traffic of cultural goods through video clips	15,152
• Permanent Delegation of Kazakhstan	Launch of the 2010 International Year for the Rapprochement of Cultures	35,014
• Spanish Ministry of Culture	Spanish interpretation during the Fourth session of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage	13,007

Source	Purpose	Amount US$
• Abu Dhabi Authority for Culture and Heritage, United Arab Emirates	Arabic interpretation during the Fourth session of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage	18,879
• Swiss Federal Office for Culture	Projects on the fight against illicit trafficking of cultural heritage	62,365
• The Netherlands National Commission for UNESCO	Drafting of statements of Outstanding Universal Value of World Heritage properties in Africa	60,750

B. Other contributions

Source	Purpose	Amount US$
• Alliance for the Protection of the Asian Cultural Heritage	Conservation of Buddhist historical Bhutan	29,980
• Korea Arts and Culture Education Service (KACES)	Regional preparatory activities for the Second World Conference on Arts Education in Seoul, Republic of Korea (May 2010)	17,215
• World Vision Australia (WVA)	Culture and Sustainable Development: workshop on research methodology and media production	14,895
• Authority for the Protection and Management of Angkor and the Region of Siem Reap (APSARA)	International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor	41,000
• Marc de Lacharrière Culture & Diversité Corporate Foundation	Programme on "Equal opportunities in artistic careers"	84,926
• Orient Cultural Heritage Sites Protection Alliance	Study on the Sacred Garden of the Lumbini World Heritage Property	19,980
• ZAIN, Celtel Gabon	Independences and Culture of Peace	10,083
• Ms Chow Ching Ling	World Cultural Diversity Festival	12,674
• LUNALOGIC	World Cultural Diversity Festival	13,263
• FAN Zeng	World Cultural Diversity Festival	52,267
• SCEA BERTAUD BELIEU	World Cultural Diversity Festival	12,210
• Ophidian Research Institute	Cultural Mapping of structural vulnerability in Lao PDR: Pilot Sentinel Surveillance with the Centre for HIV/AIDS and STDs	6,000
• SEARCH	Cultural approaches to human rights and gender	28,410
Total, MP IV		**548,070**

Source	Purpose	Amount US$

Major Programme V – Communication and information

A. Governments

- Israel National Commission for UNESCO | Memory of the World – second phase of Beziel project | 40,156

B. Other contributions

- Korea Polytechnic University (KPU) | Advancing Tomorrow's Leaders for Achieving Sustainable Economy (ATLASE) through ICTs in Developing Countries | 50,000

- Foundation for UNESCO-Education for Children in Need | Empowering the Isolated and Marginalized Young People in the Gaza Strip | 49,581

- Islamic Educational, Scientific and Cultural Organization (ISESCO) | Developing training manuals and curricula for media training institutions in the Maghreb | 6,213

- Islamic Educational, Scientific and Cultural Organization (ISESCO) | Strengthening the digital library and maintaining the Arab portal on youth | 3,976

- Islamic Educational, Scientific and Cultural Organization (ISESCO) | Disseminating archive holdings and library collections in the Maghreb, raising public awareness of the documentary heritage and training professionals in restoration techniques | 982

- SONATEL Corporate Foundation | Establishment of three community multimedia centres (CMCs) in the regions of Cas-Cas, Diawara and Kaffrine | 117,092

- Goethe Institute | Establishment of a second Model School Library in Lebanon | 35,391

- NGO Jequitiba – Switzerland | Radio Journalism Community Capacity-Building | 20,918

| | **Total, MP V** | **324,309** |

Part II.B – Programme-Related Services

Bureau of Strategic Planning (BSP)

- Spanish Ministry of Foreign Affairs – Spanish Agency for International Development Cooperation | UNESCO's celebration of International Women's Day (IWD) – 8 March 2010 – UNESCO Paris | 25,620

| | **Total, BSP** | **25,620** |

Source	Purpose	Amount US$

Part III – Support for Programme Execution and Administration

Part III.A – External relations and cooperation

Source	Purpose	Amount US$
● Arab Bureau of Education for the Gulf States (ABEGS)	Fourth Session of Forum of Arab Parliamentarians for Education (FARPED IV) – 7-8 June 2010 – Beirut, Lebanon	14,980
● Islamic Educational, Scientific and Cultural Organization (ISESCO)	Fourth Session of Forum of Arab Parliamentarians for Education (FARPED IV) – 7-8 June 2010 – Beirut, Lebanon	9,970
	Total, ERC	**24,950**

Part III.B – Field management and coordination

Indirect costs for field offices under field management and coordination (BFC)

The following contributions were received from governments towards the running costs of established field offices:

Source	Purpose	Amount US$
● Chile	Santiago Office	50,000
● Kenya	Nairobi Office	12,991
● Nepal	Kathmandu Office	14,878
● Cuba	Havana Office	20,500
● China	Beijing Office	23,495
● Indonesia	Jakarta Office	18,000
● Costa Rica	San José Office	40,481
● Samoa	Apia Office	9,975
● Ecuador	Quito Office	50,000
● Thailand	Bangkok Office	5,574
● Egypt	Cairo Office	56,359
● India	New Delhi Office	31,223
● Mozambique	Maputo Office	2,320
● Pakistan	Islamabad Office	29,941
	Total, Indirect Costs	**365,737**
	Grand Total, Donations and Special Contributions	**2,173,084**

10. In addition to the above monetary contributions, the following governments are making contributions in kind to field offices by offering rent-free premises during the 2010-2011 biennium. In order to enlarge the scope of the list of "contributions in kind" received from governments, the field offices are being requested to report regularly on other types of contributions in kind. Such information will be made available when identified.

Country	Field offices receiving rent-free premises
• Brazil	Brasilia Office – partial contribution
• Cameroon	Yaoundé Office
• Chile	Santiago Office
• Cuba	Havana Office
• Democratic Republic of the Congo	Kinshasa Office
• Gabon	Libreville Office
• India	New Delhi Office
• Iran, Islamic Republic of	Tehran Office
• Italy	Venice Office
• Jamaica	Kingston Office
• Jordan	Amman Office and National Office for Iraq
• Kazakhstan	Almaty Office
• Lebanon	Beirut Office
• Mali	Bamako Office
• Mexico	Mexico City Office
• Morocco	Rabat Office
• Nepal	Kathmandu Office
• Nigeria	Abuja Office
• Peru	Lima Office
• Qatar	Doha Office
• Congo	Brazzaville Office
• Romania	Bucharest (CEPES)
• Russian Federation	Moscow Office
• Senegal	Dakar Office
• Thailand	Bangkok Office
• United Republic of Tanzania	Dar es Salaam Office
• Uruguay	Montevideo Office
• Uzbekistan	Tashkent Office
• Zimbabwe	Harare Office

II. Statutory increases for staff costs

11. Paragraph 2(d) of the Appropriation Resolution for 2010-2011 stipulates that "with the approval of the Executive Board, the Director-General is authorized to make transfers from Part IV of the budget (Anticipated Cost Increases) to the relevant appropriation lines in Parts I to III of the budget, for the purpose of meeting increases in staff costs and in the costs of goods and services". In this regard, the Director-General wishes to draw to the Executive Board's attention the following statutory staff costs increases which have occurred:

In accordance with 34 C/Resolution 80 and 35 C/Resolution 92, whereby the Director-General is authorized to continue to apply to the staff of UNESCO the measures affecting the salaries, allowances and other benefits that may be adopted either by the United Nations General Assembly or, by virtue of the authority conferred upon it, by the International Civil Service Commission (ICSC), the Director-General has approved the following increases:

Increase in the post adjustment allowance for Professional category and above for Paris, effective 1 May 2010:

Under the methodology approved by the United Nations General Assembly, interim adjustments of the post adjustment take place regularly at duty stations where United Nations agencies have headquarters, to account for local inflation, exchange rate fluctuations, movement in the housing costs, medical insurance, pension contribution, etc. The 12-monthly interim review of the post adjustment for Paris was carried out by the ICSC in May 2010. Based on this review, **the net base salary and post adjustment** for

Professional and higher category staff in Paris was **increased** by around **4.75%** in euros. The additional requirement in dollars for the biennium arising from this adjustment is estimated at: **$5,010,500**.

Salary and allowance adjustments for staff in the General Service category at Headquarters, effective 1 October 2009:

(i)   **Salary scale for the General Service category at Headquarters**: A 2.2% increase was announced in the French reference wage index from July 2008 to June 2009. In accordance with the ICSC interim adjustment procedure, the net salary scale of General Service staff at Paris was revised upwards by 90% of this overall increase or by **1.98%** (i.e. 90% of 2.2%).

(ii) **Increases were also approved for language allowances**: from €1,770 to €1,800 per year for the first language and €885 to €900 per year for the second language.

These elements entail additional costs for the 2010-2011 biennium, as staff costs in document 35 C/5 were calculated based on an anticipated increase rate of 0.455%, which corresponded to the latest 2009 IMF inflation estimate for France available at that time. However, the actual increase in the French wage index for 2009 turned out to be higher. The additional requirement for the present biennium arising from the aforementioned increases is estimated at **$1,462,100**.

Total statutory increases for staff costs: $6,472,600.

12.   The above statutory increases under staff costs would normally require a Part IV transfer. However in the light of the relatively high level of staff cost savings observed thus far, mainly due to the transition to a new senior management team, the Director-General wishes to postpone the transfer of Part IV funds for these items at this time. The Secretariat will continue to closely monitor the actual staff cost expenditures and needs, and if necessary will return with a proposal to transfer Part IV funds for these items at the next Executive Board session.

III.   Transfers made between appropriation lines

13.   Paragraph 2(e) of the Appropriation Resolution for 2010-2011 states that "the Director-General may make transfers between appropriation lines up to an amount of 1% of the initial appropriation, informing the Members of the Executive Board in writing at the session following such action, of the details and reasons for these transfers". Accordingly, the Director-General informs the Executive Board of the following transfers that have been made between appropriation lines:

Reallocation of regular programme resources for UNESCO's participation in country-level programming exercises from the five Major Programmes to the Bureau of Strategic Planning (BSP):

Pursuant to 35 C/Resolution 70.8.(8), the Director-General allotted 2% of Major Programmes' regular budget resources, to support UNESCO's preparation for United Nations common country programming exercises (including "Delivering as One" pilots, UNDAF, joint programming).

Half of the earmarked amount would be used by the Sectors for their specific sectoral actions, while the other **1%** would be coordinated by the Bureau of Strategic Planning (BSP) for house-wide efforts to reinforce UNESCO's participation in the United Nations common country exercises. The funds transferred or made available to BSP for the generic country-level programming activities amounted to $929,650. Of this amount, $88,005 remained under the respective Sectors, but was put aside under the responsibility of BSP. The remaining

$841,645 were transferred from the Major Programmes to BSP's appropriation line as follows:

Major Programme I – Education	368,050
Major Programme II – Natural sciences	139,150
Major Programme III – Social and human sciences	90,400
Major Programme IV – Culture	120,845
Major Programme V – Communication and information	123,200
Total	**841,645**

Total amount involved in the transfer: $841,645

14.   Paragraph 2(e) of the Appropriation Resolution further states that "in instances where transfers between appropriation lines entail an amount greater than 1%, the Director-General shall obtain the prior approval of the Executive Board". In this regard, the Director-General submits to the Executive Board for its approval the following transfer proposals:

In an effort to further enhance the coherence and alignment of the expected results of extrabudgetary resources with those of the regular programme, the Director-General has decided to transfer the **Division of Cooperation with Extrabudgetary Funding Sources (CFS)** from the Sector for External Relations and Cooperation (Part III.A – ERC), to the Bureau of Strategic Planning (Part II.B – BSP). The amounts of the transfer are as follows:

Activity Costs: $357,100
Staff Costs: $619,700   **$976,800**

With regard to the Director-General's engagement to strengthen the delivery of UNESCO's Global Priority for Gender Equality, increase its impact, effectiveness and visibility and to give it a more central place in the Organization, the Director-General has decided to transfer the **Division of Gender Equality** from the Bureau of Strategic Planning (Part II.B – BSP) to the Office of the Director-General (Part I.B – ODG). The amounts of the transfer are as follows:

Activity Costs: $123,500
Staff Costs: $893,200   **$1,016,700**

IV.   ACTION EXPECTED OF THE EXECUTIVE BOARD

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

The Executive Board,

1.   <u>Having examined</u> the Director-General's report on donations and special contributions received since the beginning of the biennium and appropriated to the regular budget, the transfers made between appropriation lines, as well as proposed transfers to reflect organizational restructuring, in accordance with 35 C/Resolution 106, paragraphs 2(b), (d) and (e), document 185 EX/4 Part II and the recommendations of its Finance and Administrative Commission thereon (185 EX/…),

I

2.   <u>Takes note</u> that the Director-General has, as a consequence of these donations and special contributions, increased the appropriations to the regular budget by a total of **$2,173,084** as follows:

	$
Part II.A – Major Programme I	86,628
Part II.A – Major Programme II	685,402
Part II.A – Major Programme III	112,368
Part II.A – Major Programme IV	548,070
Part II.A – Major Programme V	324,309
Part II.B – Programme-related services (BSP)	25,620
Part III.A – External Relations and Cooperation	24,950
Part III.B – Field management and coordination (indirect costs for field offices)	365,737
Total	**2,173,084**

3. <u>Expresses its appreciation</u> to the donors listed in paragraph 9 of document 185 EX/4 Part II;

II

4. <u>Recalling</u> the provision of the Appropriation Resolution by virtue of which the Director-General is authorized, with the prior approval of the Executive Board, to make transfers from Part IV of the budget (Anticipated Cost Increases) to the relevant appropriation lines in Parts I to III for the purpose of meeting increases in staff costs,

5. <u>Notes</u> that certain staff cost statutory requirements have been identified which have a budgetary impact of **$6,472,600** and which would normally be financed under Part IV of the budget;

III

6. <u>Recalling</u> the provision of the Appropriation Resolution by virtue of which the Director-General can make transfers between appropriation lines up to an amount of 1% of the initial appropriation, and inform Members of the Executive Board in writing at the session following such action, of the details of and reasons for these transfers,

7. <u>Takes note</u> that the Director-General has made transfers between appropriation lines in support of UNESCO's participation in the United Nations common country programming exercises, as follows:

	$
Major Programme I – Education	(368,050)
Major Programme II – Natural sciences	(139,150)
Major Programme III – Social and human sciences	(90,400)
Major Programme IV – Culture	(120,845)
Major Programme V – Communication and information	(123,200)
Total, Part II.A	**(841,645)**
Part II.B – Bureau of Strategic Planning (BSP)	841,645
Total, Part II.B	**841,645**

8. <u>Recalling</u> the provision of the Appropriation Resolution by virtue of which transfers between appropriation lines which exceed the 1% limit may be made by the Director-General with the prior approval of the Executive Board,

9. <u>Approves</u> transfers between appropriation lines of:

    (a) $976,800 from Part III.A – External Relations and Cooperation (ERC) to Part II.B – Bureau of Strategic Planning (BSP);

    (b) $1,016,700 from Part II.B – Bureau of Strategic Planning (BSP) to Part I.B – Office of the Director-General (ODG);

10.   <u>Takes note</u> of the revised Appropriation Table in Annex I of this document.

ANNEX
Revised Appropriation Table 2010-2011

Appropriation line	35 C/5 Approved	I Donations received	II Transfers made or proposed between appropriation lines	35 C/5 Approved as Adjusted
	$	$	$	$
PART I - GENERAL POLICY AND DIRECTION				
A. Governing bodies				
1. General Conference	5 481 200	-	-	5 481 200
2. Executive Board	7 824 200	-	-	7 824 200
Total Part I.A	13 305 400	-	-	13 305 400
B. Direction	20 356 100	-	1 016 700	21 372 800
(Including: Directorate; Office of the Director-General; Internal Oversight; International Standards and Legal Affairs; Ethics Programme)				
C. Participation in the Joint Machinery of the United Nations System	10 965 200	-	-	10 965 200
TOTAL, PART I	44 626 700	-	1 016 700	45 643 400
PART II - PROGRAMMES AND PROGRAMME-RELATED SERVICES				
A. Programmes				
Major Programme I - Education[1]	118 535 700	86 628	(368 050)	118 254 278
Major Programme II - Natural sciences[2]	59 074 000	685 402	(139 150)	59 620 252
Major Programme III - Social and human sciences	29 654 100	112 368	(90 400)	29 676 068
Major Programme IV - Culture	53 749 700	548 070	(120 845)	54 176 925
Major Programme V - Communication and information	33 158 000	324 309	(123 200)	33 359 109
UNESCO Institute for Statistics	9 128 600	-	-	9 128 600
Field - Management of decentralized programmes	56 189 400	-	-	56 189 400
Total, Part II.A	359 489 500	1 756 777	(841 645)	360 404 632
B. Programme-related services				
1. Coordination and monitoring of action to benefit Africa (AFR)	4 676 300	-	-	4 676 300
2. Public information (BPI)	13 671 800	-	-	13 671 800
3. Strategic planning and programme monitoring (BSP)	7 780 000	25 620	801 745	8 607 365
4. Budget planning and management (BB)	4 839 900	-	-	4 839 900
Total, Part II.B	30 968 000	25 620	801 745	31 795 365
C. Participation Programme and Fellowships				
1. Participation Programme (PP)	19 980 200	-	-	19 980 200
2. Fellowships Programme (FEL)	1 861 000	-	-	1 861 000
Total, Part II.C	21 841 200	-	-	21 841 200
TOTAL PART II	412 298 700	1 782 397	(39 900)	414 041 197
PART III - SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION				
A. External relations and cooperation	17 667 000	24 950	(976 800)	16 715 150
B. Field management and coordination	24 558 400	365 737	-	24 924 137
C. Human resources managemen	32 734 200	-	-	32 734 200
D. Accounting, treasury management and financial contr	10 536 800	-	-	10 536 800
E. Administration	97 927 800	-	-	97 927 800
TOTAL, PART III	183 424 200	390 687	(976 800)	182 838 087
TOTAL, PARTS I - III	640 349 600	2 173 084	-	642 522 684
Reserve for reclassifications/merit-based promotions	2 000 000	-	-	2 000 000
PART IV - ANTICIPATED COST INCREASES	10 650 400	-	-	10 650 400
TOTAL APPROPRIATION	653 000 000	2 173 084	-	655 173 084

1 *The appropriation for Major Programme I includes the financial allocations for the UNESCO education institutes.*

2 *The appropriation for Major Programme II includes the financial allocations for the UNESCO science institutes.*

PART B

REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION
OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

Management Chart – Programme execution as at 30 June 2010

TABLE 1

OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE

Regular budget and extrabudgetary resources as at 30 June 2010

(The regular budget figures include staff costs and the Participation Programme)

16.   Table 1 presents the overall implementation by principal appropriation line for both regular budget and extrabudgetary resources, thereby covering all funds related to each appropriation line.

17.   With regard to the regular budget, the figures presented in Table 1 include staff costs and the Participation Programme. They also take into account budgetary transfers made between appropriation lines which amounted to less than 1% of the initial appropriations, and additional appropriations received since the beginning of the biennium as outlined in Part A of this document.

18.   As the Appropriation Resolution for document 35 C/5 presents a single figure comprising both staff and activity costs by appropriation line, Table 1 provides the approved budget figures and the work plan allocation in the same manner. However, the expenditure amounts under each line are broken down into staff and activity costs for additional information.

19.   For extrabudgetary resources, allocations and expenditures relate to one-year amounts.

Comments:

20.   For the regular budget, the overall expenditure rate as at 30 June 2010 was 25.6%.

21.   For extrabudgetary resources, most projects are conceived and managed on a multi-year basis and the allotment issued in a given year includes the unused allotment carried forward from the previous year. Consequently, measuring the implementation of extrabudgetary projects by simply using annual expenditure rates (i.e. expenditure divided by total allotment of the year) does not always reflect the true level of implementation. The same level of project implementation can result in different expenditure rates depending on whether or not the level of allotment was minutely managed and adjusted during the course of the year to reflect the actual progress of each project. Based on this reflection, the format for extrabudgetary projects in Tables 8-12 does not present a comparison of expenditures versus allotment. This said, Table 1 below, does, however, show for indicative purposes only the expenditure rates for extrabudgetary projects as at 30 June 2010, which could be measured against the theoretical rate of 50% (i.e. the theoretical time elapsed-rate for June when compared with annual amounts). The overall expenditure rate for extrabudgetary resources stands at 45.4%.

TABLE 1

OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE

(Regular Budget and Extrabudgetary resources including staff costs and Participation Programme)

1 January 2010 to 30 June 2010

(in thousands of US dollars)

Appropriation Line	Regular Budget						Extrabudgetary Resources		
	35 C/5 Approved	Workplan Allocation	Expenditure (delivered/ unliquidated)			Rate of expenditure	Allocation	Expenditure (delivered/ unliquidated)	Rate of expenditure
			Staff	Activities	Total				
	$	$	$	$	$	%	$	$	%
PART I GENERAL POLICY AND DIRECTION						-			
A. Governing Bodies						-			
1. General Conference	5 481	5 481	295	294	589	10,7	-	-	-
2. Executive Board	7 824	7 824	362	1 673	2 036	26,0	-	-	-
Total Part I.A	**13 305**	**13 305**	**657**	**1 967**	**2 625**	**19,7**	**-**	**-**	**-**
B. Direction									
(Including: Directorate; Office of the Director-General; Internal Oversight; International Standards and Legal Affairs; Ethics Programme)	20 356	20 356	4 271	461	4 733	23,3	994	506	50,9
C. Participation in the Joint Machinery of the United Nations System	10 965	10 965	-	3 348	3 348	30,5	-	-	-
TOTAL, PART I	**44 627**	**44 627**	**4 929**	**5 777**	**10 705**	**24,0**	**994**	**506**	**50,9**
PART II PROGRAMMES AND PROGRAMME-RELATED SERVICES									
A. Programmes									
I Education	118 536	118 254	13 930	16 606	30 536	25,8	173 116	69 024	39,9
II Natural sciences	59 074	59 620	8 971	6 130	15 102	25,3	59 300	29 889	50,4
III Social and human sciences	29 654	29 676	4 603	2 260	6 863	23,1	38 101	22 980	60,3
IV Culture	53 750	54 177	9 150	4 760	13 909	25,7	86 312	40 663	47,1
V Communication and information	33 158	33 359	4 415	3 235	7 650	22,9	20 476	8 674	42,4
Cross-disciplinary project (SC - CLT)	-	-	-	-	-	-	323	143	44,3
UNESCO Institute for Statistics	9 129	9 129	-	4 564	4 564	50,0	-	-	-
Field Management of decentralized programmes	56 189	56 189	14 185	-	14 185	25,2	-	-	-
Total, Part II.A	**359 490**	**360 405**	**55 254**	**37 556**	**92 810**	**25,8**	**377 627**	**171 373**	**45,4**
B. Programme-related Services									
1. Coordination and monitoring of action to benefit Africa	4 676	4 676	957	285	1 243	26,6	87	42	48,5
2. Public information	13 672	13 672	2 739	613	3 353	24,5	47	38	79,8
3. Strategic planning and programme monitoring	7 780	8 647	1 497	795	2 292	26,5	602	253	42,0
4. Budget preparation and monitoring	4 840	4 840	897	59	956	19,8	128	56	43,9
Total, Part II.B	**30 968**	**31 835**	**6 091**	**1 753**	**7 844**	**24,6**	**864**	**389**	**45,0**
C. Participation Programme and Fellowships									
1. Participation Programme	19 980	19 980	157	2 088	2 244		-	-	-
2. Fellowships programme	1 861	1 861	185	107	291		-	-	-
Total, Part II.C	**21 841**	**21 841**	**341**	**2 195**	**2 536**	**11,6**	**864**	**389**	**45,0**
TOTAL, PART II	**412 299**	**414 081**	**61 686**	**41 504**	**103 190**	**24,9**	**378 491**	**171 762**	**45,4**
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION									
A. External relations and cooperation	17 667	17 692	3 597	1 351	4 948	28,0	2 591	1 297	50,1
B. Field management and coordination	24 558	24 924	1 084	6 896	7 980	32,0	1 058	626	59,2
C. Human resources management	32 734	32 734	4 154	5 996	10 150	31,0	111	-	-
D. Accounting, treasury management and financial control	10 537	10 537	2 067	486	2 553	24,2	-	-	-
E. Administration	97 928	97 928	14 158	13 757	27 915	28,5	368	108	29,4
TOTAL, PART III	**183 424**	**183 815**	**25 061**	**28 486**	**53 547**	**29,1**	**4 127**	**2 031**	**49,2**
TOTAL, PARTS I - III	**640 350**	**642 523**	**91 676**	**75 767**	**167 442**	**26,1**	**383 613**	**174 300**	**45,4**
Reserve for reclassifications	2 000	2 000	-	-	-	-	-	-	-
PART IV ANTICIPATED COST INCREASES	10 650	10 650	-	-	-	-	-	-	-
TOTAL, PARTS I - IV	**653 000**	**655 173**	**91 676**	**75 767**	**167 442**	**25,6**	**383 613**	**174 300**	**45,4**

TABLE 2

PROGRAMME IMPLEMENTATION BY MAIN LINE OF ACTION

Regular budget (Activity costs)

(as at 30 June 2010)

22.   Table 2 presents the status of the execution of **regular programme activities** by main line of action. As mentioned previously, the regular budget figures include the transfers of less than 1% and additional appropriations of donations presented in Part A of this document.

Comments:

23.   The overall implementation of the regular budget activities (Parts I-IV) as at 30 June 2010 stood at 29.5%. In accordance with 164 EX/Decision 3.1.1 and 160 EX/Decision 3.1.1, explanations are provided below for expenditure rates which are higher than 40% or less than 10%.

Part I – General policy and direction

General Conference (6.6%): The low expenditure rate is due to the fact that the General Conference takes place in the second year of the biennium and therefore the major portion of the expenditures under this appropriation line will be incurred in 2011.

Ethics programme (3.7%): The low expenditure rate is related to the fact that the recruitment of the additional Ethics Officer (P-3) took longer than expected. Part of his functions will be to provide anti-harassment and ethics training for which a plan will be made following his arrival in September 2010. In 2011 he will also be in charge of developing the Financial Disclosure Programme and some electronic tools (e.g. for providing training certificates to staff members, etc.). Therefore, we expect the expenditure trends for this division to increase in late 2010 and during 2011.

Part II – Programmes and programme-related services

Fellowships programme (FEL) (9.1%): The relatively low expenditure rate on this appropriation line relates to the fact that the main expenditure for this unit will only begin when the academic year starts in September/October 2010.

Part III – Support for programme execution and administration

External relations and cooperation (ERC) (43.6%): The relatively high expenditure rate shown on this line relates to expenses incurred for the regional consultations on the C/5 document. In addition, three high-level meetings with parliamentarians have all been held during the first semester of 2010.

Table 2

PROGRAMME IMPLEMENTATION BY MAIN LINE OF ACTION

Regular Budget (Activity costs)

1 January 2010 to 30 June 2010

(in thousands of US dollars)

Appropriation Line	35 C/5 Approved	Workplan Allocation	Expenditure (delivered/ unliquidated)	Rate of Expenditure
	$	$	$	%
PART I GENERAL POLICY AND DIRECTION				
A. Governing bodies				
1. General Conference	4 443	4 443	294	6,6%
2. Executive Board	6 128	6 128	1 673	27,3%
Total, I.A	**10 571**	**10 571**	**1 967**	**18,6%**
B. Direction				
3. Directorate	445	445	146	32,9%
4. Office of the Director-General	415	415	109	26,4%
5. Internal Oversight	1 034	1 034	162	15,6%
6. International Standards and Legal Affairs	136	136	39	28,6%
7. Ethics Programme	147	147	5	3,7%
Total, I.B	**2 176**	**2 176**	**461**	**21,2%**
C. Participation in the Joint Machinery of the United Nations System	**10 965**	**10 965**	**3 348**	**30,5%**
TOTAL, PART I	**23 712**	**23 712**	**5 777**	**24,4%**
PART II PROGRAMMES AND PROGRAMME-RELATED SERVICES				
A. Programmes				
I EDUCATION				
I.1 MLA 1: Building blocks for EFA: literacy, teachers and work skills	14 448	15 039	2 494	16,6%
I.2 MLA 2: Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning	7 758	7 874	1 821	23,1%
I.3 MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector	11 596	10 981	2 622	23,9%
I.4 MLA 4: Leading the international education agenda, including education for sustainable development (ESD), and tracking trends	4 874	4 500	920	20,4%
Total, I	**38 676**	**38 394**	**7 856**	**20,5%**
UNESCO education institutes				
(Regular budget financial allocations may include the costs of staff and activities)				
UNESCO International Bureau of Education (IBE)	4 800	4 800	2 400	50,0%
UNESCO International Institute for Educational Planning (IIEP)	5 300	5 300	2 650	50,0%
UNESCO Institute for Lifelong Learning (UIL)	2 000	2 000	1 000	50,0%
UNESCO Institute for Information Technologies in Education (IITE)	900	900	450	50,0%
UNESCO International Institute for Capacity-Building in Africa (IICBA)	2 500	2 500	1 250	50,0%
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 000	2 000	1 000	50,0%
Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)	-	-	-	0,0%
Total, UNESCO education institutes	**17 500**	**17 500**	**8 750**	**50,0%**
TOTAL, MAJOR PROGRAMME I	**56 176**	**55 894**	**16 606**	**29,7%**
II NATURAL SCIENCES				
II.1 MLA 1: Enhancing the leverage of science through integrated science, technology and innovation (STI) policy	2 977	3 118	641	20,6%
II.2 MLA 2: Reinforcing capacity building in the sciences and strengthening science education, especially in Africa	2 454	2 481	616	24,8%
II.3 MLA 3: Promoting the sustainable management and conservation of freshwater, terrestrial resources and biodiversity	10 604	11 012	3 302	30,0%
II.4 MLA 4: Strengthening the UNESCO Intergovernmental Oceanographic Commission (IOC) and broadening the scope of its activities for the benefit of all Member States: improving governance and fostering intergovernmental cooperation to manage and protect ocea	3 450	3 420	1 063	31,1%
Total, II	**19 485**	**20 031**	**5 623**	**28,1%**
UNESCO science institutes				
(Regular budget financial allocation may include the costs of staff and activities)				
UNESCO-IHE Institute for Water Education (UNESCO-IHE)	-	-	-	-
The International Centre for Theoretical Physics (ICTP)	1 015	1 015	508	50,0%
Total, UNESCO science institutes	**1 015**	**1 015**	**508**	**50,0%**
TOTAL, MAJOR PROGRAMME II	**20 500**	**21 046**	**6 130**	**29,1%**
III SOCIAL AND HUMAN SCIENCES				
III.1 MLA 1: Promoting human rights within UNESCO's fields of competence, philosophy and philosophical dialogue on emerging social and human issues, as well as intercultural dialogue	3 415	3 397	655	19,3%
III.2 MLA 2: Enhancing research-policy linkages in the field of social development and the management of social transformations, including emerging issues relating to youth	3 027	3 060	689	22,5%
III.3 MLA 3: Ensuring the effective implementation and monitoring of the International Convention against Doping in Sport, as well as providing upstream policy orientations on physical education and sport	591	433	82	18,8%
III.4 MLA 4 : Supporting Member States in developing policies in the ethics of science and technology, especially bioethics, and disseminating the existing declarations in the field of bioethics	2 640	2 804	834	29,8%
Total, III	**9 672**	**9 694**	**2 260**	**23,3%**
TOTAL, MAJOR PROGRAMME III	**9 672**	**9 694**	**2 260**	**23,3%**

Appropriation Line	35 C/5 Approved	Workplan Allocation	Expenditure (delivered/ unliquidated)	Rate of Expenditure
	$	$	$	%
IV CULTURE				
IV.1 MLA 1: Protecting and conserving immovable cultural properties and natural properties, in particular through the effective implementation of the World Heritage Convention	4 573	4 863	1 331	27,4%
IV.2 MLA 2: Safeguarding living heritage, particularly through the promotion and implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage	3 841	3 815	1 148	30,1%
IV.3 MLA 3: Enhancing the protection of cultural objects and the fight against illicit trafficking in them, notably through the promotion and implementation of the 1954 Convention and its two Protocols, and the 1970 and 2001 Conventions, as well as the devel	2 789	2 880	806	28,0%
IV.4 MLA 4: Protecting and promoting the diversity of cultural expressions, particularly through the implementation of the 2005 Convention and the development of cultural and creative industries	3 512	3 566	798	22,4%
IV.5 MLA 5: Integrating intercultural dialogue and cultural diversity into national policies	2 486	2 505	677	27,0%
Total, IV	**17 201**	**17 628**	**4 760**	**27,0%**
TOTAL, MAJOR PROGRAMME IV	**17 201**	**17 628**	**4 760**	**27,0%**
V COMMUNICATION AND INFORMATION				
V.1 MLA 1: Promoting freedom of expression and access to information	4 326	4 270	1 377	32,2%
V.2 MLA 2: Strengthening free, independent and pluralistic media and communication for sustainable development	4 391	4 553	985	21,6%
V.3 MLA 3: Fostering universal access to information and knowledge and the development of infostructures	4 391	4 487	873	19,5%
Total, V	**13 109**	**13 310**	**3 235**	**24,3%**
TOTAL, MAJOR PROGRAMME V	**13 109**	**13 310**	**3 235**	**24,3%**
UNESCO Institute for Statistics	9 129	9 129	4 564	50,0%
(Regular budget financial allocation may include the costs of staff and activities)				
Field - Management of decentralized programmes	-	-	-	-
Total, II.A	**125 786**	**126 701**	**37 556**	**29,6%**
B. Programme related services				
1. Coordination and monitoring of action to benefit Africa	1 044	1 044	285	27,3%
2. Public information	2 084	2 084	613	29,4%
3. Strategic planning and programme monitoring	1 435	2 302	795	34,6%
4. Budget preparation and monitoring	508	508	59	11,6%
Total, II.B	**5 071**	**5 938**	**1 753**	**29,5%**
C. Participation Programme and Fellowships				
1. Participation Programme	19 050	19 050	2 088	11,0%
2. Fellowships programme	1 166	1 166	107	9,1%
Total, II.C	**20 216**	**20 216**	**2 195**	**10,9%**
TOTAL, PART II	**151 072**	**152 854**	**41 504**	**27,2%**
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION				
A. External relations and cooperation	**3 077**	**3 102**	**1 351**	**43,6%**
B. Field management and coordination	**20 253**	**20 619**	**6 896**	**33,4%**
(HQ activities and field offices' operating costs)				
C. Human resources management	**16 019**	**16 019**	**5 996**	**37,4%**
D. Accounting, treasury management and financial control	**1 429**	**1 429**	**486**	**34,0%**
E. Administration				
1. Administrative coordination and support	219	219	79	36,3%
2. Procurement	65	65	21	32,4%
3. Information systems and telecommunications	6 201	6 201	1 433	23,1%
4. Conferences, languages and documents	1 883	1 883	696	37,0%
5. Common services, security, utilities and management of premises and equipment	10 899	10 899	4 267	39,2%
6. Maintenance, conservation and renovation of Headquarters premises	19 073	19 073	7 261	38,1%
Total, III.E	**38 341**	**38 341**	**13 757**	**35,9%**
TOTAL, PART III	**79 119**	**79 510**	**28 486**	**35,8%**
TOTAL, PARTS I - III	**253 903**	**256 076**	**75 767**	**29,6%**
Reserve for reclassifications / merit based promotions	-	-	-	-
PART IV ANTICIPATED COST INCREASES	**853**	**853**	-	-
TOTAL, PARTS I - IV	**254 755**	**256 928**	**75 767**	**29,5%**

TABLE 3

PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE ON THE 2002-2003 ASSESSED CONTRIBUTION FROM THE UNITED STATES OF AMERICA
(Regular budget)

24.   At its 32nd session, the General Conference welcomed the return of the United States of America with effect from 1 October 2003 and took note of the amount of $15.1 million as its assessed contribution from 1 October to 31 December 2003. Furthermore, it invited the Director-General to report to the Executive Board on the implementation of the plan of action to be funded from this contribution. Accordingly, Table 3 presents the status of implementation of these funds. It should be noted that this contribution is utilized through a special account mechanism, and therefore operates on a multi-year basis. Also, the interests gained on these funds can be allocated to the Sectors, thus the total allocation shown in Table 3 exceeds the initial amount contributed by the United States of America.

Comments:

Education (97%):

25.   As previously reported, the implementation of the United States contribution funds for the reconstruction of education systems in post-conflict countries is reaching its final stage. A second phase was launched in May 2009 focusing on capacity-building in educational planning and management, including EMIS, with a view to accelerating progress towards the EFA goals in four countries under reconstruction (Chad, Democratic Republic of the Congo, Zimbabwe and Haiti). This phase also includes specific support to field offices, namely Indonesia, Namibia and Haiti, in order to help them in addressing new emergency responses related to PCPD activities.

26.   Phase 2 country activities are being implemented over a one-year period and will be completed by the end of 2010. However, specific support and coordination activities for reinforcing technical and institutional capacities in the field of education information systems and assessing effects of the global crisis on education will be extended until mid-2011.

27.   This second phase is financed from the interest accrued on the special account during Phase 1, amounting to some $0.9 million, along with the remaining available funds of $0.2 million under Phase 1. The overall rate of expenditure rose from 91.5% in December 2009 (as reported in 184 EX/26, p.31) to 97% currently.

Culture 93.0%
(CLT without WHC)

28.   The execution rate for the UNESCO **Programme for the Preservation of Endangered Movable Cultural Properties and Museum Development**, financed by the United States contribution (**Phases 1 and 2**) has reached 98.4%. A total of **$4.5 million** was designated towards museum projects in two phases: $3.5 million in 2004 and $1 million in 2006. At end 2008, approximately $0.5 million in accrued interest from the United States contribution was granted towards additional activities in the Section of Museums and Cultural Objects (**Phase 3**). The implementation rate for this third phase currently stands at 40.3%, which inevitably lowers the overall implementation rate of Phases 1 to 3 to 93%.

29.   During Phase 1 launched in 2004, $3.5 million were allocated to carry out 11 large-scale pilot projects and 10 museum partnership projects in developing and post-conflict countries. These projects have all been successfully completed.

30.   In 2006, an additional $1 million was granted towards Phase 2 projects, four of which are in their very final stages. The pilot project in Georgia is 98% implemented and is due to terminate in

October 2010 after further training and the purchase of additional equipment are completed. The project for Museums and Community Development in Honduras is 98% implemented and will be terminated by October 2010 following the distribution of the publications generated in the framework of this project. The successful three-year partnership with ICCROM is 93% completed and has been extended to terminate by end 2010. The final payment is currently under way for the Emergency Assistance to the National Museum of Burkina Faso, following a damaging flood in September 2009; therefore, this project should be completed by the end of July 2010. Funds from this same code also went to support the production of the sixth volume of the *Cultural Heritage Protection Handbook* series on "Protecting living worship places and preventing theft of religious objects". The combined execution rate for Phases 1 and 2 is 98.4%.

31.   At the end of 2008, approximately \$0.5 million in accrued interest from the United States contribution to UNESCO was granted to the Section of Museums and Cultural Objects (Phase 3). These funds were designated towards eight activities for the fight against illicit trafficking and the safeguarding of cultural heritage in Afghanistan, Jerusalem, Laos and Cambodia, and their current execution rate is 40.3%. As previously reported, it was decided that one of the projects for the fight against illicit trafficking be replaced with a capacity-building project in Africa. The terms of reference for a project to support the upgrading of training facilities at the Ecole du Patrimoine Africain (EPA) in Benin have been developed. This project will begin in September 2010 and is expected to be completed by the end of 2010. The compendium on the issue of return and restitution of cultural heritage has been published, translated and distributed, and the remaining funds will be used for activities in favour of the fortieth anniversary of the 1970 Convention at end-2010. The project for "Capacity-building for the Al Madrassa Al Ashraifiyyah Conservation Centre for Manuscripts, al-Haram al-Sharif, Jerusalem" is 43% implemented, with restoration of the most endangered manuscripts of the collection of the Islamic Museum of the Haram al-Sharif a priority. The project's principal activity is the training of six Palestinian staff in the field of paper restoration and conservation, with ongoing documentation and inventorying of the entire collection of manuscripts continuing during the course of the two-year training programme. The project will terminate in mid-2011 with plans for awareness-raising activities to highlight the significance of the collection and institutional partnerships to be developed for the long-term sustainability of the Centre. A revised project has been developed for the Villa Xieng Mouane in Laos and was recently approved by the Cambodian national authorities. The museographical installation of the Villa will start in fall 2010. The project for the Tuol Sleng Genocide Museum in Phnom Penh, Cambodia (Memorial of Khmer Rouge Prison known as S-21) is in its final stages and its implementation rate is currently at 95.4%. Due to security reasons, the project in Afghanistan is still at 40.2% implementation. Remaining funds from the "Training workshop on the protection of religious cultural heritage and the fight against its illicit traffic in Central America" project, which was successfully carried out in 2009 (46.6%), are planned to be used towards a follow-up regional training course, which will be dedicated to the application of the recommendations adopted during the 2009 workshop and to awareness-raising regarding security in churches and protection of heritage.

WHC 99.4%

32.   WHC has confirmed that all the activities financed under the United States contribution have been fully implemented. The available balance of \$6,000 is the result of the liquidation of certain unused obligations as some expenses were less than expected.

TABLE 3

**PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE ON THE
2002-2003 ASSESSED CONTRIBUTION FROM THE UNITED STATES OF AMERICA**

**Regular budget: 1 January 2004 to 30 June 2010
(in thousands of US dollars)**

Appropriation line	Work plan allocation	Expenditure (delivered/ unliquidated)	Rate of expenditure
	$	$	%
PART II PROGRAMMES AND PROGRAMME-RELATED SERVICES			
A. Programmes			
I Education	10,466	10,153	97.0
II Natural sciences	–	–	–
III Social and human sciences	–	–	–
IV Culture	5,073	4,719	93.0
World Heritage Centre	1,000	994	99.4
V Communication and information	–	–	–
UNESCO Institute for Statistics	–	–	–
Total, Part II.A	**16,539**	**15,865**	**95.9**
Non-allocated balance	**813**	**–**	**–**
TOTAL	**17,352**	**15,865**	**91.4**

TABLE 4

**IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION**

Regular budget resources (excluding staff costs)

(as at 30 June 2010)

33.   **Table 4** shows the implementation of regular budget decentralized funds (excluding staff costs) as at 30 June 2010, **by region** for Part II (Programme and Programme-related services) and Part III (Support for programme execution and administration).

Comments:

34.   As at 30 June 2010, the overall level of decentralized funds represented 34.4% of the total regular budget for activities. The expenditure rate for these decentralized funds stood at 31.8%.

35.   For the Education Sector, the decentralized funds exclude the financial allocations for Institutes IIEP, IBE, IITE and UIL, as the mechanism of transferring their financial allocations to special accounts does not provide information on programme distribution by region. For the same reason, the financial allocation for ICTP is excluded from the decentralized funds under Natural Sciences. This approach shows a more correct expenditure situation for the Sectors, as the annual budgets of these institutes are transferred to a special account and registered as complete expenditure in UNESCO's accounts at the beginning of each year, and therefore, including these amounts would skew the Sector's overall expenditure rates. On the other hand, financial allocations for IICBA, IESALC, and UIS are included in the Africa, Latin America and the Caribbean and Europe and North America regions, respectively.

36.   Under Part II.A – Programmes (comprising the Major Programmes, the UNESCO Institute for Statistics, and Field – Management of decentralized programmes), 53.1% of the total regular budget allocation for activities were decentralized to the field. The expenditure rate for these decentralized funds stood at 28.2%.

TABLE 4

**IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION**

Regular budget (excluding staff costs)

1 January 2010 to 30 June 2010
(in thousands of US dollars)

Principal Appropriation Line	Total Programme Resources (HQ and Field)	Africa	Arab States	Asia and Pacific	Europe and North America	Latin America and the Caribbean
PART I GENERAL POLICY AND DIRECTION						
- Workplan Allocation	23 712	876	657	720	109	363
- Expenditure (delivered/unliquidated)	5 777	650	613	630	86	297
- *Rate of expenditure (%)*	*24,4%*	*74,2%*	*93,3%*	*87,5%*	*78,6%*	*81,7%*
PART II PROGRAMMES AND PROGRAMME-RELATED SERVICES						
A. Programmes						
I Education						
- Workplan Allocation	55 894	13 789	3 558	7 438	235	5 939
- Expenditure (delivered/unliquidated)	16 606	3 305	568	1 704	29	2 109
- *Rate of expenditure (%)*	*29,7%*	*24,0%*	*16,0%*	*22,9%*	*12,4%*	*35,5%*
II Natural sciences						
- Workplan Allocation	21 046	2 196	1 205	1 848	447	1 539
- Expenditure (delivered/unliquidated)	6 130	509	256	454	120	372
- *Rate of expenditure (%)*	*29,1%*	*23,2%*	*21,3%*	*24,6%*	*26,9%*	*24,2%*
III Social and human sciences						
- Workplan Allocation	9 694	1 486	1 081	868	424	904
- Expenditure (delivered/unliquidated)	2 260	321	155	219	116	183
- *Rate of expenditure (%)*	*23,3%*	*21,6%*	*14,3%*	*25,3%*	*27,4%*	*20,3%*
IV Culture						
- Workplan Allocation	17 628	2 504	1 309	2 045	499	1 531
- Expenditure (delivered/unliquidated)	4 760	613	253	530	180	460
- *Rate of expenditure (%)*	*27,0%*	*24,5%*	*19,3%*	*25,9%*	*36,0%*	*30,0%*
V Communication and information						
- Workplan Allocation	13 310	2 426	1 008	2 038	211	1 594
- Expenditure (delivered/unliquidated)	3 235	699	230	447	83	449
- *Rate of expenditure (%)*	*24,3%*	*28,8%*	*22,8%*	*21,9%*	*39,3%*	*28,2%*
UNESCO Institute for Statistics						
- Workplan Allocation	9 129	-	-	-	9 129	-
- Expenditure (delivered/unliquidated)	4 564	-	-	-	4 564	-
- *Rate of expenditure (%)*	*50,0%*	-	-	-	*50,0%*	-
Total, Part II.A						
- Workplan Allocation	**126 701**	**22 400**	**8 161**	**14 237**	**10 945**	**11 507**
- Expenditure (delivered/unliquidated)	**37 556**	**5 448**	**1 462**	**3 355**	**5 093**	**3 574**
- *Rate of expenditure (%)*	***29,6%***	***24,3%***	***17,9%***	***23,6%***	***46,5%***	***31,1%***
B. Programme Related Services						
1. Coordination of action to benefit Africa						
- Workplan Allocation	1 044	-	-	-	-	-
- Expenditure (delivered/unliquidated)	285	-	-	-	-	-
- *Rate of expenditure (%)*	*27,3%*	-	-	-	-	-
2. Public Information						
- Workplan Allocation	2 084	-	-	20	-	-
- Expenditure (delivered/unliquidated)	613	-	-	-	-	-
- *Rate of expenditure (%)*	*29,4%*	-	-	-	-	-
3. Strategic planning and programme monitoring						
- Workplan Allocation	2 302	72	82	99	10	44
- Expenditure (delivered/unliquidated)	795	25	44	44	1	18
- *Rate of expenditure (%)*	*34,6%*	*34,8%*	*53,0%*	*43,9%*	*13,2%*	*42,2%*
4. Budget preparation and monitoring						
- Workplan Allocation	508	-	-	-	-	-
- Expenditure (delivered/unliquidated)	59	-	-	-	-	-
- *Rate of expenditure (%)*	*11,6%*	-	-	-	-	-
Total, Part II.B						
- Workplan Allocation	**5 938**	**72**	**82**	**119**	**10**	**44**
- Expenditure (delivered/unliquidated)	**1 753**	**25**	**44**	**44**	**1**	**18**
- *Rate of expenditure (%)*	***29,5%***	***34,8%***	***53,0%***	***36,5%***	***13,2%***	***42,2%***
C. Participation Programme and Fellowships						
1. Participation Programme						
- Workplan Allocation	19 050	-	-	-	-	-
- Expenditure (delivered/unliquidated)	2 088	-	-	-	-	-
- *Rate of expenditure (%)*	*11,0%*	-	-	-	-	-
2. Fellowships programme						
- Workplan Allocation	1 166	-	-	-	-	-
- Expenditure (delivered/unliquidated)	107	-	-	-	-	-
- *Rate of expenditure (%)*	*9,1%*	-	-	-	-	-
Total, Part II.C						
- Workplan Allocation	**20 216**	**-**	**-**	**-**	**-**	**-**
- Expenditure (delivered/unliquidated)	**2 195**	**-**	**-**	**-**	**-**	**-**
- *Rate of expenditure (%)*	***10,9%***	**-**	**-**	**-**	**-**	**-**
TOTAL, PART II						
- Workplan Allocation	**152 854**	**22 472**	**8 243**	**14 356**	**10 955**	**11 551**
- Expenditure (delivered/unliquidated)	**41 504**	**5 473**	**1 505**	**3 398**	**5 094**	**3 592**
- *Rate of expenditure (%)*	***27,2%***	***24,4%***	***18,3%***	***23,7%***	***46,5%***	***31,1%***

TABLE 4

**IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION**

Regular budget (excluding staff costs)

1 January 2010 to 30 June 2010
(in thousands of US dollars)

Principal Appropriation Line	Total Programme Resources (HQ and Field)	Africa	Arab States	Asia and Pacific	Europe and North America	Latin America and the Caribbean
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION						
A. External relations and cooperation						
- Workplan Allocation	3 102	-	-	-	-	-
- Expenditure (delivered/unliquidated)	1 351	-	-	-	-	-
- *Rate of expenditure (%)*	*43,6%*	-	-	-	-	-
B. Field management and coordination						
- Workplan Allocation	20 619	6 072	2 421	4 971	475	3 494
- Expenditure (delivered/unliquidated)	6 896	2 094	985	1 889	120	1 524
- *Rate of expenditure (%)*	*33,4%*	*34,5%*	*40,7%*	*38,0%*	*25,2%*	*43,6%*
C. Human resources management						
- Workplan Allocation	16 019	63	36	132	18	89
- Expenditure (delivered/unliquidated)	5 996	7	4	23	5	5
- *Rate of expenditure (%)*	*37,4%*	*11,2%*	*12,1%*	*17,1%*	*30,8%*	*5,2%*
D. Accounting, treasury management and financial control						
- Workplan Allocation	1 429	-	-	-	-	-
- Expenditure (delivered/unliquidated)	486	-	-	-	-	-
- *Rate of expenditure (%)*	*34,0%*	-	-	-	-	-
E. Administration						
- Workplan Allocation	38 341	-	-	-	-	-
- Expenditure (delivered/unliquidated)	13 757	-	-	-	-	-
- *Rate of expenditure (%)*	*35,9%*	-	-	-	-	-
TOTAL, PART III						
- Workplan Allocation	**79 510**	**6 135**	**2 456**	**5 103**	**493**	**3 583**
- Expenditure (delivered/unliquidated)	**28 486**	**2 101**	**989**	**1 911**	**125**	**1 529**
- *Rate of expenditure (%)*	***35,8%***	***34,2%***	***40,3%***	***37,5%***	***25,4%***	***42,7%***
TOTAL (Part I - Part III)						
- Workplan Allocation	**256 076**	**29 484**	**11 357**	**20 180**	**11 557**	**15 497**
- Expenditure (delivered/unliquidated)	**75 767**	**8 224**	**3 108**	**5 940**	**5 305**	**5 418**
- *Rate of expenditure (%)*	***29,6%***	***27,9%***	***27,4%***	***29,4%***	***45,9%***	***35,0%***

TABLE 5

EXPENDITURES UNDER TEMPORARY ASSISTANCE,
MISSION TRAVEL AND CONTRACTUAL SERVICES

(Regular budget as at 30 June 2010)

37.   In accordance with the Executive Board document 166 EX/Decision 3.1.1, **Table 5** provides details of three objects of expenditure items: **Temporary Assistance, Mission Travel and Contractual Services**. However, it should be reiterated that in the framework of results-based programming and management, less emphasis would appear to be warranted on object of expenditure items but more on the results achieved.

38.   Nonetheless, Table 5 shows the 35 C/5 Approved regular budget allocations (indicative budget) for these items of expenditure by principal appropriation line. It should be further noted that:

- the budget breakdown is provided on the basis of the $653 million budget, whereas the expenditure figures also take into account additional funds made available from donations received;

- temporary assistance is broken down into two categories: "temporary assistance and supernumeraries" and "consultants" financed by activity costs;

- mission travel is also broken down into two categories: Delegates' travel (participants' travel and travel of the Executive Board Members under the line Governing Bodies) and Staff mission travel. For each of these categories, the indicative budget and expenditures are shown for comparison;

- contractual services include research and author's contracts, external translation contracts, printing and publication contracts, and contracts for the organization of meetings or training seminars, evaluation studies and auditor fees.

39.   As pointed out in the past, the exercise of breaking down the C/5 document budget figures into each "object of expenditure" by each Sector and bureau is a very difficult exercise, given the fact that the actual programme implementation is to take place one to three years later. Furthermore, if results-based management is to be given due importance, the way in which the funds are utilized, i.e. what is purchased by the funds, should not be the most important indicator, as these amounts could vary from the initial estimates while the expected results could still be achieved. In addition, measuring the programme implementation by expenditure rates of specific object-of-expenditure items may not be appropriate as expenditures at that level of detail are not always incurred in a linear manner during the biennium.

40.   Showing expenditure rates for each object of expenditure and for each budget line can also be misleading, as the magnitude of the budget can vary significantly from one budget line to another. For budget lines with relatively small amounts, minor variations in the budget may give a large deviation in the "expenditure rate", even though the impact of such a deviation is negligible in absolute terms.

41.   Based on the above reflection, Table 5 shows the percentage weight of each budget line within the total budget of the object of expenditure rather than expenditure rates. By this indication, a clearer picture of the true budgetary impact can be grasped under each object of expenditure.

TABLE 5

Expenditures under Temporary Assistance, Mission Travel, and Contractual Services (Regular Budget)
1 January 2010 to 30 June 2010
**(in thousands of US dollars)**

Principal Appropriation Line	Temporary Assistance						Travel								Contractual Services			
							Delegates' travel				Staff travel							
	Indicative Envelope 35 C/5	% weight of total Envelope	Temporary Supernumeraries	Consultants	Total Expenditure	% weight within total expenditure	Indicative Envelope (35 C/5)	% weight of total Envelope	Expenditures	% weight within total expenditure	Indicative Envelope (35 C/5)	% weight of total Envelope	Expenditures	% weight within total expenditure	Indicative Envelope 35 C/5	% weight of total Envelope	Expenditures	% weight within total expenditure
	$	%	$	$	$	%	$	%	$	%	$	%	$	%	$	%	$	%
PART I GENERAL POLICY AND DIRECTION																		
A. Governing Bodies																		
1. General Conference	3 026	10,2%	36	-	36	0,4%	120	0,8%	12	0,4%	3	0,0%	10	0,2%	564	1,1%	153	1,9%
2. Executive Board	3 604	12,1%	719	-	719	7,7%	1 777	11,5%	417	13,0%	-	0,0%	-	0,0%	260	0,5%	67	0,8%
Total Part I.A	**6 630**	**22,3%**	**755**	**-**	**755**	**8,1%**	**1 897**	**12,2%**	**429**	**13,4%**	**3**	**0,0%**	**10**	**0,2%**	**824**	**1,6%**	**220**	**2,7%**
B. Direction																		
3. Directorate	90	0,3%	0	15	15	0,2%	-	0,0%	-	0,0%	112	0,7%	31	0,8%	10	0,0%	22	0,3%
4. Office of the Director-General	92	0,3%	2	2	4	0,0%	23	0,1%	2	0,1%	80	0,5%	25	0,6%	15	0,0%	16	0,2%
5. Internal oversight	73	0,2%	5	7	12	0,1%	59	0,4%	-	0,0%	333	2,0%	81	2,0%	463	0,9%	28	0,3%
6. International standards and legal affairs	42	0,1%	-	-	-	0,0%	-	0,0%	-	0,0%	20	0,1%	6	0,2%	5	0,0%	3	0,0%
7. Ethics Programme	20	0,1%	1	-	1	0,0%	-	0,0%	-	0,0%	20	0,1%	2	0,0%	73	0,1%	0	0,0%
Total Part I.B	**317**	**1,1%**	**8**	**23**	**31**	**0,3%**	**82**	**0,5%**	**2**	**0,1%**	**565**	**3,4%**	**146**	**3,5%**	**566**	**1,1%**	**68**	**0,8%**
C. Participation in the Joint Machinery of the United Nations System	**-**	**0,0%**			**-**	**0,0%**	**-**	**0,0%**	**-**	**0,0%**	**50**	**0,3%**	**-**	**0,0%**	**2 000**	**3,9%**		**0,0%**
TOTAL, PART I	**6 947**	**23,4%**	**763**	**23**	**786**	**8,5%**	**1 979**	**12,8%**	**431**	**13,5%**	**618**	**3,7%**	**156**	**3,8%**	**3 390**	**6,5%**	**288**	**3,5%**
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES																		
A. Programmes																		
I Education	4 921	16,6%	1 007	815	1 822	19,6%	4 921	31,7%	620	19,4%	5 315	32,2%	1 163	28,2%	17 958	34,6%	1 970	24,0%
II Natural sciences	2 688	9,0%	318	677	994	10,7%	2 564	16,5%	872	27,3%	2 180	13,2%	574	13,9%	8 322	16,1%	1 548	18,9%
III Social and human sciences	394	1,3%	120	236	356	3,8%	2 193	14,1%	375	11,7%	1 048	6,3%	322	7,8%	3 623	7,0%	427	5,2%
IV Culture	3 770	12,7%	670	423	1 094	11,8%	1 806	11,7%	334	10,4%	2 015	12,2%	328	7,9%	6 121	11,8%	1 008	12,3%
V Communication and information	1 442	4,9%	299	241	540	5,8%	1 049	6,8%	262	8,2%	1 442	8,7%	385	9,3%	4 365	8,4%	990	12,1%
UNESCO Institute for Statistics	-	0,0%	-	-	-	0,0%	-	0,0%	-	0,0%	-	0,0%	-	0,0%	-	0,0%	-	0,0%
Field - Management of decentralized programmes		0,0%				0,0%		0,0%		0,0%		0,0%		0,0%		0,0%		0,0%
Total, Part II.A	**13 216**	**44,5%**	**2 414**	**2 392**	**4 805**	**51,7%**	**12 532**	**80,9%**	**2 462**	**77,0%**	**12 000**	**72,7%**	**2 772**	**67,2%**	**40 389**	**77,9%**	**5 943**	**72,6%**
B. Programme related services																		
1. Coordination and monitoring of action to benefit Africa	320	1,1%	44	31	75	0,8%	39	0,3%	16	0,5%	159	1,0%	76	1,9%	99	0,2%	17	0,2%
2. Public information	223	0,8%	26	88	115	1,2%	4	0,0%	1	0,0%	135	0,8%	29	0,7%	1 151	2,2%	165	2,0%
3. Strategic planning and programme monitoring	246	0,8%	184	44	228	2,5%	44	0,3%	132	4,1%	370	2,2%	195	4,7%	416	0,8%	66	0,8%
4. Budget preparation and monitoring	7	0,0%	-	-	-	0,0%	-	0,0%	-	0,0%	45	0,3%	7	0,2%	384	0,7%	4	0,0%
Total, Part II.B	**797**	**2,7%**	**255**	**163**	**417**	**4,5%**	**87**	**0,6%**	**149**	**4,7%**	**708**	**4,3%**	**308**	**7,5%**	**2 050**	**4,0%**	**251**	**3,1%**
C. Participation Programme																		
1. Participation Programme	10	0,0%	3	-	3	0,0%	-	0,0%	-	0,0%	13	0,1%	5	0,1%	9	0,0%	59	0,7%
2. Fellowships programme	-	0,0%	-	-	-	0,0%	-	0,0%	-	0,0%	7	0,0%	-	0,0%	6	0,0%	1	0,0%
Total, Part II.C	**10**	**0,0%**	**3**	**-**	**3**	**0,0%**	**-**	**0,0%**	**-**	**0,0%**	**20**	**0,1%**	**5**	**0,1%**	**15**	**0,0%**	**60**	**0,7%**
TOTAL, PART II	**14 022**	**47,2%**	**2 671**	**2 554**	**5 225**	**56,2%**	**12 620**	**81,4%**	**2 611**	**81,6%**	**12 728**	**77,1%**	**3 085**	**74,8%**	**42 454**	**81,9%**	**6 254**	**76,4%**
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION																		
A. External relations and cooperation	292	1,0%	37	40	77	0,8%	680	4,4%	121	3,8%	501	3,0%	155	3,8%	1 032	2,0%	716	8,7%
B. Field management and coordination	4 717	15,9%	1 850	74	1 924	20,7%	-	0,0%	24	0,7%	2 118	12,8%	413	10,0%	516	1,0%	236	2,9%
C. Human resources management *	1 458	4,9%	103	1 065	1 168	12,6%	109	0,7%	5	0,2%	193	1,2%	258	6,2%	2 652	5,1%	334	4,1%
D. Accounting, treasury management and financial control	19	0,1%	2	-		0,0%	-	0,0%	-	0,0%	151	0,9%	10	0,3%	123	0,2%	54	0,7%
E. Administration	2 273	7,6%	97	11	108	1,2%	112	0,7%	6	0,2%	207	1,3%	49	1,2%	1 670	3,2%	309	3,8%
TOTAL, PART III	**8 759**	**29,5%**	**2 089**	**1 189**	**3 276**	**35,3%**	**902**	**5,8%**	**157**	**4,9%**	**3 169**	**19,2%**	**885**	**21,5%**	**5 992**	**11,6%**	**1 649**	**20,1%**
TOTAL, PARTS I - III	**29 728**	**100,0%**	**5 523**	**3 767**	**9 290**	**100,0%**	**15 501**	**100,0%**	**3 198**	**100,0%**	**16 514**	**100,0%**	**4 126**	**100,0%**	**51 836**	**100,0%**	**8 191**	**100,0%**
Reserve for reclassifications/Merit-based promotions	-		-	-	-		-				-				-			
PART IV ANTICIPATED COST INCREASES																		
TOTAL, PARTS I - IV	**29 728**	**100,0%**	**5 523**	**3 767**	**9 290**	**100,0%**	**15 501**	**100,0%**	**3 198**	**100,0%**	**16 514**	**100,0%**	**4 126**	**100,0%**	**51 836**	**100,0%**	**8 191**	**100,0%**

Field management and coordination

* Under HRM, the majority of the expenditure relates to training budget decentralized to Sectors, Bureaus and Field Offices.

ANALYSIS OF EXTRABUDGETARY RESOURCES

CHART 1

Extrabudgetary operational programmes by funding source and by Major Programme

Allocations as at 30 June 2010   Total: $383.6 million

Regional Banks and Funds 1.3%
World Bank 0.5%
Fund in Trust 29.4%
Self-benefiting funds 27.4%
United Nations Sources 20.5%
Special Accounts 20.0%
Associate Experts 0.8%

Others 1.6%
MP I (ED) 45.1%
MP V (CI) 5.3%
MP IV (CLT) 22.5%
MP III (SHS) 9.9%
MP II (SC) 15.5%
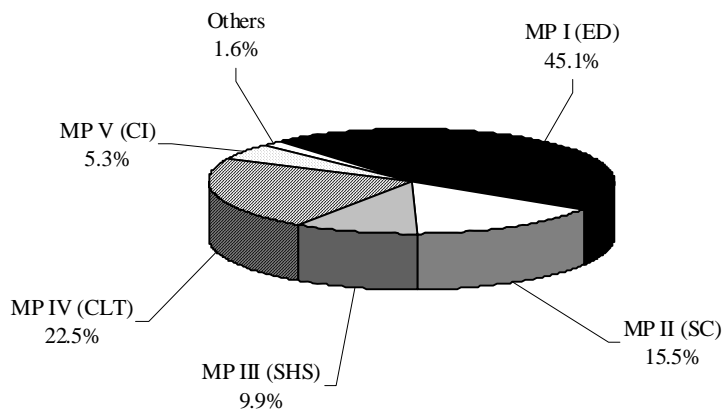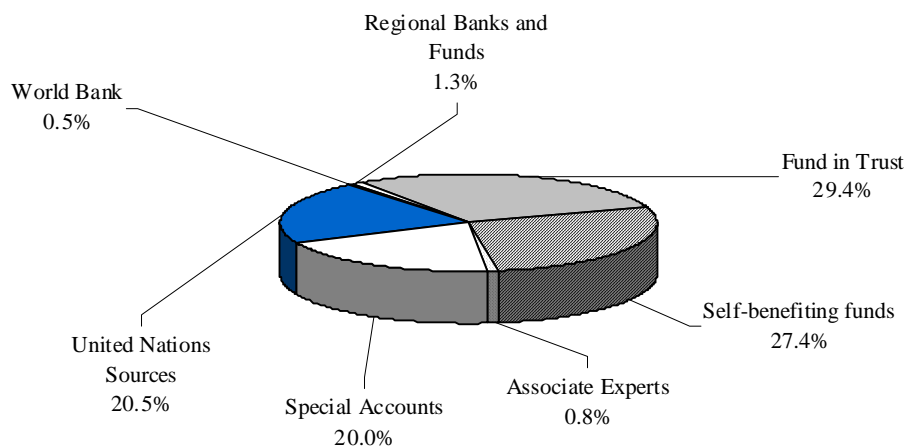
42.   The expenditures for extrabudgetary resources, which usually finance multi-year projects, are presented on an annual basis in order to reflect the actual management cycle of extrabudgetary resources.

43.   **Chart 1** above contains two diagrams which show respectively the allocations as at 30 June 2010 by funding source and by Major Programme.

- The funds-in-trust continue to represent the predominant part of the extrabudgetary funds with 29.4% of the total allocations, followed by self-benefiting funds-in-trust which comprised 27.4% of total allocations.

- The Education Sector remains the principal beneficiary of extrabudgetary programmes, representing 45.1% of the total allocations (i.e. $173.1 million out of $383.6 million).

CHART 2

Extrabudgetary operational programme: disbursements

as at 30 June 2010

(in millions of US dollars)

	2007	2008	2009	2010
Disbursements	99.1	94.7	78.3	95.1
Allocations	356.8	386.3	336.9	383.6
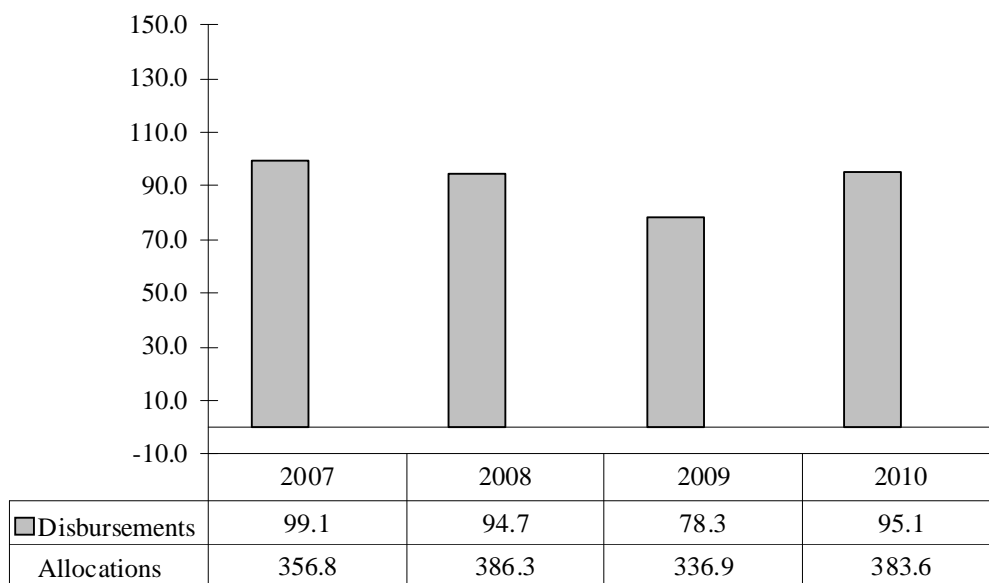
44. **Chart 2** shows allocation and disbursement trends over the last four years. Total allocations as at June 2010 were slightly higher (13.8%) than comparable figures of 2009. Similarly, total disbursements also increased (by 21.7%) vis-à-vis June 2009 figures. As mentioned before under Table 1, measuring the implementation of extrabudgetary projects by an expenditure rate (i.e. expenditure divided by allocation) would not give a true status of the projects, as the expenditure rates will vary depending on whether or not the level of allotment was minutely managed and adjusted during the course of the year to align with the actual progress of each project. Therefore expenditure rates are not provided in the chart above.

45. Tables 6-10 included in this Management Chart follow the format adopted in the annual status report on extrabudgetary projects. Instead of showing expenditure rates which compare the annual "expenditure" versus "allotment", more focus is placed on the trends of "**disbursements**" over the past years. The notion of "expenses" consists of two components: "disbursements" and "unliquidated obligations (ULOs)". The disbursements correspond to the expenses actually paid, while the ULOs correspond to legal commitments entered into, for which payments are to be made in the future. As the projects progress, the "unliquidated obligations" turn into "disbursements", but not always in the same calendar year. Therefore it will not be logical to compare the total expenses (disbursements plus ULOs) over a series of different years as this methodology implies double-counting of the ULOs. By focusing on the "disbursements" only, the analysis will give better and more correct pictures of the evolution of extrabudgetary projects. (The problem of double-counting of ULOs does not exist for the regular budget, as each financial period – biennium – is completely

independent and the ULOs of one biennium are not added to the expenditures of the following biennium.)

46.   **Table 6** presents a detailed breakdown of extrabudgetary resources by funding source.

- For projects funded in cooperation with United Nations organizations, disbursements as at 30 June 2010 stood at $20.5 million (or 21.5% of total disbursements) and show a growth compared with the disbursements of the same time of last year, with an increase of some $7.2 million or 54.1%. This considerable increase can be mostly attributed to United Nations entities such as the Spanish MDG Fund, "Delivering as One" scheme and cooperation with UNDG which increased respectively by $3.7 million, $1.0 million and $1.4 million.

- Disbursements under the **funds-in-trust** which represent 22.3% of total disbursement as at 30 June 2010 decreased slightly by $1.0 million or 3.5% in comparison with the same period in 2009. Japan and Italy remain the main donors for this category of projects, with respectively $26.4 million or 5.3% of total allocations and $15.0 million or 3.0% of total allocations.

- Disbursements under Brazilian self-benefiting funds-in-trust projects represent 17.7% of the total. The UNESCO Brasilia Office has conducted a complete review of its structure and of its projects portfolio. This has led to the decline in the Brazilian self-benefiting funds-in-trust, and the self-benefiting funds-in-trust projects tend no longer to be the first modality of UNESCO's extrabudgetary resources as it was for the past eight years.

47.   **Table 7** shows extrabudgetary disbursement by source of funds together with the benefiting regions. The Latin America and the Caribbean region remains the main beneficiary of extrabudgetary resources owing to the large scale of UNESCO's cooperation with Brazil, even though this programme has considerably decreased. The Africa region occupies the second largest weight due to the volume of the funds-in-trust projects financed by donors such as Italy and Japan. It should be noted that without the cooperation programme with Brazil, the Africa region is the region where the largest disbursement has occurred.

48.   **Table 8** provides the distribution of allocation and expenditure by Major Programme Sector. The Education Sector continues to be the main Sector benefiting from extrabudgetary resources in terms of both allocation and expenditure.

49.   **Table 9** recapitulates the global situation of extrabudgetary resources broken down by donor but also includes funds managed by institutes. The Associate Expert programme and the funds managed by institutes are shown under separate columns.

50.   **Table 10** focuses on the funds managed by institutes and shows the information by each institute.

TABLE 6

EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE

1 January 2010 to 30 June 2010
(in thousands of US dollars)

SOURCE OF FUNDS	Disbursements 30/06/2008	Disbursements 30/06/2009	Allocation 30/06/2010			Expenses 30/06/2010		
			Carry Forward from 2009	Allocation 2010	Total	Disbursements 30/06/2010	Unliquidated obligations 30/06/2010	Total
UNITED NATIONS SOURCES								
Spain (MDGF)	85	1 806	9 149	15 192	24 340	5 549	5 087	10 636
UNDG	4 498	4 038	3 267	15 018	18 285	5 060	2 318	7 377
Delivering as One	70	824	4 841	6 527	11 368	2 227	1 995	4 222
WHO/UNAIDS	2 094	2 535	1 203	9 791	10 993	3 018	1 739	4 757
UNFIP	1 337	913	787	1 578	2 365	954	513	1 466
Others	1 799	3 172	4 373	7 085	11 458	3 669	3 053	6 722
Sub-total United Nations Sources	**9 883**	**13 287**	**23 619**	**55 191**	**78 810**	**20 477**	**14 705**	**35 182**
OTHER PROGRAMMES								
World Bank	728	753	259	1 534	1 793	731	322	1 053
Regional Development Banks	1 201	1 533	1 457	3 553	5 010	2 000	1 178	3 178
Donated Funds-in-Trust								
Japan	5 003	5 506	6 006	20 421	26 427	5 540	2 049	7 589
Italy	6 356	6 999	7 699	7 301	15 000	5 506	2 036	7 542
Spain	1 672	2 185	3 162	5 499	8 660	1 608	1 347	2 955
Private Funds	1 869	3 102	2 665	5 634	8 298	2 652	1 886	4 537
European Commission	1 405	1 522	2 531	5 734	8 265	2 077	1 398	3 475
Qatar Foundation	53	48	727	7 008	7 734	786	929	1 714
France	492	1 053	725	4 535	5 260	561	385	946
Norway	1 627	1 528	1 301	3 053	4 354	1 323	928	2 250
USA	587	878	496	2 927	3 424	755	285	1 040
Flanders	846	832	874	2 258	3 132	1 106	722	1 828
Sweden	655	938	1 886	795	2 681	788	740	1 529
Others	3 044	3 737	5 601	13 987	19 588	4 628	2 445	7 073
Self-benefiting Funds-in-Trust								
Brazil	38 167	14 371	17 596	75 350	92 947	21 639	26 862	48 501
Iraq	149	375	8	4 785	4 793	1 589	2 348	3 937
Libya	1 160	241	7 380	-3 705	3 675	172	145	317
Others	1 123	967	1 136	2 497	3 633	756	1 285	2 041
Associate Experts, Special Accounts and	18 717	18 402	23 548	56 581	80 130	20 423	17 188	37 612
Sub-total other programmes	**84 854**	**64 969**	**85 057**	**219 746**	**304 803**	**74 641**	**64 477**	**139 118**
Total	**94 737**	**78 257**	**108 676**	**274 937**	**383 613**	**95 118**	**79 182**	**174 300**

TABLE 7
EXECUTION (DISBURSEMENT) OF EXTRABUDGETARY PROGRAMMES BY DONOR AND BY REGION
1 January 2010 to 30 June 2010
(in thousands of US dollars)

SOURCE OF FUNDS	Total disbursement	Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean	Interregional and Global
UNITED NATIONS SOURCES							
Spain (MDGF)	**5 549**	1 481	717	799	789	1 762	-
UNDG	**5 060**	-	5 060	-	-	-	-
One UN	**2 227**	853	-	1 100	60	214	-
WHO/UNAIDS	**3 018**	833	20	388	150	375	1 252
UNFIP	**954**	715	-	170	-	(0)	69
Others	**3 669**	1 432	190	1 275	178	344	250
Sub-total United Nations Sources	**20 477**	**5 314**	**5 987**	**3 733**	**1 177**	**2 696**	**1 571**
OTHER PROGRAMMES							
World Bank	**731**	227	-	-	-	-	504
Regional Banks and Funds	**2 000**	1 019	-	16	-	965	-
Donated Funds-in-Trust							
Japan	**5 540**	1 061	38	3 344	30	244	824
Italy	**5 506**	1 847	123	191	1 117	139	2 089
Spain	**1 608**	337	-	227	-	205	839
Private Funds	**2 652**	216	122	628	325	191	1 170
European Commission	**2 077**	648	574	-	24	246	585
Qatar Foundation	**786**	-	694	-	-	-	92
France	**561**	420	-	-	-	-	142
Norway	**1 323**	71	421	299	-	169	362
USA	**755**	-	-	477	-	8	270
Flanders	**1 106**	655	23	-	36	120	272
Sweden	**788**	479	-	99	-	-	210
Others	**4 628**	815	689	1 173	501	124	1 326
Self-benefiting Funds-in-Trust							
Brazil	**21 639**	-	-	-	-	21 639	-
Iraq	**1 589**	-	1 589	-	-	-	-
Libya	**172**	-	172	-	-	-	-
Others	**756**	127	70	7	-	551	-
Associate Experts, Special Accounts and Voluntary Contributions	**20 423**	679	1 298	393	60	4 717	13 276
Sub-total other programmes	**74 641**	**8 601**	**5 812**	**6 855**	**2 094**	**29 318**	**21 960**
Total	**95 118**	**13 915**	**11 799**	**10 588**	**3 272**	**32 014**	**23 531**

TABLE 8
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR
1 January 2010 to 30 June 2010
(in thousands of US dollars)

Sector	Disbursements 30/06/2008	Disbursements 30/06/2009	Allocation 30/06/2010			Expenses 30/06/2010		
			Carry Forward from 2009	Allocation 2010	Total	Disbursements 30/06/2010	Unliquidated obligations 30/06/2010	Total
ED	43 886	29 647	45 063	128 053	173 116	39 779	29 245	69 024
SC	18 025	15 672	18 755	40 545	59 300	15 097	14 792	29 889
SHS	8 503	7 637	6 489	31 612	38 101	12 164	10 817	22 980
CLT	15 844	18 546	24 280	62 032	86 312	21 048	19 615	40 663
CI	6 241	3 574	11 203	9 273	20 476	4 444	4 230	8 674
Others	2 238	3 180	2 887	3 421	6 308	2 587	483	3 070
TOTAL	**94 737**	**78 257**	**108 676**	**274 937**	**383 613**	**95 118**	**79 182**	**174 300**

TABLE 9
EXTRABUDGETARY RESOURCES MANAGED BY UNESCO AND ITS INSTITUTES BROKEN DOWN BY DONOR*
1 January 2010 to 30 June 2010
(in thousands of US dollars)

SOURCE OF FUNDS	Total resources	UNESCO Funds excluding Associate Experts	Associate Experts	Contributions received by Institutes
UNITED NATIONS SOURCES				
UNDG	**18 285**	18 285	-	-
One UN	**11 368**	11 368	-	-
WHO/UNAIDS	**10 993**	10 993	-	-
UNFIP	**2 365**	2 365	-	-
UN Joint Programming	**2 055**	2 055	-	-
UNDP	**1 653**	1 549	-	104
Peace Building Fund	**1 584**	1 584	-	-
CERF	**1 275**	1 275	-	-
UNEP	**1 047**	1 047	-	-
Others	**29 281**	28 288	-	993
Total United Nations Sources	**79 906**	**78 810**	**-**	**1 097**
OTHER PROGRAMMES				
World Bank	**3 679**	1 793	-	1 886
Regional Development Banks	**5 010**	5 010	-	-
Donated Funds-in-Trust				
Italy	**42 308**	15 000	634	26 674
Japan	**27 072**	26 427	645	-
Spain	**9 076**	8 660	416	-
European Commission	**8 543**	8 265	-	278
Private Funds	**8 298**	8 298	-	-
Qatar Foundation	**7 734**	7 734	-	-
France	**5 463**	5 260	64	139
Norway	**4 417**	4 354	63	-
USA	**3 424**	3 424	-	-
Flanders	**3 132**	3 132	-	-
Sweden	**2 887**	2 681	169	37
Germany	**2 813**	2 309	475	29
Korea	**2 520**	2 331	188	-
Belgium	**1 921**	1 874	46	-
Canada	**1 768**	33	-	1 735
Saudi Arabia	**1 697**	1 668	-	28
Switzerland	**1 430**	730	95	605
Australia	**1 117**	1 116	0	-
Others	**12 716**	9 525	456	2 735
Self-benefiting Funds-in-Trust				
Brazil	**92 947**	92 947	-	-
Others	**12 100**	12 100	-	-
Special Accounts and Voluntary Contributions	**76 877**	76 877	-	-
Total Other Programmes	**338 949**	**301 551**	**3 253**	**34 146**
Total	**418 856**	**380 360**	**3 253**	**35 243**

*Contributions to Special Accounts (Multi-donor projects) are not broken down by donor.

**It should be noted that with regard to the Belmont Plan, UNESCO is benefiting from an interest free loan as the interest is paid by France. Between January 2010 and June 2010, this interest paid by France amounts to $ 939,866.12 USD but this is not reflected in this table.

TABLE 10
BREAKDOWN OF FUNDS MANAGED BY UNESCO INSTITUTES
(including contribution from UNESCO)

1 January 2010 to 30 June 2010
(in thousands of US dollars)

Source of Funds	Total	IBE	IESALC	IICBA	IITE	IHE	ICTP	IIEP	UIS	UIL	UNEVOC	TWAS
Funds received from UNESCO												
Regular Programme - Financial Allocation	**27 644**	4 800	2000	2 500	900	-	1 015	5 300	9 129	2 000	-	-
Regular Programme - Decentralized Activities	**1 401**	11	68	-	10	-	60	-	41	15	1 196	-
Extrabudgetary Decentralized Projects	**3 886**	96	0	-	-	455	-	163	-	44	343	2 785
Subtotal	**32 931**	**4 907**	**2 068**	**2 500**	**910**	**455**	**1 075**	**5 463**	**9 170**	**2 059**	**1 538**	**2 785**
Other Sources of funding												
UN Agencies												
IAEA	**951**	-	-	-	-	-	951	-	-	-	-	-
UNDP	**104**	2	-	-	-	-	-	102	-	-	-	-
ITU	**27**	-	-	-	-	-	27	-	-	-	-	-
UNICEF	**15**	10	-	-	-	-	-	5	-	-	-	-
Banks and Regional funds												
World Bank	**1 886**	-	-	-	-	-	-	86	1 800	-	-	-
Governments												
Italy	**26 674**	-	-	-	-	-	26 674	-	-	-	-	-
Canada	**1 735**	-	-	-	-	-	-	-	1 735	-	-	-
Argentina	**827**	-	-	-	-	-	-	827	-	-	-	-
Switzerland	**605**	70	-	-	-	-	-	338	-	196	-	-
European Commission	**278**	-	-	-	-	-	278	-	-	-	-	-
France	**139**	-	-	-	-	-	-	139	-	-	-	-
Paraguay	**68**	-	-	-	-	-	-	68	-	-	-	-
Sweden	**37**	-	-	-	-	-	-	37	-	-	-	-
Iran	**31**	-	-	-	-	-	31	-	-	-	-	-
Germany	**29**	-	-	-	-	-	-	-	-	29	-	-
Saudi Arabia	**28**	-	-	-	-	-	-	28	-	-	-	-
Israel	**25**	25	-	-	-	-	-	-	-	-	-	-
Uruguay	**20**	-	-	-	-	-	-	20	-	-	-	-
India	**10**	-	-	-	-	-	-	10	-	-	-	-
Ecuador	**8**	-	-	-	-	-	-	8	-	-	-	-
Guyana	**4**	4	-	-	-	-	-	-	-	-	-	-
											-	-
Others	**1 742**	32	-	-	64	-	765	881	-	-	-	-
Subtotal	**35 243**	**143**	**-**	**-**	**64**	**-**	**28 726**	**2 549**	**3 535**	**225**	**-**	**-**
Total	**68 174**	**5 050**	**2 068**	**2 500**	**974**	**455**	**29 801**	**8 012**	**12 704**	**2 284**	**1 538**	**2 785**