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Programme
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Introduction

1. The Draft Programme and Budget for 1998-1999, which I am submitting to the General Conference for approval at its twenty-ninth session, is in my view particularly important. It is the second stage of the execution of the Medium-Term Strategy for 1996-2001; thus it represents a decisive step towards the achievement of the major policy objectives that are set forth in that Strategy. While document 28 C/5 could rightly be regarded as a transitional programme, the 1998-1999 programme must make full use of the conceptual and methodological innovations contained in the Medium-Term Strategy. This is also the programme that will take the Organization to the threshold of the twenty-first century. As such, it must offer a very clear vision of the targets that should be attained by UNESCO by the year 2000. For all these reasons, document 29 C/5 needed to be different from its predecessors: at once more readable, more concise and more comprehensive, and, above all, more mobilizing. That is what we have attempted to achieve, in the awareness that the international situation itself favours a renewal of outlook, changes of approach and new methods of action.
2. This renewal of outlook has been increasingly marked throughout the series of major international conferences organized under the aegis of the United Nations. These conferences have resulted in the drafting of joint plans of action for a united, simultaneous response to the major challenges of this latter end of the century, namely, education for all (Jomtien), the environment and development (Rio), human rights (Vienna), population (Cairo), social development (Copenhagen), the status of women (Beijing), habitat (Istanbul) and food (Rome). Thus, as we start the year 1997, we are equipped with assessments and forecasts, national, regional and international strategies and a global framework of action.
3. Unfortunately, it is not enough to hold conferences and adopt plans of action to halt the advance of hunger, poverty, unemployment and exclusion. Those plans of action still have to be implemented. While a number of States have buckled down to the task with determination, we are bound to acknowledge that, most of the time, the urgency of present problems takes precedence over the long-term view, and we even hesitate to qualify the measures adopted as 'palliative', so limited and lacking in boldness are they. Admittedly, international mobilization in 1996 succeeded in raising \$3 billion to support education for all (much of it in the form of loans), but in that very same year \$980 billion were spent worldwide on the purchase of arms. And what are we to make of the genocide foretold of the 400 million people for whom the international community admits that it cannot provide basic food over the coming 20 years? - and yet here we are in the middle of the Decade for the Eradication of Poverty! The special session of the United Nations General Assembly that is to be held in June to evaluate the progress made in the five years since the Rio de Janeiro Conference on Environment and Development is very likely to look back over a list of failures. Apart from a few cosmetic measures, adopted here and there, who can boast of drastic changes in patterns of production and consumption, in methods of transporting oil, or in the gradual poisoning of the soil with pesticides and chemical fertilizers?
4. We are currently creating situations of human tension and exclusion, and also of environmental pollution, that are intolerable. Water, which together with air is our most

precious common heritage, will tomorrow - merely as a result of human activity - be a source of conflicts, disparities and new forms of injustice. The pollution caused by the expansion of urban transport will tomorrow be an evil whose overall consequences cannot yet be calculated. And yet, solutions do exist: for instance, the creation of continent-wide water supply systems and reservoirs, and the development of clean and rapid public transport systems like the electric monorail. Science and technology have solutions to offer which could easily be implemented: all we need - at the national and international level alike - are different choices of investment and real political will.

5. Such political will, it has to be acknowledged, is lacking; and this is probably the most serious threat to peace in the run-up to the twenty-first century. It has meant the dwindling, day by day, of public aid to development; it has meant that the share of military expenditure in national budgets has remained steady, or even increased; and, worse still, it has meant growing disparities between countries, and also within countries.
6. The memories of more than 50 years ago are beginning to fade. And yet ... we know only too well where these glaring contrasts are leading: a self-centred attitude, hatred of the other, violence, conflict and, finally, war. As I write, the insidious growth of inequality, exclusion and insecurity is bringing whole societies to the brink of disintegration and chaos. Indeed, what else can be said of the situation that prevails today in a number of countries, whether fledgling countries a few decades old or countries with traditions dating back thousands of years? We are still paying the price of war and keeping alive its most deeply rooted causes, poverty and exclusion. Our inability to put early-warning systems in place and the state of unpreparedness that leaves us defenceless before natural disasters and ethnic or cultural conflicts expose our children and our children's children to the most serious of dangers. When will we be really willing to pay the price of peace? Not just the price of reconstructing societies devastated by war, but the price of preventing conflict, building a sustainable peace - and, finally, the price of the right to live in peace - a right to which I have sought to draw the international community's attention, here at the beginning of 1997. For this is the keystone in the arch of all other human rights.

The proposed programme

Ethical mission and intellectual role

7. This state of affairs constitutes, perhaps more than ever, the justification for the existence of UNESCO - an organization with an essentially ethical vocation, as was recalled by the heads of delegation at the twenty-eighth session of the General Conference when they were adopting the Medium-Term Strategy, and by the numerous heads of state and government who sent messages to UNESCO for its fiftieth anniversary. In the closing years of the twentieth century, as we seek new reference points and hitherto unexplored forms of regulation, it is incumbent upon UNESCO to strengthen its functions of ethical guidance and intellectual watch.
8. A number of promising guideposts have been set out in recent years. The debates prompted by the reports of the two international commissions on 'Education for the Twenty-first Century' and 'Culture and Development' clearly illustrate the capacity of our Organization to raise searching questions and to seek new approaches in those fields which are crucial to the future of all societies. The progress achieved by the International Bioethics Committee is proving to be a major asset at a time when applications in the field of genetics are crossing critical thresholds, a fact which necessitates a concerted approach at the global level. UNESCO's contribution to the defence of press freedom, the advocacy of democratic principles and the

renewal of philosophy education is recognized by all. Furthermore, the groundswell of reaction in numerous countries to the Organization's efforts to promote a culture of peace allows me to hope that this is a dynamic which is destined to grow even stronger in the coming years.

9. My proposals for document 29 C/5 are aimed both at consolidating these gains and at opening up new fields of endeavour. In this connection, the 1998-1999 biennium will witness a major event in the celebration of the fiftieth anniversary of the Universal Declaration of Human Rights. UNESCO must play a leading role in this celebration, not only because many of the rights recognized in the Declaration fall within its fields of competence, but also because it has the particular responsibility, within the United Nations system, of encouraging human rights teaching and education. Let us recall that the Universal Declaration was proclaimed 'to the end that every individual and every organ of society ... shall strive by teaching and education to promote respect for these rights and freedoms'. I hope that 1998 will see an unprecedented mobilization of all the Organization's partners, and in particular the National Commissions, the Associated Schools, the UNESCO Clubs, Centres and Associations and the entire education community in order to ensure that all - and especially young people - are made aware of the Declaration and all its implications for their everyday life and future. A detailed plan of action to this effect will be submitted to the General Conference.
10. While UNESCO's mission with regard to human rights is above all educational, the Organization also has a role to play in the protection of those rights that come within its field of competence. In recent years, stress has been laid on mobilizing public opinion against the attacks carried out against members of the intellectual community: teachers, scientists, artists and also journalists. The time is now ripe, in my view, for closer attention to be paid to undertaking preventive action against the various types of discrimination and violence inflicted on children, whether such violence be physical or symbolic. In this connection, the growing co-operation with the International Clearing House on Children and Violence on the Screen, established in Sweden with the support of the Nordic countries, is full of promise. But it is ultimately for citizens to make their voices heard in order to defend basic principles and oppose abuses of all sorts.
11. Violence on the screen is only one aspect of the numerous ethical issues at stake in the emerging information society. Among the new fields of endeavour I referred to above, is the promotion, at the international level, of a wide-ranging reflection on the ethical, legal, educational and cultural impact of the new information and communication technologies. On the basis of the results of the INFO-ETHICS and INFO-RIGHTS meetings held in 1997, the Organization will establish a permanent forum of reflection - to be both an observatory of ongoing developments and a laboratory of ideas, with a view to paving the way for a consensus on the basic principles which might guide the elaboration of a new international legal framework for cyberspace. In so doing, UNESCO will continue to base its action on the principles enshrined in its Constitution: the freedom of expression for all and the freedom of all individuals to have access to the information of their choice. Its role is to help the international community, and the Member States, to define the strategies and policies which may make it possible to narrow the gap between those who have this freedom and those who are deprived of it.
12. In this connection, particular attention should be devoted to the question of the maintenance of cultural and linguistic diversity, which is likely to become a major issue in the coming years. For this purpose, the Organization will pursue an energetic policy of promotion of 'on-line' access to information in the public domain, which constitutes an inestimable - though poorly disseminated owing to its lack of commercial value - wealth of knowledge and works belonging to all the cultures of the world. UNESCO will also continue to promote the elaboration of strategies and programmes aimed at strengthening national and regional capacities in the field of cultural industries. Within the framework of the Linguapax project in particular, and, more generally, the entire education programme, new impetus will be given to the promotion of multilingualism and linguistic diversity in education.

13. Among the new initiatives reflecting a strengthening of the Organization's ethical mission, mention should be made of the establishment of a World Commission on the Ethics of Scientific Knowledge and Technology. This Commission is not intended to replace the International Bioethics Committee, whose task will not end with the preparation of the draft declaration on the human genome, to be submitted for adoption to the General Conference. The Committee still has to address many other topics relating to the life sciences, and in particular the development of biotechnologies and the cognitive sciences. The new Commission that I propose to establish, on the basis of preparatory work which has elicited favourable reactions from the scientific community, might focus its attention, to begin with, on three highly topical issues: the ethics of energies, the ethics of freshwater resources, and the new information society. With regard to each of these themes, the Commission will be asked to identify the chief ethical issues at stake and to propose principles which may guide decision-makers in their choice.
14. UNESCO's moral authority is closely associated with the intellectual nature of its mission. Its effectiveness is measured by its power to influence decision-makers and this influence can be neither political nor, a fortiori, economic, but is rather, in the strict sense of the term, intellectual. In this context, two major international meetings are planned for the 1998-1999 biennium, which should help to identify new approaches and establish plans of action on a global scale: the World Conference on Higher Education, in 1998, whose task is to identify a number of basic principles, with particular reference to Article 26.1 of the Universal Declaration of Human Rights, and draw up a global action plan to guide the in-depth reform of higher education systems; and the World Science Conference, which is to be convened in 1999 with a view to strengthening the commitment by countries to scientific research and development and to working out a strategy to increase the contribution of science to the progress of societies.
15. In conclusion, I should add that in 1998-1999 UNESCO will be in a position to publish world reports in each of its fields of competence. In addition to the existing reports (education, science, communication, information) there will be a World Social Science Report, designed as a contribution to the World Science Conference, and a World Culture Report, drafted by an independent team of experts. All these reports will together provide an overall picture of the current situation and of the challenges to be met in all the Organization's fields of action on the threshold of the twenty-first century.
16. In addition to the emphasis that it places on UNESCO's specifically ethical mission and on its role as an intellectual forum, document 29 C/5 is characterized by three other features: concentration of the Organization's action on the educational dimension; strengthening of the transdisciplinary approach; and an effort to adjust the Organization's global strategies to the specific needs of each of the priority groups and of the various regions and groups of countries sharing common characteristics.

A prime form of action: education

17. Debates in the governing bodies, like the replies of Member States to the consultation on document 29 C/5, have revealed a conviction that is now unanimous. While the Organization's ultimate goal is the construction of lasting peace, its prime form of action is education, understood in the widest sense of the term. Thus, the programme that I am proposing envisages a substantial strengthening not only of UNESCO's action in the field of education (the funds allocated to Major Programme I have been increased by almost \$3 million), but also of activities designed to develop human resources in all the Organization's other fields of competence.
18. Clearly, to make 'education for all throughout life' a reality, there needs to be, first and foremost, a firm commitment on the part of all States, at the highest level of responsibility, but also a profound change in our conception of the educational process itself. There, too, UNESCO's role is primarily one of intellectual and ethical guidance. Drawing inspiration from

the ideas put forward by the ad hoc Forum of Reflection convened by the Executive Board in 1993 and the conclusions of the International Commission on Education for the Twenty-first Century, as well as on the basis of the lessons learned from the mid-decade review of progress towards Basic Education for All, the proposals contained in Major Programme I are intended to promote a renewal of the approaches, contents and partners of the education process.

19. While continuing to assign a very high priority to the expansion and improvement of traditional education systems, they emphasize, much more than in the past, the development of flexible and diversified modes of learning adapted to the needs and language of the learner and, in particular, the acquisition of practical skills for daily life and employment. While the foremost priority is still to 'reach the unreached', i.e. all those who do not have or have not had access to basic education, the diversification of education systems and methods must be encouraged at all levels of education, including higher education, which needs to become an area where learning is accessible to all on a permanent basis.
20. Educational renewal also operates through curricular reform, so as to adapt contents to the challenges arising from social change and to the changing patterns now under way in scientific and technological knowledge. Great emphasis has been placed in document 29 C/5 on the acquisition of human and civic values that encourage citizenship and the ability to 'live together' in increasingly multicultural societies. The IBE will have a leading role to play in this regard and will need to gradually turn itself into an international reference centre on the standard of educational contents and materials.
21. In this context, education can no longer be seen as solely the responsibility of States, even if responsibility still lies primarily with them. Thus, UNESCO will seek, in 1998-1999 (as it has already begun to do in a number of countries with the meeting of national stakeholders in education or the adoption of national agreements on education), to encourage greater participation by the various actors in civil society - parliamentarians, municipalities, community groups, associations of parents, teachers and employers, professional bodies, NGOs and the media - in the development and renovation of the educational process.
22. In addition, in all the major programmes and transdisciplinary projects proposed in document 29 C/5, a large place has been devoted to the training dimension: the improvement of teaching and research programmes; the updating of educational contents and materials; study grants and training workshops; networks for the exchange and transfer of knowledge, etc. Such is the case with Major Programme II, which is traditionally directed towards the development of scientific capacities, but where new emphasis has been placed, as far as the social and human sciences are concerned, on the development of capacities for research and policy formulation in all the fields covered by the MOST programme. It is also worth mentioning the launching, as part of the follow-up to the World Solar Summit, of a Global Renewable Energy Education and Training Programme, directed not only towards schools but also towards engineers and high-level university specialists and decision-makers. Within the framework of Major Programme III, the training of specialists in the conservation and management of both the tangible and intangible heritage has been substantially strengthened, while new impetus is being given to the development of artistic education, within both the school and out-of-school context, and to the further training of amateur artists and craftspeople, so as to help revitalize traditional and popular cultures.
23. The same is true in the case of Major Programme IV, where the funds allocated to the training of communication and information specialists have been increased by almost 40 per cent. Fresh emphasis has also been placed in this major programme on the training of the scientific, educational and cultural communities in the use of the new information and communication technologies (the Internet in particular), which open up hitherto untried opportunities for co-operation in UNESCO's various fields of action. Thus, support will be given to the development of virtual discussion forums, virtual libraries and laboratories, and virtual learning communities in UNESCO's different fields of competence. This will be done through the many networks put

in place by UNESCO (regional informatics networks, the UNESCO Network of Associated Libraries, educational innovation networks and so on) and through the UNITWIN/UNESCO Chairs Programme, which will continue to play a leading role in encouraging the transfer and exchange of knowledge in all the Organization's fields of competence. Special efforts will need to be made, in 1998-1999, to improve the geographical coverage and strengthen the sustainability of this programme, which included, as of the end of 1996, 180 Chairs and 36 inter-university networks, which themselves accounted for almost 100 Chairs.

24. Finally, the two transdisciplinary projects which formed one of the main innovations of document 28 C/5 ('Environment and population education and information for development (EPD)' and 'Towards a culture of peace') have been reoriented so as to highlight their basically educational purpose, since in both cases the aim is to promote changes in attitudes and behaviour - in other terms a 'culture of everyday life' - which will encourage the establishment of sustainable development and lasting peace. There again, very high priority has been accorded, in both of these projects, to educational and training activities.

Towards a transdisciplinary approach

25. As I have already pointed out, these two projects represent a major innovation, since they seek to express, both conceptually and methodologically, this transdisciplinary approach which, as was shown in the debates at the last General Conference and, in particular, in the statements by the heads of delegation in plenary session, is of fundamental importance in seeking to understand more fully the complexity of the modern world; on the conceptual level, because they deal in an integrated manner with the questions that had hitherto been dealt with separately, even though they are interdependent: the environment, population and development, in one case; and peace, human rights, democracy, international understanding and tolerance, in the other; and on the methodological level, in as much as they seek to combine, within a single action plan, the contributions of education, the sciences, culture and communication.
26. These two projects represent not only an innovation but also an experiment; it will be necessary to assess areas of success and failure at each stage of their implementation. An external evaluation of the EPD project, carried out at the request of the Executive Board, has stressed the merits and relevance of its programmatic and organizational approach. This approach, described as 'visionary' by the evaluators, should, in their opinion, place UNESCO in a position to act as a lead agency within the United Nations system and to mobilize co-operation by the main funding agencies and sources, so as to implement projects that will ensure, at the national level, integrated follow-up of the major international conferences recently organized by the United Nations. In accordance with the recommendations of this evaluation, the project - which will henceforth be entitled 'Educating for a sustainable future' - will focus on information and education, of both the formal and non-formal kind, including public-awareness activities. It will call on the contribution of the sciences and culture and will use, whenever possible, inputs from the new information and communication systems.
27. As for the project 'Towards a culture of peace', it has also been evaluated at the request of the Executive Board. In the light of this evaluation, which on this occasion was carried out internally, the project has been restructured and reoriented so as to bring out more fully the 'added value' that such a transdisciplinary approach brings to the whole of the Organization's activities on behalf of peace. In addition to a very marked strengthening of education and training activities, emphasis has been given, to a greater degree than in document 28 C/5, to support for initiatives taken *by* Member States and *in* Member States in order to advance 'the spirit of peace' through dialogue and collaboration. This project should, in my view, provide the best possible example of what the 'catalytic role' of the Organization really means: it is to stimulate, guide and support action by Member States and by the main actors in society. Hence the importance attached to the mobilization of partners, the exchange of information and the networking of initiatives both within and outside the Organization.

28. Efforts to create synergies between UNESCO's various fields of competence are not confined just to the projects described as 'transdisciplinary'. One need only read the proposals contained in document 29 C/5 to realize that there has been a movement towards transdisciplinarity in all the programmes. The bringing together in document 28 C/5 of the programmes in the exact and natural sciences and the social and human sciences - which in document 29 C/5 continue to be presented under one and the same major programme - was no token gesture. Many different forms of co-operation have now been established between the social sciences and the natural sciences. The international scientific programmes, in the very spirit of the Joint Statement made in 1995 by their Chairpersons, have redirected efforts towards the search for solutions that are *sustainable in social and human terms* to the problems raised, for example, in the context of desertification, floods or drought, the effects of natural hazards, the management of water resources, waste disposal or the reduction of pollution in urban areas. The two intersectoral projects on cities and on coastal regions and small islands, in particular, have been catalysts for joint action by the natural sciences and the social sciences, not to mention the involvement of culture, communication and education. These efforts will naturally be continued in 1998-1999. I trust that the programmes and funds of the United Nations system which contribute to the Agenda 21 follow-up will pursue the same trend; and in particular that the projects selected for financing under the Global Environment Facility will henceforth be more concerned with the protection of human beings than with that of rare species.
29. Another example is the action carried out with regard to the heritage, which has likewise become much more transdisciplinary in approach. The proposals contained in document 29 C/5 show a very clear change of emphasis and of priorities from a concern merely with safeguarding the heritage to its revitalization, that is to say, the reintegration of the cultural and natural, tangible and intangible heritage into the economic and social life of the community. The emphasis on the rehabilitation of historic urban centres, on the participation of local communities in heritage management, on the enhancement of local traditions, languages and know-how will require very close co-operation, in carrying out activities, between culture and both the social and natural sciences, not to mention education. The numerous cross-references contained in the footnotes in document 29 C/5 draw attention to the complementary links that will have to be established, when the activities are being carried out, between the various programmes and subprogrammes.

Global priorities and specific situations

30. As was pointed out in the Medium-Term Strategy, UNESCO needs to define global strategies so as to deal with world problems, but such strategies can only be effective if they are adapted to the specific problems of different countries and population groups. A considerable effort has been made in document 29 C/5 to specify how the Organization's global priorities should be adapted in the light of the needs of the various regions, subregions or groups of countries, taking into account the specific situation of the four priority groups: women, youth, Africa and the least developed countries.
31. These efforts are reflected, first and foremost, in a substantial increase in the resources allocated to the *activities addressing solely and specifically the priority groups*, as is shown by the following figures (drawn up prior to recosting).

	28 C/5	29 C/5
	\$	\$
Women	6,977,000	9,893,000
Youth	4,951,800	8,307,400
Africa	12,434,800	19,189,400
LDCs	11,668,200	16,111,400

The tables and charts placed at the head of the major programmes and transdisciplinary projects reflect these changes, which demonstrate a clear determination to respond to the urgent needs of the most disadvantaged sections of society within each of the priority groups. The system of 'special projects' designed specifically for such groups - with specific objectives and geographical coverage and fixed time-frame - has been maintained. Consequently, document 29 C/5 includes some 20 special projects which, for the most part, are a continuation of projects launched in 1996 which have proved to be particularly promising. It might perhaps be useful to recall here that the special projects only represent a very small part of the activities and resources devoted to the priority groups.

32. In addition, further attempts have been made to identify specific strategies which should be used - within the framework of the Organization's overall priorities - to respond to the particular needs of such and such a region or subregion or of certain groups of countries sharing common features (e.g. the countries in transition, the Mediterranean countries, small island states, the nine high-population countries). Document 29 C/5, together with its technical annex, contains much information on these matters.
33. The field units, all of which were invited to make specific inputs to this programming exercise, made a decisive contribution to identifying the specific priorities of the various groups of countries, and thus to the fine-tuning of the implementation strategies, taking account in particular of potential areas of complementarity with United Nations bodies, other intergovernmental organizations, and notably regional ones, and multilateral funding agencies. The close involvement of field units in preparing the new programme has resulted in an improvement not only in quantitative terms - the percentage of decentralized activities, which was 28.1 per cent* in document 28 C/5, rises to 33.2 per cent* in document 29 C/5 - but above all in qualitative terms: decentralized programmes are more closely adapted to the needs of countries and the profile of field units. A balance appears to have been reached between the decentralization of structures and of activities: the total of decentralized funds (staff, activities and indirect costs) in Part II is 32.7 per cent, which is a similar percentage to that of decentralized programmes (33.2 per cent).
34. The field units will also be called upon to strengthen their role in the area of 'co-operation for development' by providing direct assistance to Member States for the conduct of sectoral analyses and studies, strategy and programme formulation, project identification, preparation and evaluation, and the mobilization of extrabudgetary resources. To that end, a sum equivalent to some 5 per cent of direct programme costs (\$4.9 million to be precise) has been set aside for these activities, of which 70 per cent will be decentralized for the benefit of field units, as will, so far as possible, the implementation of operational projects. It is in the field that these projects are executed; it is in the field, at country level, that we must make UNESCO live and achieve this 'united thrust' of the United Nations system for which all are calling. The field units have crucial responsibility in this respect and they have proved their ability to discharge it.
35. The UNESCO institutes for education - the UNESCO International Bureau of Education (IBE), UNESCO International Institute for Educational Planning (IIEP) and UNESCO Institute for Education (UIE) - represent a different form of decentralization, which is more functional than geographical. Efforts have been made in recent years to ensure that there is a clear division of roles between these institutes and the Education Sector, and that they take a more active and direct part in achieving the Organization's priority objectives. IIEP is henceforth fully responsible for capacity-building in the planning, administration and management of education, and it will also take part in action carried out to reform and reconstruct education systems. Adult and continuing education come under the UIE, which will thus be responsible for the follow-up to the fifth International Conference on Adult

* These figures do not include funds allocated to the three UNESCO institutes for education.

Education. As for the IBE, under the guidance of its Council, it has embarked upon a process of reorienting its programme priorities. The proposals contained in document 29 C/5 are intended to make it an international reference centre for information on education, and on the renewal of educational curricula, content and methods. The emphasis has initially been placed on the teaching of values and on education for peace, human rights and democracy. Consequently, the IBE will be called upon to play a very active role in implementing the transdisciplinary project 'Towards a culture of peace', in particular by encouraging the revision of history textbooks and the adoption of national agreements bringing together the chief partners in the education process, with a view to developing education for tolerance, peace and democratic values.

36. The operational flexibility of these institutes has on the whole been a success. It is true, nevertheless, that all three are located in Europe, the same region as the Organization's Headquarters. There should be an examination of whether these arrangements - which have proved their worth - could be applied, with the necessary adaptations, to other regions of the world so as to increase the Organization's influence by bringing it closer to the countries and communities it serves. Several institutions, such as the International Centre for Rural Education in Baoding (China), the Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC) in Caracas, the International Institute for Capacity-building, which is due to be set up in Addis Ababa, and the new UNESCO Institute for Information Technologies in Education, which will be founded in Moscow, might represent a first step towards this more balanced presence of UNESCO in the various regions.
37. It will also be noted that I am proposing to the General Conference that it grant administrative and financial flexibility to the Intergovernmental Oceanographic Commission and the World Heritage Centre, in the form of a financial allocation covering both staff costs and programme costs which would come under a separate heading in the budget of the relevant major programme. This measure is aimed at giving the directors of these programmes greater flexibility in the day-to-day organization of tasks and thus enhancing the effectiveness and rapidity of action of these two 'flagship programmes' of the Organization.
38. I could not possibly conclude this chapter without mentioning co-operation with the National Commissions, which are required to play a decisive role in the decentralization process as the focal points responsible for facilitating UNESCO's action in Member States. Considerable efforts have been made in recent years to assist them - in particular those with the least resources, in developing countries and the least developed countries - to improve their functioning and gain in effectiveness. Much progress still needs to be achieved, in my view, in two fields. First of all, the National Commissions must be involved more closely in the elaboration and especially the execution and evaluation of the programme. I am convinced that the field units - because they are close to the National Commissions - can play a major role here, by organizing close and systematic co-ordination with and between the National Commissions of the countries they serve. In addition, the National Commissions must do more to mobilize partnerships in society. New types of co-operation have been established in recent years with in particular mayors, parliamentarians, representatives of religions, ombudsmen and the armed forces. They must be strengthened and developed - and that is the responsibility of the National Commissions. UNESCO's message of tolerance and non-violence cannot be put across in every town and community from Headquarters. This message must be passed on to the whole of society by all those who, within it, have key responsibilities, and as a result are in a position to move the Organization's action forward and to markedly improve its image.

Presentation of the C/5 document

39. As I said at the outset, document 29 C/5 was to be different from its predecessors. That is also true of its presentation. Despite improvements made in recent years, the C/5 document was still - in the opinion of many of those who used it - a complex document, difficult to decipher, containing at once too much and too little information. Greater clarity and concision were required, without sacrificing accuracy or transparency.
40. This twofold requirement led me to focus the C/5 document on the proposals, data and information which together define the 'policies and the main lines of work of the Organization', so as to help the General Conference in fulfilling its main constitutional role (Article IV.B.2). That is why document 29 C/5 focuses for the most part on Part II (Programme Execution), since the programme is the 'raison d'être' of the Organization. The other Parts of the budget have been dealt with more briefly, stressing budget data and indications of a strategic nature which the Member States and governing bodies need in order to be able to judge the whole of the Programme and Budget. Document 29 C/5 also contains a series of budget tables and charts which highlight the major budgetary distribution and changes or developments in the allocation of resources between document 28 C/5 and document 29 C/5. It should be noted that the figures given, in the comparative tables and in the body of the text, represent budget amounts *before* recosting - which makes comparison between the two biennia easier.
41. Efforts have also been made to make the document more user-friendly, giving:
 - ▷ for each major programme and transdisciplinary project - a general introduction;
 - ▷ for each programme - a reminder of the objectives pursued, with reference to the Medium-Term Strategy;
 - ▷ for each subprogramme - the main lines of action, identified in the margin by a keyword and preceded by a section entitled 'background', which presents a brief summary of the principal results achieved to date, so as to put in context the proposals contained in document 29 C/5.
42. Document 29 C/5 comes with a Technical Annex which contains additional information intended on the one hand to comment on the proposals in document 29 C/5 (by explaining certain shifts of emphasis and specifying practical modalities, the main partners envisaged, and so on); and on the other hand, to provide administrative and budgetary details on the way in which it is planned to implement the proposals (units responsible for execution at Headquarters and in the field, principal items of expenditure, post structure, and so forth).
43. Lastly, the 'proposed resolutions' are contained in a separate document, so as not to make document 29 C/5 too cumbersome and at the same time to provide an overall, highly summarized, view of the main lines of action proposed for the Organization's work in 1998-1999.

The proposed budget

The budget base

44. In preparing the budget for the foregoing programme proposals, I have attempted to obtain the following three major results:
- (i) an overall reduction of some \$5.8 million in staff costs which will have the effect of lowering the budget ratio for this component from 58.6 per cent to 57.6 per cent;
 - (ii) across-the-board austerity measures and 'upfront' reductions in administrative costs as well as the implementation of selective strategies to outsource certain services and merge complementary supporting units: further savings of \$5 million;
 - (iii) reinvestment of \$10 million from these economies in direct and reinforced programme inputs under Part II.A of the budget.
45. These measures have been proposed within a scenario of zero growth in real terms and reflect the strict adherence to the programming principles demanded by the Member States and the rigorous redeployment of resources required to meet the challenges of development, peace and democracy laid down in the Medium-Term Strategy for 1996-2001. In preparing the Draft Programme and Budget for 1998-1999, I have thus been guided by a search for clarity of priorities, concentration and rationalization of resources. The table below, which relates to programme activities only (excluding staff), expresses the choices made in attempting to translate these objectives into practical terms.

Major programmes, Transdisciplinary projects and Transverse activities	Proposed reinforcement	Percentage increase
	\$	%
Education for all throughout life	2,952,900	6.9
The sciences in the service of development	2,417,900	6.2
Cultural development: the heritage and creativity	2,096,900	12.9
Communication, information and informatics	917,000	7.3
Transdisciplinary projects and Transverse activities	935,000	6.6
Participation Programme	1,000,000	4.5
Total	10,319,700	7.1

46. In order to achieve the reduction of \$5.8 million in staff costs, I have been obliged to abandon the notion of a simultaneous ceiling on the number of posts as well as on the staff costs budget as a whole. These two limits have been a contradiction in terms for the past ten years as a result of the *built-in* reduction for staff turnover and delays in recruitment (lapse factor) wherein a certain number of posts were authorized but not budgeted for. In the present circumstances, I have opted for maintaining a fixed budget ceiling (albeit reduced by \$5.8 million) within which determined efforts will be made to rejuvenate the Secretariat by gradually outsourcing a certain number of posts in the Programme Support Services and under Maintenance and Security while at the same time phasing out costly senior-level Professional posts and employing a higher number of younger, lower-graded Professionals. The immutable standard of a fixed number of established posts must therefore give ground to a more flexible approach permitting greater use of shorter term assignments for staff as well as recourse to less expensive and perhaps more effective local expertise. It may be also worthwhile to note that the proportion of staff devoted to programme activities represents 76.2 per cent of the total staff costs provision; the remaining 23.8 per cent will cover administrative costs for management and General Policy and Direction.

47. A résumé of the large-scale movement in resources as a result of the measures described above is shown below:

Part of budget	Increase/(decrease)		
	Personnel costs	Activities	Total
	\$	\$	\$
<i>I General Policy and Direction</i>	841,100	(1,509,300)	(668,200)
<i>II Programme Execution and Services:</i>			
A. Major programmes, Transdisciplinary projects and Transverse activities	(1,179,300)	10,319,700	9,140,400
B. Information and Dissemination Services	(1,204,800)	(600,900)	(1,805,700)
<i>III Support for Programme Execution</i>	(1,599,700)	(547,500)	(2,147,200)
<i>IV Management and Administrative Services</i>	(1,730,900)	(964,100)	(2,695,000)
<i>Maintenance and Security</i>	(946,100)	(588,200)	(1,534,300)
<i>VI Capital Expenditure</i>	-	-	-
Obligatory expenditure			
(Reimbursement to miscellaneous income)	-	(290,000)	(290,000)
Total Parts I-VI	(5,819,700)	5,819,700	-

48. The above table clearly shows that the major programmes, transdisciplinary projects and transverse activities under Part II.A have benefited from **a sizeable budgetary increase for programme activities** whereas all other Parts of the budget have been substantially reduced. Moreover, within the interior of Part II.A, a number of adjustments have also been made to redeploy the resources for activities which will terminate by the end of 1997 to other new and/or high priority projects to be undertaken in 1998-1999. Among the activities that will definitely be concluded in 1997 are the World Decade for Cultural Development, including one of its 'flagship projects', the Silk Roads; the preparation of the various regional or general Histories; and the Chernobyl programme. Although these activities are no longer included in document 29 C/5 (the relevant funds having been reallocated to other priority programmes), steps will be taken to ensure that the experience acquired in the course of their implementation will be made available to the international community and that appropriate follow-up action will be taken through, *inter alia*, the Participation Programme and extrabudgetary funds. Furthermore, the Technical Annex to document 29 C/5 contains a list of the main activities undertaken as a continuation of the action carried out in the course of the World Decade for Cultural Development.

The budgeting techniques

49. The budgeting techniques adopted for the preparation of the Draft Programme and Budget for 1998-1999 are in conformity with the guidelines formulated by the Executive Board at its 150th session (150 EX/Decision 5.1, para. 76(a)). While comprehensive details of how these techniques have been applied are provided in the Technical Annex to this document, I would like to stress here only those which have had particular incidence on the allocation of resources and on determining the overall level of the budget.

(a) **Constant dollar value.** In application of the constant dollar principle, the value of the United States dollar used for the preparation of these estimates was maintained at one United States dollar equal to 5.70 French francs and 1.45 Swiss francs. As these were the same rates used in the approved budget for 1996-1997, the figures in this document are comparable with document 28 C/5. The budget reflects no increase or decrease on this account.

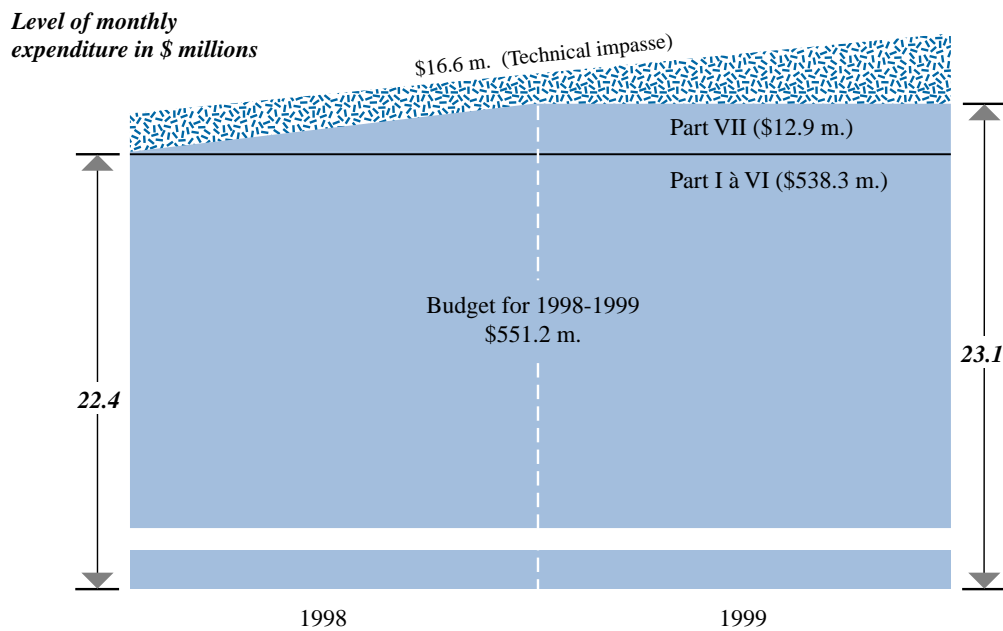
- (b) **Treatment of inflation**
- (i) recosting for statutory increases and the general rise in the prices of goods and services during 1996-1997 has been meticulously calculated on the basis of the magnitude and type of expenditures foreseen for 1998-1999. The technical estimate of **\$44,241,400** was subsequently reduced by **\$8,680,000** to **\$35,561,400** in an effort to compress, wherever possible, the impact of these increases on Member States' assessments;
 - (ii) anticipated cost increases in 1998-1999 amounting to **\$20,797,600** were calculated on the basis of the best information available to the Secretariat concerning consumer prices and salary indices and their impact on the various elements contained in the proposed appropriations. Here, as in the case of 'recosting', I have decided to drastically reduce the amount foreseen by **\$7,900,000** in order to further limit the nominal growth in the budget without unduly affecting the integrity of the programme. The provision of **\$12,897,600** under Part VII of the budget reflects, therefore, a return, for the time being, to 'semi-full budgeting' which will require the absorption of potential cost increases arising in the second year of the financial period.
- (c) **Zero-base budgeting.** UNESCO's Glossary of Budgetary and Financial Terms describes this technique as: 'The elaboration of budget proposals for the ensuing biennium from scratch as opposed to "incremental budgeting" wherein the new proposals are obtained by adding to and/or subtracting from the current budget base'. In preparing these estimates, the process of zero-base budgeting has been particularly relevant as it has permitted a clearer definition of priorities and better value for money assessments, particularly as concerns the modalities of action chosen.
- (d) **Adjustment for staff turnover and delays in recruitment.** The staff costs provisions in document 29 C/5 have been calculated on the same basis as in document 28 C/5 Approved (which included a lapse factor rate of 3 per cent).

The budget ceiling

50. In sum, the technical budget estimate for 1998-1999, reflecting zero growth in real terms and incorporating all statutory and inflation factors already incurred and anticipated in 1996-1997 and 1998-1999 would amount to **\$567,780,000**. However, in order to contain cost increases as much as possible, I have decided on the following additional measures:
- (i) containment of cost increases by reducing recosting requirements for 1996-1997 from \$44.2 million to \$35.6 million or by 19.6 per cent;
 - (ii) a deliberate overall reduction of 38 per cent in the provision under Part VII of the budget for 1998-1999 (Anticipated Cost Increases) from \$20.8 million to \$12.9 million.
51. The budget which I am therefore submitting to the General Conference amounts to **\$551,200,000**. In real terms, or in terms of effective purchasing power, this budget represents a **decrease of 2.9 per cent** vis-à-vis the total technical estimate of \$567,780,000 that would be required to maintain the same level of effort and resources to carry out the same programme approved for the current biennium.
52. Why this decrease when the overwhelming majority of Member States who replied to my preliminary consultation on the Programme and Budget for 1998-1999 requested me to foresee a budget reflecting zero growth in real terms? The answer is not only in the recommendations of the Executive Board which has asked me to undertake even more severe measures but in a firm determination on my part and on the part of the Secretariat as a whole to contain cost increases as much as possible and to downsize many of our administrative and programme support services. My intention is to reinvest a part of the economies to be achieved from these measures in 1998-1999 for the reinforcement of priority programme activities, rather than reducing too drastically the overall level of resources. In budgetary terms, these measures would be reflected as follows:

	Technical estimate of requirements for 1998-1999	29 C/5 proposal	Increase (decrease)
	\$	\$	\$
Activities	214,220,700	220,040,400	5,819,700
Personnel			
For programme	219,366,400	215,382,600	(3,983,800)
For administration	69,153,900	67,318,000	(1,835,900)
	288,520,300	282,700,600	(5,819,700)
Recosting	44,241,400	35,561,400	(8,680,000)
Part VII	20,797,600	12,897,600	(7,900,000)
Total	567,780,000	551,200,000	(16,580,000)

53. Graphically, the evolution of budget expenditure in 1998-1999 would follow the pattern indicated below. It is understood, nevertheless, that in order to absorb the technical impasse of \$16,580,000, the reduced budget level of \$551,200,000, which does not foresee adequate provision for certain statutory increases in staff costs and in the cost of goods and services (the details are provided in the Technical Annex), would require considerable flexibility to ensure the rational execution of the programme in 1998-1999:



Financing of the budget

54. In accordance with Financial Regulation 5.1, the budget appropriations, subject to adjustment for estimated miscellaneous income, shall be financed by contributions from Member States, according to the scale of assessments determined by the General Conference. Pending the receipt of such contributions, the appropriations may be financed from the Working Capital Fund.
55. **The scale of assessments of Member States' contributions** to UNESCO has always been based on the most recent scale adopted by the General Assembly of the United Nations, with

suitable adjustments to take into account the difference in membership between the two organizations. A revised scale of assessments of the United Nations for the three-year period 1998 to 2000 is expected to be adopted towards the end of the fifty-second session of the General Assembly in December 1997. Since many important adjustments to individual rates in that scale are likely, the General Conference will no doubt wish to base the UNESCO scale for 1998-1999 on the revised scale of the United Nations. Taking into account the recommendations of the Committee on Contributions of the United Nations on a scale or scales for the period 1998 to 2000, that are not expected to become available before 20 June 1997, I intend to submit to the General Conference a separate document outlining optional approaches open to the Conference in deciding on a UNESCO scale or scales for 1998-1999. In this way also, those Member States joining the Organization between now and the time of the General Conference could be incorporated into the new UNESCO scale or scales.

56. **Miscellaneous income** should be deducted from the total appropriations in order to determine the contributions to be assessed on Member States. The General Conference, at its twenty-eighth session, however, decided that, for an experimental six-year period commencing on 1 January 1996, all such income, with the exception of UNDP support costs (see para. 57 below), should be set aside for the positive incentive scheme to encourage prompt payment of contributions. The resources that will become available under this scheme are presently estimated at about \$8 million. In the document concerning the Renovation Plan for Headquarters premises that will be submitted to the 151st session of the Executive Board (151 EX/28), these resources are identified as one possible option for financing part of the work still to be carried out. Another even better alternative would be to use these resources, as well as similar miscellaneous income becoming available in 1998-1999, to reinforce priority programmes such as education for women, specialized training and innovative initiatives in the field of education. My concern is to limit the impact, to the extent possible, of the cost containment measures on these particularly crucial programmes.
57. As for miscellaneous income derived from **support costs** expected to be received by the Organization from UNDP as executing and implementing agency, an amount of \$2,100,000 is projected. This is based on the level of projects expected to be entrusted to the Organization for execution during 1998-1999, after adjustment for the variation likely to occur during 1996-1997 between actual receipts and the original estimates of UNDP support costs included in document 28 C/5.
58. The primary purpose of the **Working Capital Fund** is to advance to the regular programme such sums as may be necessary to finance budgetary appropriations pending receipt of contributions from Member States. At its twenty-eighth session the General Conference approved an increase in the level of the Fund from \$22.5 million to \$25 million. This level, which corresponds to 4.82 per cent of the approved budget for 1996-1997, represents only five weeks of average regular programme expenditure. The Working Capital Fund has proved inadequate for financing the approved programme during the current biennium, due to the persistent high level of contributions in arrears. At this stage, however, it would appear premature to propose any increase in the level of the Working Capital Fund, pending decisions of the governing bodies, particularly on measures to enable the Organization to meet its financial commitments during 1998-1999. As is customary, I shall submit a separate document to the General Conference to assist it to determine the appropriate level of the Working Capital Fund for 1998-1999 and the purposes for which it may be used, taking into account any recommendations that may be made on the subject by the Executive Board at its 151st session.
59. The **contingency mechanism** set up in 1994-1995 to control expenditure in function of the cash flow situation, by means of quarterly allotment of funds, will be maintained in 1998-1999. To ensure the satisfactory operation of this mechanism, detailed work plans to be drawn up by the Secretariat for the biennium will include a precise time-frame for each activity. In case of serious shortage of funds, priority will be given in the implementation of the

programme to activities specifically earmarked and approved by the General Conference for the priority groups: women, youth, Africa and least developed countries and to activities relating to education and training, especially those aimed at promoting education for all throughout life, specialized training, the sharing and transfer of knowledge and innovative initiatives aimed at 'reaching the unreached'.

Extrabudgetary operational activities

60. The estimated amount of \$250 million in extrabudgetary resources, which is only a tentative figure, since the decisions in that connection will be made by authorities outside the Organization, is broken down in the following table according to **funding sources** and **Parts of the budget**:

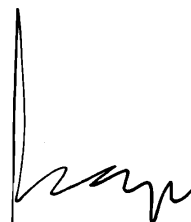
Funding sources	Part II					Other Parts	Total
	MP I	MP II	MP III	MP IV	Transdisciplinary projects and Transverse activities		
	\$	\$	\$	\$	\$	\$	\$
UNDP	21,000,000	6,000,000	5,000,000	5,000,000	2,880,000	120,000	40,000,000
UNFPA	-	-	-	-	14,925,000	75,000	15,000,000
Other United Nations sources	8,000,000	3,000,000	-	-	1,000,000	-	12,000,000
World Bank	7,500,000	-	-	-	-	-	7,500,000
Regional banks	6,000,000	1,500,000	-	-	2,300,000	1,200,000	11,000,000
Funds-in-trust	37,500,000	16,500,000	18,000,000	16,000,000	7,600,000	-	95,600,000
Voluntary contributions	5,000,000	32,000,000	6,500,000	6,000,000	300,000	200,000	50,000,000
Associate experts	3,000,000	2,200,000	2,000,000	2,200,000	300,000	300,000	10,000,000
FITOCA	2,000,000	800,000	1,000,000	800,000	300,000	4,000,000	8,900,000
Total	90,000,000	62,000,000	32,500,000	30,000,000	29,605,000	5,895,000	250,000,000



61. At a time, 50 years after its foundation, when UNESCO is returning to the fullness of its original mandate, to build peace, we must not be lacking in either vision or perseverance. A far-reaching change in behaviour and attitudes is needed: solidarity, when it has been allowed to prevail, has never, until now, really been inspired by moral concerns. It would be most regrettable if efforts to find solutions for the future were to be guided by fear or solely by market forces. A regeneration of ideas is the very cornerstone on which to build that renaissance for which all humanity, and in particular the suffering and the weak, is yearning.
62. The following proposals are intended simply to establish certain points of reference and to set down markers which will enable us to effect the necessary transition. They can only have an impact and be effective if Member States consider them as their own and act on them themselves. The transition from a medium-term 'plan' to a medium-term 'strategy' has given UNESCO back its true mission as an organization that guides, stimulates and inspires action by its partners, both national and international. Consequently, its effectiveness will be measured in terms of its ability to foster awareness, participation and commitment on the part

of all, at all levels, so as to effect the necessary changes of course. 'At all levels' means both upstream, through its influence on decision-makers, and downstream, through its presence in intellectual communities, as well as among parliamentarians, mayors, the media, business people, associations of women and young people.

63. Such is the challenge. We must, at this time of global transition, join forces in what I deliberately call a 'civil conspiracy', that is to say, bring about a genuine mobilization of all these 'new partners' who can do so much to disseminate the ideals and the message of UNESCO. Indeed, the Organization's work is already relayed and supported by a vast network of institutions: National Commissions, Associated Schools, UNESCO Associations, Centres and Clubs, the National Committees of MAB, MOST, IHP, the Heritage, etc. However, we need to go even further if we are to reach all citizens, since it is they, and they alone, who are the true protagonists of the culture of peace. It is often said that UNESCO is a house for all people, but it will only truly be so when it becomes a regular meeting-place for the representatives of parliamentarians, mayors, religious organizations, ombudsmen and, above all, young people.
64. Young people - nothing can be achieved without them, and certainly not behind their backs. That is why it is absolutely essential that we involve them in our work: not to conscript them or use them as a means to an end, but to support their plans for the future and assist the search - *by* young people and *for* young people - of innovative solutions. That is why I have proposed that the General Conference take as its main theme for discussion 'UNESCO and young people'. That will be an appropriate moment since the General Conference will be asked to examine a draft 'Declaration on the safeguarding of future generations'. In concluding these remarks, it is towards them, young people, and future generations that my thoughts turn. And that terrible phrase of Dante's comes to mind: 'The hottest place in hell will be reserved for those who, in times of great moral crisis, have chosen to stay neutral'.



Federico Mayor

Draft appropriation resolution for 1998-1999

The General Conference, at its twenty-ninth session, *resolves* that:

A. Regular programme

(a) For the financial period 1998-1999 the sum of \$551,200,000* is appropriated as follows:

Appropriation line	Amount \$
Part I - General policy and Direction	
I.A - Governing bodies	
1. General Conference	7,545,700
2. Executive Board	8,368,600
I.B - Direction	
3. Directorate	1,725,900
4. Services of the Directorate	19,672,400
I.C - Participation in the joint machinery of the United Nations system	915,600
Total, Part I	38,228,200
Part II - Programme execution and services	
II.A - Major programmes, transdisciplinary projects and transverse activities	
I Education for all throughout life	106,918,900
II The sciences in the service of development	88,246,800
III Cultural development: the heritage and creativity	43,322,400
IV Communication, information and informatics	30,591,400
Transdisciplinary projects and transverse activities	42,944,100
Participation Programme	24,830,000
Total, II.A	336,853,600
II.B - Information and dissemination services	
1. Clearing House	6,282,400
2. UNESCO Publishing Office	4,926,800
3. UNESCO Courier Office	3,660,900
4. Office of Public Information	9,084,600
Total, II.B	23,954,700
Total, Part II	360,808,300

* Parts I to VII are calculated at the constant rates of exchange of 5.70 French francs and 1.45 Swiss francs to one United States dollar.

Appropriation line	Amount \$
Part III - Support for programme execution	55,049,900
Part IV - Management and administrative services	47,700,900
Part V - Maintenance and security	33,303,200
Part VI - Capital expenditure	1,711,900
Reserve for Draft Resolutions submitted by Member States and by the General Conference	1,500,000
Total, Parts I - VI	538,302,400
Part VII - Anticipated cost increases	12,897,600
Total, Appropriation	551,200,000

Additional appropriations

- (b) The Director-General is authorized to accept and add to the appropriation approved under paragraph (a) above, voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments towards the costs of established field units, taking into account the provisions of Article 7.3 of the Financial Regulations. The Director-General shall provide information thereon to the Members of the Executive Board in writing at the session following such action.

Obligations to be incurred

- (c) Obligations may be incurred during the financial period 1 January 1998 to 31 December 1999 up to the amount appropriated under (a), in accordance with the resolutions of the General Conference and the Financial Regulations of the Organization.

Transfers

- (d) The Director-General is authorized to make transfers, with the approval of the Executive Board, for the purpose of meeting increases in staff costs and in the costs of goods and services, from Part VII of the budget (Anticipated Cost Increases) to the appropriation lines concerned in Parts I to V of the budget.
- (e) Transfers between appropriation lines may be made by the Director-General with the prior approval of the Executive Board.
- (f) In urgent and special circumstances (i.e. unforeseeable and when immediate action is required), however, the Director-General may make transfers between appropriation lines, informing the Members of the Executive Board in writing, at the session following such action, of the details of the transfers and the reasons therefor.
- (g) A clear distinction is to be made and adhered to between allocations mentioned under (e) and (f) above. In the case of transfers exceeding \$50,000, substantive justification should be provided to the Executive Board on the rationale for such transfers and the financial impact on the activities affected. Transfers which affect the implementation of priorities approved by the General Conference must be submitted to the Executive Board for prior approval.

Staff

- (h) An amount of \$307,412,500 is included in the appropriation in paragraph (a) above for established posts at Headquarters and in the field.

Assessment

- (i) The appropriations voted under paragraph (a) above shall be financed by assessments on Member States after deduction of Miscellaneous Income. It is foreseen that Miscellaneous Income, except for support costs expected to be received from the United Nations Development Programme amounting to \$2,100,000, will be used during 1998-1999 for the positive incentive scheme to encourage prompt payment of contributions. The assessments on Member States will accordingly amount to \$549,100,000.

Currency fluctuation

- (j) The appropriation under paragraph (a) above is expressed at the constant dollar rate of one United States dollar to 5.70 French francs and 1.45 Swiss francs, hence expenditure against this appropriation will also be recorded at the constant dollar rates. In order to account for the differences arising from the translation of expenditure incurred during the course of the financial period in French and Swiss francs at varying operational rates of exchange as compared with the constant dollar rates, a separate currency clearing account will be maintained. The differences between the operational rates of exchange at which Member States' contributions in French francs are brought to account and the rate of exchange of the French franc used to calculate the budget will also be credited or debited to this account. Any balance under the currency clearing account at the end of the biennium will be added to or deducted from the estimate of Miscellaneous Income for 2002-2003.

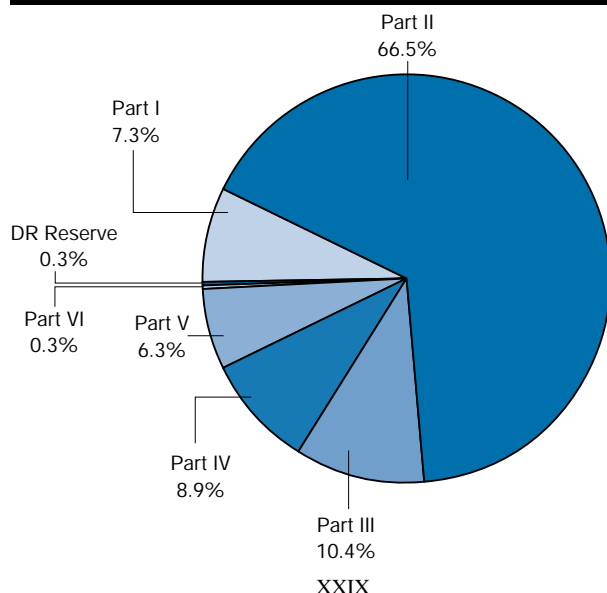
B. Extrabudgetary programmes

- (k) The Director-General is authorized to receive funds from governments, international, regional or national organizations and individuals for the implementation of programmes and projects consistent with the aims, policies and activities of the Organization and to incur obligations for such activities in accordance with the rules and regulations of the Organization and the agreements made with funding sources.

Overall summary of Parts I to VII of the budget

Regular budget							Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 Proposals	Increase/(decrease) in resources		Recosting	Total Appropriation	
	\$	\$	\$	%	\$	\$	\$
Part I General Policy and Direction							
I.A Governing Bodies	16,004,800	15,199,800	(805,000)	(5.0)	714,500	15,914,300	212,000
I.B Direction	19,908,900	20,545,700	636,800	3.2	852,600	21,398,300	785,000
I.C Participation in the Joint Machinery of the United Nations system	1,415,600	915,600	(500,000)	(35.3)	-	915,600	-
Total, Part I	37,329,300	36,661,100	(668,200)	(1.8)	1,567,100	38,228,200	997,000
Part II Programme Execution and Services							
II.A Major Programmes, Transdisciplinary Projects and Transverse Activities	302,919,300	312,059,700	9,140,400	3.0	24,793,900	336,853,600	244,105,000
II.B Information and Dissemination Services	24,205,900	22,400,200	(1,805,700)	(7.5)	1,554,500	23,954,700	6,213,700
Total, Part II	327,125,200	334,459,900	7,334,700	2.2	26,348,400	360,808,300	250,318,700
Part III Support for Programme Execution	54,211,000	52,063,800	(2,147,200)	(4.0)	2,986,100	55,049,900	3,831,900
Part IV Management and Administrative Services	47,525,900	44,830,900	(2,695,000)	(5.7)	2,870,000	47,700,900	5,290,500
Part V Maintenance and Security	33,140,700	31,606,400	(1,534,300)	(4.6)	1,696,800	33,303,200	4,298,600
Part VI Capital Expenditure	1,618,900	1,618,900	-	-	93,000	1,711,900	185,000
Provision for obligatory expenditure	290,000	-	(290,000)	(100.0)	-	-	-
Reserve for Draft Resolutions	1,500,000	1,500,000	-	-	-	1,500,000	-
Total, Parts I - VI	502,741,000	502,741,000	-	-	35,561,400	538,302,400	264,921,700
Part VII Anticipated Cost Increases	15,704,000	12,897,600	(2,806,400)	(17.9)	-	12,897,600	-
Total, Parts I - VII	518,445,000	515,638,600	(2,806,400)		35,561,400	551,200,000	264,921,700
Recosting 1996-1997		35,561,400					
Total		551,200,000					264,921,700

DISTRIBUTION OF REGULAR BUDGET RESOURCES (PARTS I - VI)



Summary by sector/unit of Regular programme activities

Appropriation line	Programme		Indirect programme costs	Total	Recosting	Total Appropriation
	Personnel	Activities				
	\$	\$	\$	\$	\$	\$
Part I - General Policy and Direction						
A. Governing bodies						
1. General Conference	580,100	6,596,300	-	7,176,400	369,300	7,545,700
2. Executive Board	1,023,400	7,000,000	-	8,023,400	345,200	8,368,600
Total, Part I.A	1,603,500	13,596,300	-	15,199,800	714,500	15,914,300
B. Direction						
3. Directorate	1,213,500	468,800	-	1,682,300	43,600	1,725,900
4. Services of the Directorate	17,790,900	1,072,500	-	18,863,400	809,000	19,672,400
Total, Part I.B	19,004,400	1,541,300	-	20,545,700	852,600	21,398,300
C. Participation in the Joint Machinery of the United Nations System						
	-	915,600	-	915,600	-	915,600
Total, Part I	20,607,900	16,053,200	-	36,661,100	1,567,100	38,228,200
Part II - Programme execution and services						
A. Major Programmes, Transdisciplinary Projects and Transverse Activities:						
Education Sector (ED)						
Major programme I	53,439,300	39,323,800	6,127,700	98,890,800	8,028,100	106,918,900
Towards a culture of peace	1,227,100	2,504,600	-	3,731,700	155,200	3,886,900
Total, ED	54,666,400	41,828,400	6,127,700	102,622,500	8,183,300	110,805,800
Natural Sciences Sector (SC)						
Major programme II	28,756,100	28,362,600	2,685,900	59,804,600	4,360,800	64,165,400
Total, SC	28,756,100	28,362,600	2,685,900	59,804,600	4,360,800	64,165,400
Social and Human Sciences Sector (SHS)						
Major programme II	12,163,100	9,457,800	645,200	22,266,100	1,815,300	24,081,400
Towards a culture of peace	2,558,900	3,552,100	-	6,111,000	234,400	6,345,400
Total, SHS	14,722,000	13,009,900	645,200	28,377,100	2,049,700	30,426,800
Culture Sector (CLT)						
Major programme III	21,320,800	16,171,100	2,235,700	39,727,600	3,594,800	43,322,400
Towards a culture of peace	2,316,400	1,301,200	-	3,617,600	155,600	3,773,200
Total, CLT	23,637,200	17,472,300	2,235,700	43,345,200	3,750,400	47,095,600
Communication, Information and Informatics Sector (CII)						
Major programme IV	14,875,100	12,612,500	814,200	28,301,800	2,289,600	30,591,400
Towards a culture of peace	-	378,300	-	378,300	16,400	394,700
Total, CII	14,875,100	12,990,800	814,200	28,680,100	2,306,000	30,986,100
Transdisciplinary Projects and Transverse Activities:						
<i>Transdisciplinary projects:</i>						
• Educating for a sustainable future (EPD)	2,292,700	1,858,000	-	4,150,700	440,500	4,591,200
• Towards a culture of peace (CPP)	2,277,800	1,126,900	135,000	3,539,700	595,100	4,134,800
<i>Transverse activities:</i>						
• Statistical programmes and services	4,323,700	1,648,000	-	5,971,700	671,800	6,643,500
• Fellowships and equipment services	3,344,900	1,264,900	-	4,609,800	230,400	4,840,200
• Programme co-ordination						
Priority Africa Department	4,088,600	589,000	-	4,677,600	237,500	4,915,100
Other priority groups and specific clusters of countries	2,550,200	730,500	-	3,280,700	138,400	3,419,100
• Participation Programme	-	23,000,000	-	23,000,000	1,830,000	24,830,000
Total, Part II.A	155,534,700	143,881,300	12,643,700	312,059,700	24,793,900	336,853,600
B. Information and dissemination services						
1. Clearing House	4,418,000	1,501,600	-	5,919,600	362,800	6,282,400
2. UNESCO Publishing Office	3,797,400	828,300	-	4,625,700	301,100	4,926,800
3. UNESCO Courier Office	1,974,000	1,360,300	-	3,334,300	326,600	3,660,900
4. Office of Public Information	5,707,700	2,812,900	-	8,520,600	564,000	9,084,600
Total, Part II.B	15,897,100	6,503,100	-	22,400,200	1,554,500	23,954,700
Total, Part II	171,431,800	150,384,400	12,643,700	334,459,900	26,348,400	360,808,300
Part III - Support for programme execution	43,950,800	8,113,000	-	52,063,800	2,986,100	55,049,900
Part IV - Management and administrative services	32,990,900	11,840,000	-	44,830,900	2,870,000	47,700,900
Part V - Maintenance and security	13,719,200	17,887,200	-	31,606,400	1,696,800	33,303,200
Part VI - Capital expenditure						
Reserve for Draft Resolutions	-	1,618,900	-	1,618,900	93,000	1,711,900
	-	1,500,000	-	1,500,000	-	1,500,000
Total, Parts I-VI	282,700,600	207,396,700	12,643,700	502,741,000	35,561,400	538,302,400
Part VII - Anticipated cost increases						
Total, Parts I-VII						551,200,000

Part I

General Policy and Direction

00001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/(decrease) in resources		Recosting	Total appropriation	
\$	\$	\$	%	\$	\$	\$	
I.A Governing bodies							
<i>General Conference</i>							
Personnel	369,600	580,100	210,500	57.0	24,200	604,300	
Activities	7,096,300	6,596,300	(500,000)	(7.0)	345,100	6,941,400	212,000
<i>Executive Board</i>							
Personnel	1,038,900	1,023,400	(15,500)	(1.5)	48,400	1,071,800	-
Activities	7,500,000	7,000,000	(500,000)	(6.7)	296,800	7,296,800	
I.B Direction							
<i>Directorate</i>							
Personnel	1,156,200	1,213,500	57,300	5.0	29,100	1,242,600	-
Activities	471,000	468,800	(2,200)	(0.5)	14,500	483,300	
<i>Services of the Directorate</i>							
Personnel	17,202,100	17,790,900	588,800	3.4	764,500	18,555,400	785,000
Activities	1,079,600	1,072,500	(7,100)	(0.7)	44,500	1,117,000	
I.C Participation in the Joint Machinery of the United Nations System							
Activities	1,415,600	915,600	(500,000)	(35.3)	-	915,600	-
Total, Part I	37,329,300	36,661,100	(668,200)	(1.8)	1,567,100	38,228,200	997,000

The provisions in Part I are to cover the following chapters:

I.A - Governing bodies

General Conference

00002 The thirtieth session of the General Conference will be held at Headquarters in October-November 1999 and, like the twenty-ninth session, will not last more than 20 working days. The work will be organized on the basis of the decisions that will be taken at the twenty-ninth session, after examination of the recommendations of the working group on the structure and function of the General Conference (28 C/Resolution 37.2).

Executive Board

00003 The Executive Board will meet in ordinary session twice in 1998 and three times in 1999, including one short session convened at the end of the thirtieth session of the General Conference. The Board is composed of 58 Member States, the President of the General Conference sitting in an advisory capacity.

I.B - Direction

Directorate

00004 This chapter comprises primarily the posts and the running costs of the Director-General and the Deputy Director-General.

Services of the Directorate

00005 These services include: A. Office of the Assistant Director-General for the Directorate; B. Executive Office of the Director-General; C. Office of Management Co-ordination and Reforms; D. Inspectorate General; E. Office of the Mediator; F. Office of International Standards and Legal Affairs; G. Bureau of Studies, Programming and Evaluation; H. Bureau of the Budget.

00006 There are no major modifications foreseen concerning the functions and activities of these units, except that, under F. Office of International Standards and Legal Affairs, it is proposed to establish, effective 1 January 1998, a new independent complaint mechanism, entitled 'the Judicial Committee of UNESCO', which will take over the dispute-settlement functions previously carried out by the Administrative Tribunal of the International Labour Organization and UNESCO's Appeals Board.

I.C - Participation in the Joint Machinery of the United Nations System

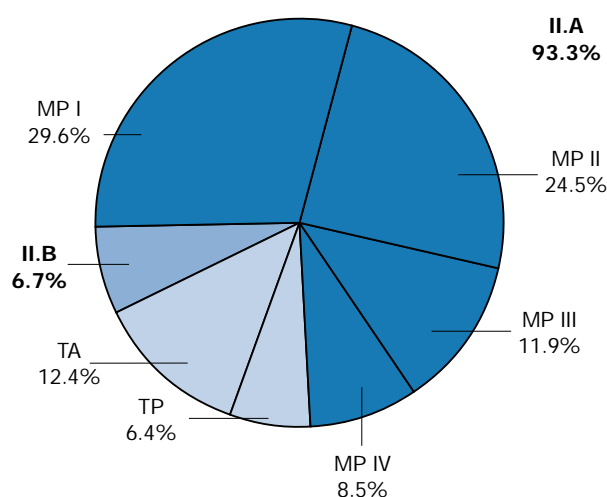
00007 The Organization will participate in agency-wide efforts to ensure that the budgets of jointly financed bodies of the United Nations system are established according to the real financial possibilities and to the specific mandates and tasks proposed for the beneficiary institutions within the framework of the Administrative Committee on Co-ordination.

Part II

Programme Execution and Services

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/(decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Part II.A Major Programmes, Transdisciplinary Projects and Transverse Activities							
<i>Major programmes:</i>							
I. Education for all throughout life	97,273,300	98,890,800	1,617,500	1.7	8,028,100	106,918,900	90,000,000
II. The sciences in the services of development	81,455,600	82,070,700	615,100	0.8	6,176,100	88,246,800	62,000,000
III. Cultural development: the heritage and creativity	37,765,400	39,727,600	1,962,200	5.2	3,594,800	43,322,400	32,500,000
IV. Communication, information and informatics	27,537,100	28,301,800	764,700	2.8	2,289,600	30,591,400	30,000,000
<i>Transdisciplinary projects and transverse activities:</i>							
Transdisciplinary projects (TP) :							
• Educating for a sustainable future	4,122,200	4,150,700	28,500	0.7	440,500	4,591,200	14,925,000
• Towards a culture of peace	16,962,800	17,378,300	415,500	2.4	1,156,700	18,535,000	12,000,000
Transverse activities (TA) :							
• Statistical programmes and services	5,726,700	5,971,700	245,000	4.3	671,800	6,643,500	2,500,000
• Fellowships and equipment services	4,587,900	4,609,800	21,900	0.5	230,400	4,840,200	-
• Programme co-ordination	5,488,300	7,958,300	2,470,000	45.0	375,900	8,334,200	180,000
• Participation Programme	22,000,000	23,000,000	1,000,000	4.5	1,830,000	24,830,000	-
Total, Part II.A	302,919,300	312,059,700	9,140,400	3.0	24,793,900	336,853,600	244,105 000
Part II.B Information and Dissemination Services							
1. Clearing House	6,091,700	5,919,600	(172,100)	(2.8)	362,800	6,282,400	211,100
2. UNESCO Publishing Office	5,004,400	4,625,700	(378,700)	(7.6)	301,100	4,926,800	2,702,600
3. UNESCO Courier Office	4,054,500	3,334,300	(720,200)	(17.8)	326,600	3,660,900	3,200,000
4. Office of Public Information	9,055,300	8,520,600	(534,700)	(5.9)	564,000	9,084,600	100,000
Total, Part II.B	24,205,900	22,400,200	(1,805,700)	(7.5)	1,554,500	23,954,700	6,213,700
Total, Part II	327,125,200	334,459,900	7,334,700	2.2	26,348,400	360,808,300	250,318,700

DISTRIBUTION OF REGULAR BUDGET RESOURCES



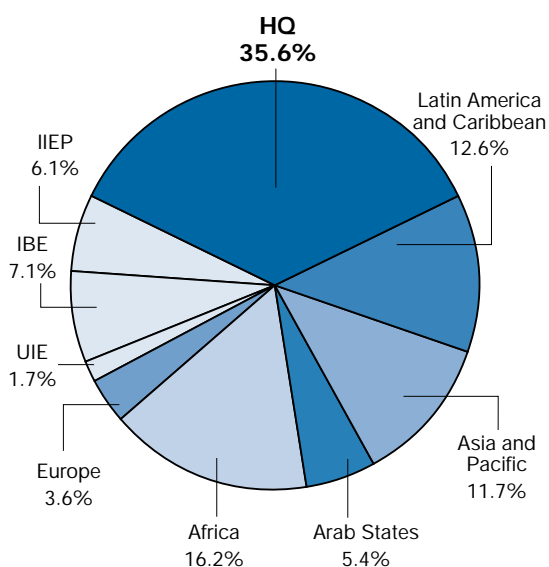
MAJOR PROGRAMME I

Education for all throughout life

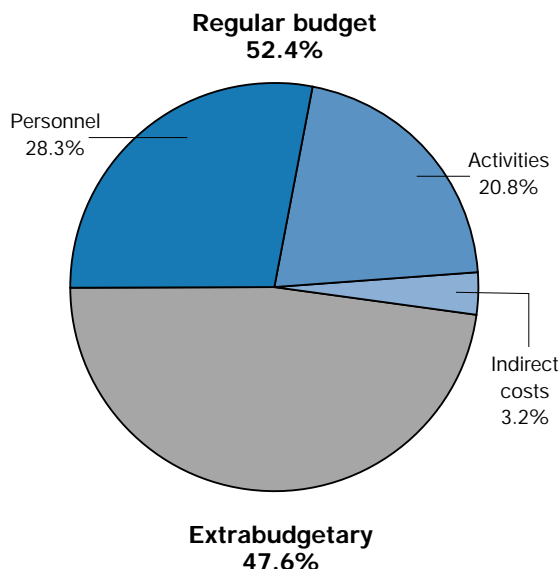
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	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/ (decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	54,774,700	53,439,300	(1,335,400)	(2.4)	6,036,800	59,476,100	-
Activities	36,623,800	39,323,800	2,700,000	7.4	1,535,300	40,859,100	90,000,000
Indirect programme costs	5,874,800	6,127,700	252,900	4.3	456,000	6,583,700	-
Total	97,273,300	98,890,800	1,617,500	1.7	8,028,100	106,918,900	90,000,000

DISTRIBUTION OF REGULAR BUDGET RESOURCES (\$98,890,800)



DISTRIBUTION OF TOTAL RESOURCES (\$188,890,800)



Programme I.1	Basic education for all (\$13,000,000)
Programme I.2	Reform of education in the perspective of education throughout life (\$11,623,800)
Subprogramme I.2.1	Educational strategies for the twenty-first century
Subprogramme I.2.2	Renovation of general secondary and vocational education
Subprogramme I.2.3	Higher education and development

UNESCO International Bureau of Education (IBE)

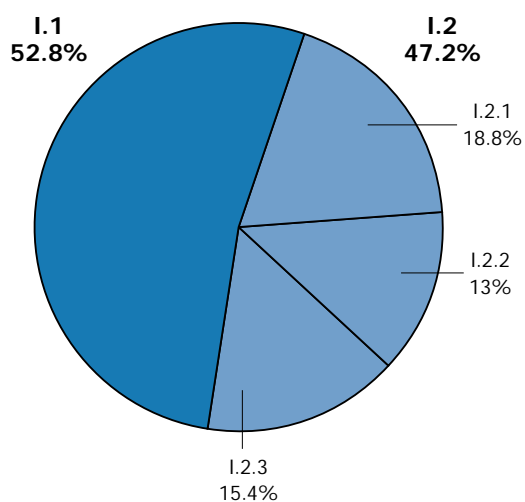
UNESCO International Institute for Educational Planning (IIEP)

UNESCO Institute for Education (UIE)

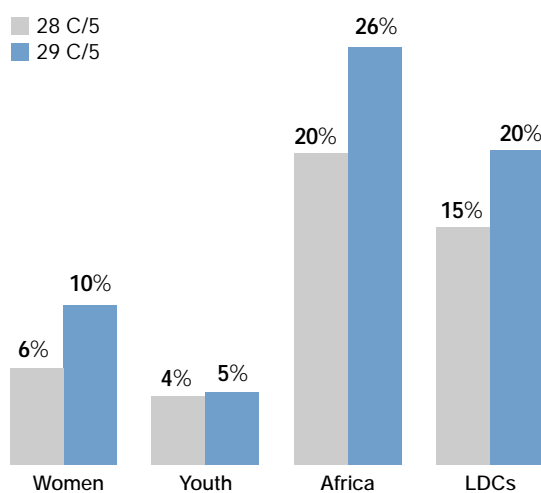
01002

	Regular budget resources		
	28 C/5	29 C/5	Increase (decrease)
	\$	\$	%
Programme I.1	11,170,000	13,000,000	16.4
Subprogramme I.2.1	3,804,000	4,623,800	21.6
Subprogramme I.2.2	3,055,000	3,200,000	4.7
Subprogramme I.2.3	3,260,000	3,800,000	16.6
IBE	8,234,900	7,000,000	(15.0)
IIEP	6,082,900	6,000,000	(1.4)
UIE	1,017,000	1,700,000	67.2
Total	36,623,800	39,323,800	7.4

DISTRIBUTION OF RESOURCES FOR ACTIVITIES (excluding IBE, IIEP and UIE)



RESOURCES ALLOCATED TO PRIORITY GROUPS (comparison between 28 C/5 and 29 C/5)



Education for all throughout life

01003 Action under this major programme is designed to give a new impulse to the renewal of education systems and thus make education for all, throughout life, a reality. Due consideration will be given to the four pillars of education identified by the International Commission on Education for the Twenty-first Century in its report: *Learning: The Treasure Within*, namely, learning to know, learning to do, learning to be and learning to live together. Consideration will also be given to the emergence of a 'learning society' where the distinctions between the traditional levels and forms of education tend to get blurred and new opportunities and means for ensuring universal access to learning throughout life are opening up.

01004 The major programme which falls under the responsibility of the Education Sector, is composed of two programmes. The first aims at expanding access to and improving the quality of basic education, a goal which will continue to receive top priority. The commitment made at the World Conference on Education for All (adopted in Jomtien, Thailand, in March 1990) requires the development of an integrated system of basic education that includes early childhood and primary education, as well as literacy and intensive life skills training for youth and adults. The programme accordingly continues to lay stress on the expansion of existing primary education systems and the development of complementary alternative delivery systems. It gives first priority to 'reach the unreached', that is, all those who have not been or cannot be reached by the existing systems or have dropped out of them. It also focuses on improving the relevance of education: in addition to literacy and numeracy, it stresses the acquisition of human and civic values and life skills adapted to the particular circumstances including the language of the learners. Emphasis is also placed on facilitating the active participation of local bodies and community organizations, as well as greater use of information and communication technologies with a view to both sustaining and extending the scope and outreach of basic education.

01005 The second programme focuses on steering the renovation of education systems in the perspective of education throughout life. It is composed of three subprogrammes reflecting the major areas of concern for policy-makers and the educational community at large. The first subprogramme is designed to reinforce the capacity of Member States to rethink the aims and means of education and to formulate appropriate strategies for the renewal, reconstruction and development of education systems as a whole. The second subprogramme addresses the major issues bearing on the renovation and diversification of general as well as technical and vocational education at secondary level. The third subprogramme aims at enhancing the role of higher education institutions in the development of societies and education systems and contributing to their transformation as centres of learning and advanced training which are permanently accessible to all. In order to promote a thorough and in-depth transformation of higher education systems worldwide, a World Conference on Higher Education will be convened in 1998.

Programme I.1

Medium-Term Strategy, paragraphs 70-80

Basic education for all

01006 Regular budget: \$13,000,000 - Decentralized: 70.7%
Extrabudgetary: \$40,500,000

To expand access to basic education in the perspective of education for all throughout life and renew its contents, methods and process to suit the needs of individual and societal development.

Background

01007 *The Mid-Decade Review Meeting on Progress Towards Education for All (Amman, June 1996) noted the positive impact of the increasing political support and the new partnerships developed to promote basic education, now recognized as an essential human right and a prerequisite for development. Today there are some 50 million pupils in primary school more than in 1990 and the number of unenrolled children is finally declining. Innovative programmes are extending the reach and improving the quality of basic education. At the same time, the review also noted that progress has been uneven across countries and regions and, in general, not as rapid as planned, particularly as regards improving early childhood education, reducing adult illiteracy and closing the 'gender gap' in education.*

01008 *Accordingly, actions envisaged under this programme are designed to devise innovative approaches adapted to overcome the persistent problems identified at Amman and to confront the new challenges emerging in the medium term. They also seek to follow up the recommendations of the Beijing Conference concerning the empowerment of women and the 'Agenda for the Future' to be adopted by the fifth International Conference on Adult Education (Hamburg, July 1997). Priority will be given to those groups, regions and countries whose needs are greatest: girls, women, marginalized youth and other underserved groups; Africa; least developed countries and the nine high-population developing countries.*

Main lines of action

*Expansion
of primary education
systems*

01009 Support will continue to be given to expanding primary education systems and to improving their quality and internal efficiency through technical assistance, training, distribution of successful innovative practices from across the world, and the enhancement of subregional and regional co-operation through regional networks and programmes. Greater involvement by local bodies, teacher and community organizations and NGOs will be encouraged as a means of expanding access to and improving the relevance of education. Assistance will be given to developing learner-centred curricula focusing on literacy, numeracy, human and civic values and basic scientific as well as productive and life skills; due emphasis will be put on multilingual education and gender issues. Relevance of contents is an essential ingredient of quality of education. Assistance will be provided to indigenous communities for elaborating learning materials relevant to their needs. Special attention will be given to fostering wider access for children and youth with special education needs, based on the principle of 'inclusive schooling'. Technical and methodological support will be given to Member States in assessing learning

outcomes and in devising measures for improving learning achievements, in particular by the renewal of contents and methods and the provision of appropriate supplies, learning materials and educational spaces. As a follow-up to the 45th session of the ICE, a comprehensive strategy will be developed for intensifying pre-service and in-service training of teachers on a large scale, in particular by encouraging the development of distance education modalities and regional networking of teacher-training institutions, especially in the nine high-population countries and the least developed countries.

*Promoting early
childhood education*

01010 Increased assistance will be given to designing low-cost integrated early childhood education programmes and services. Action will emphasize advocacy among community leaders, NGOs and employers' associations; training of early childhood personnel and care-givers; and promotion of parental and family education programmes. The celebration of the fiftieth anniversary of the Universal Declaration of Human Rights and the tenth anniversary of the Convention on the Rights of the Child will provide the right context for mobilizing public support for children.

*Literacy,
post-literacy
and basic adult
education*

01011 Support to literacy, post-literacy and basic adult education programmes will be continued and intensified focusing on the acquisition of knowledge, and the life and vocational skills required to alleviate poverty and empower marginalized groups. Technical assistance will be provided through the four regional literacy programmes (APPEAL, ARABUPPEAL, PROMEDLAC and the Regional Programme for the Eradication of Illiteracy in Africa) for training personnel which will be duly upgraded, developing teaching materials and devising appropriate delivery systems (home-based, workplace and community-based learning activities), including the right use of local resources and media and communication technologies. Programmes intended for women will be strengthened, especially through female leadership training in literacy and non-formal programmes. Priority will continue to be given to countries with high illiteracy rates, in particular the nine high-population countries, least developed countries and sub-Saharan Africa, and to the development of integrated literacy and post-literacy strategies, with a view to ensuring the sustainability of the learning process. Special attention will be given to fostering intensive skills training programmes for illiterates. Technical surveys aimed at improving literacy statistics and developing successful strategies for multilingual education will be conducted. Co-operation with the International Literacy Institute (Pennsylvania, United States) and the activities of the International Research and Training Centre for Rural Education (Baoding, China) will be oriented towards strengthening national capacities through training, sharing of experiences and development of professional networks, especially by making more effective use of the UNESCO Chairs in literacy and related fields. The annual celebration of International Literacy Day and International Literacy prizes will help mobilize international and national support.

*'Reaching
the unreached',
a priority
for securing education
for all*

01012 Enhancing basic education opportunities for the 'unreached' will continue to be a priority as a means of ensuring education for all and promoting social integration. Among the categories served will be girls and women in rural areas, street and working children, school drop-outs, unemployed youth, refugees and all those living in extremely difficult conditions caused by poverty, remoteness, minority status or other factors. The main thrust of action will be on building national capacities for planning and managing basic education services, in particular through the IIEP and encouraging greater involvement by local bodies, competent NGOs and community organizations including, as appropriate, law enforcement officials and social workers. Projects will stress the development of programmes, methods and delivery modes adapted to the specific needs of different categories of learners with a view to obtaining results relevant to their daily lives and aspirations. In the context of the Learning Without Frontiers initiative, the appropriate use of local resources and

information and communication technologies (radio, television and other means) will be encouraged to help create a stimulating learning environment and reach the largest number of learners.* Priority will be given to reach the 'unreached' in large developing countries, countries in post-conflict situations and rural communities.

SPECIAL PROJECT: '*Enhancement of learning opportunities for marginalized youth*'. This six-year project, launched in April 1996, is designed to offer marginalized youth a second chance to acquire basic education and training by focusing on their practical needs and ways of improving their daily lives. During the first phase, activities were launched in some 12 countries with support from extrabudgetary resources. In the second phase, project activities will be extended to ten more countries and the projects will place more stress on the rapid acquisition of vocational skills. Initial evaluation of project outcomes will also be undertaken.

► **New activity**

Community education to provide education for all, especially girls and women

01013 A series of community education initiatives will be launched to promote basic education in rural communities. They will be aimed at creating a stimulating learning environment and providing learning opportunities to all the community, while giving priority to girls and women. These projects will be launched in certain least developed countries and others in which large parts of the rural populations tend to be illiterate and are unserved or poorly served by basic education. In the context of the Learning Without Frontiers initiative, they will seek to link formal, non-formal and informal components to make education relevant to the needs and aspirations of the community. Programmes will build on the culture, indigenous knowledge and skills of the communities while introducing outside knowledge and know-how through the creative use of information and communication technologies.

SPECIAL PROJECT: '*Promoting girls' and women's education in Africa*'. The first phase of the project - launched in 1996 as a follow-up to the Ouagadougou Pan-African Conference on Education for Girls (1993) - was devoted to developing a common programme of activities in concert with the Member States concerned and the Forum for African Women Educationalists (FAWE). The second phase will be implemented in co-operation with the Federation of Women Associations of Africa; it will focus on the education of women and girls in rural areas through a combination of formal and non-formal modes of delivery adapted to the circumstances of the community. The activities will include the training of community leaders, the development of teaching and learning materials, and the use of radio and, where feasible, television. The six projects envisaged for this phase will also include action-research components to document and evaluate their implementation.

International Consultative Forum on Education for All

01014 Co-operation will be pursued and developed with the principal international and regional institutions and other major stakeholders to promote basic education for all, in particular through the International Consultative Forum on Education for All, in which all major Jomtien partners participate. The forum will seek to improve the collection and analysis of data needed for assessing progress towards EFA goals in the year 2000. National and local capacities to monitor and analyse the delivery of basic education, assess its quality and measure learning outcomes will be developed through training and technical co-operation. Special attention will be focused on identifying low-cost strategies for upgrading educational quality.

* This initiative will be implemented in co-ordination with activities foreseen under Subprogramme IV.2.1 (Development of communication).

Pursuing the E-9 initiative

UNESCO will continue to give high priority to encourage and support the endeavours of the nine high-population developing countries - Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan - to fulfil the commitment they made at the New Delhi Education for All Summit (December 1993) to step up their national efforts to meet the basic learning needs. The major thrust will be on promoting joint programmes and sharing of knowledge and experience among the nine countries themselves and with others, especially the least developed countries, on issues of common interest: the quality of formal and non-formal basic education and the interlinkages between them; the empowerment of women; the promotion of literacy for youth and adults; and pre-service and in-service training of teachers, in particular through distance education. The E-9 will also be assisted in their consultations with one another and with international agencies with a view to improving the programming of international aid to basic education. The third ministerial review meeting of EFA in the nine countries will be held in 1999.

*Mobilizing political
and public
commitment
to basic education*

01015 Co-operation with media representatives, opinion leaders, parliamentarians and National Commissions will be expanded in order to sustain political and public commitment to basic education at global, regional and national levels. Information on EFA will be produced in print, radio and video formats for use by strategic target groups, such as teachers' associations, women's associations, youth organizations, professional groups, and so on. The celebration of World Teachers' Day will provide the opportunity for highlighting teachers' crucial role and their important contribution to society. These activities will use established UNESCO networks, including those of the Learning Without Frontiers initiative.

Education for all in Africa

Within the overall framework of Priority Africa and the United Nations Secretary-General's System-wide Special Initiative in favour of Africa, UNESCO will further strengthen its co-operation with the Organization of African Unity, the African Development Bank and other donor agencies, to develop a strategy and plan of action for the advancement of education in Africa with special attention to the education of girls and women, in conformity with the principles set forth in the Ouagadougou Declaration adopted by the Pan-African Conference on the Education of Girls (1993). Contributions to the Decade for African Education will emphasize innovative approaches and closer co-operation with the Forum for African Women Educationalists (FAWE), the Fédération Africaine des Associations de Parents d'Elèves et Etudiants (FAPE) and the Association for the Development of Education in Africa (ADEA). Basic education will be the focus of the seventh Conference of Ministers of Education of African Member States (MINEDAF VII, 1998). An international institute for capacity-building (training of teachers and curriculum specialists; educational planning and management; and skills training) is planned to be set up in Addis Ababa for the development of education in Africa.

Programme I.2

Medium-Term Strategy, paragraphs 81-91

Reform of education in the perspective of education throughout life

01016 Regular budget: \$11,623,800 - Extrabudgetary: \$44,500,000

To renew, diversify and expand education systems, programmes and processes in the perspective of education throughout life and render them more responsive to social transformations and to the challenges of the twenty-first century.

I.2.1 Educational strategies for the twenty-first century

01017 \$4,623,800 - Decentralized: 49.4%

Background

01018 *Since its early years, UNESCO has evolved various mechanisms to assist Member States in developing, improving and renewing different aspects of their education systems. These include, inter alia, international and regional conferences of ministers of education; regional networks and programmes; educational information and documentation services (operated from Headquarters, field offices, IIEP, IBE and UIE); and expert meetings on specific themes. In addition, UNESCO offers advisory and 'upstream' support services to Member States for preparing and implementing education development strategies, programmes and projects. During 1996-1997, some 60 Member States benefited from these services, especially African countries, least developed countries and countries in transition.*

01019 *In 1990, UNESCO launched a new biennial series of World Education Reports to provide policy-makers and planners with a review of latest global trends and developments in education. The work of the ad hoc Forum of Reflection, convened by the Executive Board of UNESCO in 1993, and the Report of the International Commission on Education for the Twenty-first Century, published in 1996, are among UNESCO's major contributions in recent years to the enrichment of the ongoing reflection on education and its renewal at the dawn of a new century.*

Main lines of action

Promoting education systems responsive to the challenges of the twenty-first century

01020 UNESCO will continue to support the reflection and debate on the educational challenges of the twenty-first century, with a view to helping Member States formulate appropriate strategies for the renewal of their education systems. It will encourage national, regional and international initiatives to discuss in depth the issues raised in the Report of the International Commission on Education for the Twenty-first Century, *Learning: The Treasure Within*, which has been and will continue to be distributed widely. The fifth edition of the *World Education Report*, to be published in late 1999, will be another source of reference addressed to policy-

makers and planners; it will review global trends and developments in policy issues since the World Conference on Education for All (Jomtien, 1990). A new series of educational strategy briefs will be produced and distributed focusing on educational reforms and global policy issues of priority concern to certain main clusters of countries (e.g. in Africa, South-East Asia, Central Asia and small island States). In co-operation with the Division of Statistical Services and international partner organizations, initiatives will be taken to develop policy relevant education indicators, especially relating to the output and performance of education systems, with a view to facilitating the collection and analysis of reliable data and other information necessary for formulating effective educational policies. Furthermore, dialogue on policy issues at regional and subregional levels will be promoted through the meetings of the regional and subregional committees and advisory bodies set up to prepare the regional conferences of ministers of education and the follow-up of their conclusions which will be undertaken in co-operation with the Member States concerned. Co-operation will be reinforced with regional, subregional and other intergovernmental organizations, in particular by contributing to their ministerial meetings.

Information and documentation services to sustain the renewal of education systems

01021 The information and materials disseminated through the educational information and documentation services of the Organization will be adapted to the specific needs of policy-makers and planners in developing countries. Their efficiency will be enhanced by streamlining and strengthening the existing dissemination services and networks operated by UNESCO Headquarters, IBE, IIEP and UIE, by making more effective use of information technologies (e.g. the Internet, multimedia CD-ROMs) and by establishing active co-operation links with key partners in the Member States, such as national institutions, specialized education networks, NGOs such as Education International, and the private sector. In this context, an evaluation of the periodicals, documents and publications issued by UNESCO (Headquarters, institutes, field offices) will be carried out.

Learning Without Frontiers: breaking down barriers to learning

01022 In the context of the Learning Without Frontiers initiative, increased support will be given to the development of diversified open and distance learning modalities - both formal and non-formal - in order to reach the 'unreached' and for meeting the changing learning needs of all throughout life. In co-operation with competent NGOs, UNESCO will assist Member States in developing national and local capacities in particular by supporting training activities, pilot projects and the development of networks for the exchange of information and experience. Efforts will also focus on developing the potential of distance education modalities for the training of teachers and teacher educators. As a follow-up to the second International Congress on Education and Informatics (Moscow, 1996), and in particular through the UNESCO Institute for Information Technologies in Education, to be set up in Moscow, an international mechanism will be developed for monitoring education policies related to the use of information technologies.*

Adult and continuing education: recognizing learning acquired outside formal systems

01023 In order to meet the growing demand for adult and continuing education, UNESCO will reorient and strengthen its activities in this area, in the light of the recommendations of the fifth International Conference on Adult Education (Hamburg, July 1997). The programme activities which will be implemented mainly through the UNESCO Institute for Education (Hamburg) will focus on strengthening national capacities for planning and implementing diverse forms of adult and continuing education, including innovative skills training in the mother tongue, with the active participation of all elements of the society and the appropriate use of

* This initiative will be implemented in co-ordination with activities foreseen under Subprogramme IV.2.1 (Development of communication).

information and communication technologies. Attention will be given to promoting programmes that are adapted to the needs and aspirations of different categories of learners and in particular girls and women. Accreditation of 'experiential' learning and of learning acquired outside the formal system will also be promoted.

Technical assistance
for the renewal
of education systems

01024 Advisory and upstream support services will continue to be provided to Member States to help them undertake education sector analysis and elaborate national educational policies; design national action plans for implementing policies for reform and reconstruction of education systems; conduct consultations and build national consensus; and mobilize internal and external resources. Particular attention will continue to be given to formulating national policies as regards educational buildings and furniture as well as textbooks and learning materials, to fostering the maintenance of educational buildings and furniture through the provision of maintenance guidelines and manuals, and to designing special prototype buildings adapted to specific disaster prone areas within the framework of the International Decade for National Disaster Reduction (IDNDR). IIEP will continue to participate in upstream support services to Member States in its fields of responsibility. Special attention will be given to countries in sub-Saharan Africa, participating in the United Nations System-wide Special Initiative in the field of basic education, and to least developed countries. UNESCO will participate actively in inter-agency projects for the elaboration of human development and poverty alleviation plans. An external evaluation of training and staff development activities (including modalities and materials) intended to the various categories of educational personnel will be conducted. It will cover activities carried out by Headquarters, the institutes and the field offices.

SPECIAL PROJECT: 'Education policy reform in the LDCs'. This new three-year project will seek to highlight the role of education and training in combating poverty and exclusion, and enhancing popular participation in development. Four pilot projects will be launched in four least developed countries (two in Africa and two in South-East Asia) to develop methodological and operational tools for educational policy reform in the context of economic adjustments and financial austerity. The projects will be implemented in the framework of UNDP-funded human development initiatives.

I.2.2 Renovation of general secondary and vocational education

01025 \$3,200,000 - Decentralized: 68.3%

Background

01026 *The Regional Conferences of Ministers - MINEDAP VI (1993), MINEDARAB V (1994) and MINEDLAC VII (1996) - highlighted the urgent need for expanding and improving the quality of secondary education and of technical and vocational programmes. UNESCO's action in this area has been mainly concerned with the conduct of regional and national surveys, the development of regional and subregional strategies and co-operation networks, and the preparation and distribution of teaching materials and monographs. Activities carried out recently included a survey on secondary education in the Asia-Pacific region, prepared for the Asian Development Bank, which has led to the launching of a number of national projects; national case studies on the current status of technical and vocational education covering 37 countries in all regions; and 15 national surveys of the current situation of the access of girls and women to scientific, technical and vocational education in Africa. Two major international seminars were also held in 1996, one on science and technology education for responsible citizenship and the other on technical and vocational education for rural development.*

01027 *Project 2000+ (Science and Technology Education) and Project PEDDRO (Preventive Education against Drug Abuse) have also contributed to the establishment and support of regional strategies and networks. The launching of the UNEVOC project in 1991 has led to the establishment of a network of national centres and institutes specialized in technical and vocational education (144 UNEVOC Centres and Associated Centres in over 96 countries), the conduct of regional meetings on strategies, as well as regional and national training activities.*

Main lines of action

Renewal of secondary education: structures, contents and networks

01028 UNESCO will encourage the renewal of educational structures, contents and methods at secondary level, with a view, in particular, to improving articulation between general, technical and vocational programmes and to developing flexible learning modalities with a view to reaching a larger number of learners, especially girls and women. Emphasis will be placed on developing national strategies to promote the greater involvement of teacher organizations, employers' associations, parents' groups and the learners themselves in the renewal process. National capacities will be enhanced by intensifying subregional and regional co-operation through regional innovation networks, such as APEID, CORDEE and those in Latin America and the Caribbean, to follow up the recommendations of MINEDLAC VII.

General and science education

01029 In the field of general secondary education, emphasis will be placed on the acquisition of values and attitudes conducive to democratic citizenship and life in a multicultural society. UNESCO will promote the exchange of information on the trends, innovative experiences and pilot projects in this area and will provide Member States with technical assistance for the reform of study programmes and the preparation of teaching materials. These activities will be mainly carried out by IBE, which will assume the major responsibility in the field of curriculum policy and development. UNESCO will also seek to develop and upgrade science and technology education* by establishing enhanced co-operation with existing regional and subregional science and technology education networks and competent professional bodies, and by strengthening and extending national science education task forces, especially in Africa. Due attention will be given to developing low-cost science education materials for use in formal and non-formal basic education. An integrated interdisciplinary approach to science and technology education encompassing major societal concerns, such as environment, renewable energy, bioethics, health and nutrition, will be encouraged and co-operation with regional and national training institutions will be intensified with a view to fostering the training of curriculum planners and teacher educators. Resource materials and prototype teaching materials will be also prepared and disseminated widely, in particular through the Internet.

Preventive education against drug abuse and AIDS

01030 Preventive education programmes against drug abuse and AIDS will focus on promoting the formulation of national plans of action in Latin America, the Caribbean and the Arab states, while in Africa and Asia stress will be placed on the development of curriculum and teacher-training programmes. Networking of NGOs and educational institutions working in the field of drug demand reduction and HIV/AIDS prevention will be reinforced, and cultural and media programmes for youth supported, as a vehicle for spreading the message of preventive education. Given the increased exposure of women to HIV/AIDS, co-operation with grass-roots women's organizations will be strengthened, particularly in the

* *These activities will be carried out in close liaison with action foreseen under Programme II.1 (Advancement, transfer and sharing of knowledge in the exact and natural sciences) and the transdisciplinary project: Educating for a sustainable future.*

least developed countries and Africa. Emphasis will be placed on the production and dissemination of teaching materials addressed to children and youth, especially girls and women.

Teacher education and improvement of the status of teachers

01031 As a follow-up to the recommendations of the 45th session of the ICE, action plans for supporting teacher education and improving the status of teachers will be developed in co-operation with the organizations of the teaching profession. In addition to actions foreseen under Programme I.1, priority will be given to developing regional and subregional projects to train and upgrade teachers and to strengthen the capacity of national training institutions, in particular through twinning and networking arrangements. These projects will be co-ordinated through existing regional networks, including NGOs and UNESCO Chairs, and will involve in particular countries moving towards mass secondary education, and those where the pressure upon governments, teacher trainers and teachers for improved pedagogical competence is strongest. They will include the development of open and distance education programmes for the retraining of teachers in remote areas and in countries in transition or post-conflict situations. In co-operation with Education International and other competent NGOs, the production and dissemination of training materials will be promoted at the regional and subregional levels. Close collaboration with ILO will be maintained with a view to raising awareness among the public and among governments of the 1966 Recommendation concerning the Status of Teachers and to improving the collection and dissemination of information on the conditions of the teaching profession, especially of female teachers.

International Project on Technical and Vocational Education (UNEVOC)

01032 Programme activities in technical and vocational education will be pursued mainly through the International Project on Technical and Vocational Education (UNEVOC). In view of the recommendations of the external evaluation, the project will increase its support to the network of national UNEVOC Centres and strengthen national research and development capacities, as well as the exchange of experience on policy issues. In Asia and the Arab states, the emphasis will be on establishing electronic links and twinning arrangements between UNEVOC networks and on fostering bilateral and multilateral projects, such as the regional project of curriculum development on entrepreneurial skills for small business in the Asia-Pacific region. Selected UNEVOC Centres will be given additional support to assume regional or subregional roles for co-ordination training, in particular in Africa. While the project receives support from Germany, the Republic of Korea, Japan and France, additional extrabudgetary resources will be sought to initiate national and subregional activities meant to upgrade technical-vocational teaching personnel.

Enlarging girls' access to scientific, technical and vocational education

01033 UNESCO will organize, jointly with the Government of the Republic of Korea, the second International Congress on Technical and Vocational Education, to be held in Seoul in 1999. The Organization will continue to monitor the implementation of the Revised Recommendation concerning Technical and Vocational Education (1974) and to promote the ratification of the Convention on Technical and Vocational Education (1989).



SPECIAL PROJECT: 'Scientific, technical and vocational education of girls in Africa'. During the first phase of this six-year project, national surveys were undertaken in 30 countries of the region and two subregional meetings were organized (Harare, 2-6 June 1997 and Abidjan, September 1997) with the participation of NGOs and representatives of ministries of education. In the second phase (1998-1999), emphasis will be placed on innovative activities identified at the national and local level in close co-operation with existing NGO networks. Public awareness activities will be promoted through enhanced collaboration between media and education specialists. Monitoring mechanisms will be developed to assess progress in girls' participation in scientific, technical and vocational programmes.

I.2.3 Higher education and development

01034 \$3,800,000 - Decentralized: 60.7%

Background

01035 *Over the last few years, UNESCO has promoted a worldwide reflection on the role of higher education and the challenges it will face at the turn of the century. On the basis of its findings a comprehensive policy document entitled 'Policy Paper for Change and Development in Higher Education', was published and widely disseminated to facilitate follow-up action by Member States. This reflection process will culminate in a World Conference on Higher Education to be convened in 1998, for which a series of regional and subregional preparatory meetings was organized in 1996-1997. In addition, UNESCO continued to reinforce the intersectorality of the UNITWIN/UNESCO Chairs Programme launched in late 1991. At the end of 1996, this programme comprised 180 Chairs and 36 inter-university networks with almost 100 Chairs and more than 13 networks at an advanced stage of preparation. An internal evaluation, while highlighting their achievements, also emphasized the need to review their functioning with a view to ensuring their sustainability. In the field of normative action, the Organization is now monitoring the implementation of six conventions and an international recommendation. A Joint Council of Europe/UNESCO Convention on the Recognition of Qualifications in Higher Education in the European Region and one international recommendation concerning the Status of Higher Education Teaching Personnel were elaborated during the last biennium. UNESCO has continued to pursue co-operation with competent NGOs, notably via the collective consultation of NGOs on higher education (48 organizations) focusing on issues related to higher education, management, the student community and the elaboration of a Declaration on Academic Freedom and University Autonomy.*

Main lines of action

The role and functions of higher education

01036 The process of reflection and policy debates on key issues facing higher education will be pursued in collaboration with Member States, competent IGOs, NGOs and partners from the various segments of society, including the productive sector, with a view to reaching a new international agreement on the role and functions of higher education at the turn of the century. This will include consultations with various partners with a view to reinforcing regional co-operation programmes in Africa, Asia and the Pacific and the Arab states, as well as in Europe and Latin America through the Regional Centres for Higher Education (CEPES and CRESALC). This reflection and consultation process will culminate in a World Conference on Higher Education in 1998,* which will be preceded by another series of regional and subregional preparatory meetings. The World Conference is expected to adopt a worldwide Plan of Action for the development of higher education founded on four watch words: quality, merit, equity and pertinence. UNESCO will continue to provide technical assistance for the conception and implementation of higher education reform processes; IIEP will offer training in the management of higher education institutions.

UNITWIN/UNESCO
Chairs Programme

01037 On the basis of the internal evaluation carried out in 1996, continued support will be given to the sustainable development of the UNITWIN/UNESCO Chairs Programme. Emphasis will be placed on developing centres of excellence in research and training in selected themes in different regions and on strengthening international inter-university co-operation. The work carried out by the various UNESCO Chairs and networks will be monitored through the database set up during

* The Conference will be prepared and convened in close co-operation with the other programme sectors.

the previous biennium. Successful Chairs and networks, such as the PEACE Programme for Palestine, UNAMAZ, Utrecht Network, Santander, Montevideo Group and others will continue to be supported and new projects will be launched, in particular networks benefiting developing and least developed countries. In the area of education, priority will be given to developing Chairs and networks in the fields of educational sciences, teacher and distance education, the use and applications of information and communication technologies, links with the productive sector, education for peace and sustainable development. An external evaluation of the programme will be carried out.

World Conference on Higher Education

The World Conference on Higher Education, to be convened in 1998, is expected to adopt a comprehensive plan of action for the reform of higher education systems throughout the world guided by the principle of merit, as stipulated in Article 26.1 of the Universal Declaration of Human Rights ('Higher education shall be equally accessible to all on the basis of merit'). The Conference will be prepared on the basis of studies, reflections, and wide-ranging consultations with and among governments, institutions of the United Nations system, the World Bank, intergovernmental and international non-governmental organizations, academic and scientific communities, industry and employer community as well as students, youth and other representative bodies.

Promotion of
academic mobility

01038 UNESCO will continue to promote academic mobility by extending support to the action of government committees in charge of the application of the conventions on recognition of studies and degrees and diplomas and to innovative projects, such as the International Network for Academic Mobility (RIMA). Collective consultations with NGOs will be pursued. Subject to the approval of the twenty-ninth session of the General Conference, the follow-up of the Recommendation concerning the Status of Higher Education Teaching Personnel will be assured. Following the example of the TALVEN system introduced in Venezuela, and in order to enable countries to draw benefit from the capacity of their expatriate citizens, the 'return of talents' to the home country for brief periods of time will be promoted.

SPECIAL PROJECT: '*Women, higher education and development*'. Launched in 1996, this six-year project is aimed at strengthening the role and contribution of women graduates in the development process, especially in Africa and countries in transition. The activities begun in the first phase, which focus on training women academics while promoting research in gender-sensitive issues in selected domains through UNESCO Chairs and UNITWIN networks, will be continued and extended. The ongoing projects cover the following domains: higher education management, community health, social psychology, gender and cultural development, and science and technology. Some 200 women graduates and academics are expected to receive training during this phase of the project.

UNESCO education institutes

01039 In conjunction with the Education Sector, UNESCO field offices and regional and international centres of education, the three UNESCO Institutes - the International Bureau of Education (IBE), the International Institute for Educational Planning (IIEP) and the UNESCO Institute for Education (UIE) - will contribute directly to attaining the objectives of Major Programme I. In conformity with their respective fields of specialization, they will focus their action on curriculum policy, contents and methods, particularly those relating to education for peace, human rights and democracy (IBE); the reform and reconstruction of education systems and the promotion of relevant policy planning and management capacities (IIEP); and adult and continuing education (UIE). Efforts will be geared to increasing synergy between the actions of Headquarters, field offices and the institutes, and coherence with the Medium-Term Strategy (1996-2001).

UNESCO International Bureau of Education

01040 Financial allocation: \$7,000,000 - Extrabudgetary resources: \$500,000

01041 The International Bureau of Education (IBE), under the guidance of its Council, is in the process of renewing and reorienting the priorities of its programmes. For the 1998-1999 biennium, it was decided not to convene the International Conference on Education. Instead, the IBE will strengthen its activities in the field of educational information and reinforce its capacity in the field of curriculum policy and renewal. Particular emphasis will be placed on areas such as civic education, values education and education for peace, human rights and democracy. The four 'pillars of education' identified by the International Commission on Education for the Twenty-first Century (i.e. learning to know, learning to do, learning to be and learning to live together) will be used as guiding principles for the further development of the Bureau's programme priorities.

Main lines of action

01042 The IBE will continue to play its role as an observatory in relation to the structures, contents and methods of education, in co-operation with national, regional and subregional institutions and information networks. It will encourage the setting up, at the national level, of instruments for observing educational trends and will produce comparative data on the development of education systems and the principal trends in that regard. The Bureau will provide technical assistance to help reinforce national education information systems, in particular through the training of personnel and the development of instruments for data collection. It will offer users an information service operating on the basis of both IBE data banks and existing information networks, which will be accessible through the most up-to-date communication technologies. Quarterly publication of the review *Prospects* and the newsletter *Innovation* will continue.

01043 As part of the follow-up to the work of the Delors Commission, and at the request of Member States, observation missions will be organized with a view to promoting agreements for action in the field of the contents and methods of education, including education for tolerance, peace, respect for human rights and democracy. Countries with common borders or those engaged in conflict will be encouraged to conclude agreements for the revision of history and geography

textbooks. Meetings between educators and other actors in public life, including representatives of the mass media and producers of educational software, will be held in order to reach agreements on the teaching of the values of peace, democracy, solidarity, tolerance and respect for human rights. Information activities and debates will also be organized for journalists and parliamentarians.

01044 The IBE will launch 15 pilot projects designed to incorporate values education and knowledge relating to the building of democratic citizenship into secondary school curricula. Technical and financial support will be provided for educational innovations in conflict zones and areas undergoing reconstruction. With the co-operation of regional networks of educational innovation, a strategy for the transfer of results and the wider application of innovations will be drawn up and implemented. Training manuals for trainers, guides for the preparation of textbooks and teaching materials, expert systems and other instruments will be prepared. In addition, training seminars, university summer courses and workshops for trainers of trainers and persons responsible for education programmes for peace, human rights and democracy will be organized.

01045 The IBE will continue to carry out the preparatory work for the organization of the International Conference on Education and to ensure the functioning of the Council. In addition, eminent figures from every field of study will be associated with the IBE's work.

Financial arrangements

01046 The financial resources of the IBE consist of: (i) a financial allocation approved by the General Conference under the regular programme; and (ii) voluntary contributions from Member States, international organizations, foundations and other donor bodies as well as fees received for certain training and research projects. It is on the basis of effective resources that the IBE Council will approve the programme and budget each year. The proposed financial allocation under the regular budget will amount to \$7,000,000 towards the costs of personnel and activities as well as indirect programme costs.

UNESCO International Institute for Educational Planning

01047 Financial allocation: \$6,000,000 - Extrabudgetary resources: \$4,000,000

Main lines of action

01048 On the basis of the resources generated, IIEP will continue to contribute to the reform and reconstruction of education systems in Member States by providing advisory services and technical support for the implementation of components dealing with skills development in policy formulation, planning and management of education systems and institutions. It will also facilitate co-operation for development. Special priority will be given to Member States recovering from disruption (e.g. Albania, Eritrea, Haiti, Palestine, etc.).

01049 Training activities will continue to be organized with the aim of reinforcing national capacities in policy planning, management and evaluation of education. About 100 key educational personnel from some 60 Member States will benefit from two sessions of the annual training programme; in addition, about 120 nationals from developing countries will be trained through regional and subregional short-term courses organized in co-operation with UNESCO's field units. The 'training of trainers' programme will be strengthened through the preparation and dissemination

of training materials and software packages in educational planning and management, and the increased use of distance delivery systems. A set of methodological documents will be produced and distributed to some 100 documentation centres in universities and planning offices of ministries of education. Training materials and modules will also be produced and distributed.

01050 In co-operation with national teams from about ten countries, specialized seminars will be organized for developing research skills among planners of educational administration and universities. They will deal with the challenges and implications for educational policy, planning and management of such issues as poverty alleviation, pollution and deterioration of the environment, and the participation of girls and women in socio-economic development. Support will also be extended to different international and regional networks, including in particular the professional networks of IIEP alumni, associated institutions, consultant fellows, researchers and trainers. In the implementation of activities, a high priority will continue to be accorded to Africa and the LDCs, while giving due attention to women, the nine high-population countries, small island states, Palestine and Central Asian countries.

Financial arrangements

01051 IIEP's financial resources are made up of: (i) a financial allocation approved by the General Conference under the regular programme; (ii) voluntary contributions from Member States and from national entities; (iii) other financial resources coming from contract fees for certain training and research projects and from the execution of projects entrusted to UNESCO under funds-in-trust agreements. IIEP's Governing Board approves the detailed programme and budget of the Institute every year in the light of actual resources. The proposed financial allocation under the regular budget will amount to \$6,000,000 which will include the costs of personnel and activities as well as indirect programme costs.

UNESCO Institute for Education

01052 Financial allocation: \$1,700,000 - Voluntary contributions: \$500,000

Main lines of action

01053 The UNESCO Institute for Education (UIE) will play a catalytic role in monitoring the follow-up of the International Conference on Adult Education and ensuring that Member States, NGOs and the other partners receive the support needed for implementing the *Agenda for the Future* adopted by the Conference. Relevant information on the rapidly changing and diversified landscape of adult learning will be collected and disseminated.

01054 UIE will assist Member States in building up their national expertise by undertaking research and development activities in the diversified forms of adult and continuing education. Efforts will centre on fostering innovative strategies and modalities to suit the particular circumstances of learners. It will focus on the production and dissemination of monitoring and evaluation instruments, case studies, policy analyses and action plans. In co-operation with its partners, the Institute will also give support to pilot projects and inter-country exchanges of experience and expertise. Through adult education, attention will be given to the promotion of democratic life, gender equity, cultural diversity, creativity, popularization of science and the struggle against poverty.

01055 Advisory services will be provided to Member States, upon request, to strengthen national capacities and improving national policies and programmes in the field of adult education. Assistance will be provided in monitoring and evaluating programmes and in training personnel. A short-term (one to six months) fellowship/training programme will also be organized for senior officials and researchers on the basis of support under the Participation Programme and from extrabudgetary resources. In addition, UIE will continue to provide a documentation service at a distance. *The International Review of Education* will continue to be published.

Financial arrangements

01056 UIE's financial resources are made up of: (i) a financial allocation approved by the General Conference under the regular programme; (ii) a substantial contribution from the German Government; and (iii) voluntary contributions from Member States and international organizations. The financial allocation under the regular budget will amount to \$1,700,000 which will include the costs of both personnel and activities.

Co-operation with extrabudgetary funding sources

01057 In the framework of Major Programme I, UNESCO will reinforce its partnerships with other multilateral and bilateral institutions in the public and private sectors with a view to developing its actions in the areas of education and the development of human resources. Emphasis will be placed on the preparation and implementation of programmes and projects in such priority areas as: basic education, including girls' and women's education, the development of educational materials in co-operation with Jomtien partners (UNICEF, UNDP, the World Bank, the World Food Programme (WFP) and bilateral institutions), in particular in the LDCs, the Africa region and the nine high-population countries; the improvement of statistical services for education; technical education and vocational training (in particular in co-operation with bilateral institutions); higher education; and programmes of action to help countries that so desire it to undertake the reform and restructuring of their education systems.

01058 UNESCO will also be carrying out a series of activities, in co-operation with various multilateral and bilateral donors, aimed at identifying projects in the Member States. Noteworthy in that regard is the current inter-institutional collaboration, with UNDP in particular, on upstream analysis of education systems and the planning of national policies and programmes with a view to the development of human resources; and the co-operation with the African Development Bank in which UNESCO is acting as adviser for the identification and preparation of projects that the Bank will negotiate with the debtor countries. UNESCO will also help to frame educational policies and to prepare investment programmes which may encourage potential donors to invest in priority programmes. UNESCO will provide technical backstopping for the preparation of programmes and projects, at their request, to Member States in sub-Saharan Africa, the Caribbean and the Pacific, signatories of the fourth Lomé Convention, which have made education one of the key components of their collaboration with the European Union.

01059 Lastly, UNESCO will continue its co-operation with a wide variety of funding bodies to ensure the execution of, or provide technical backstopping services for, the formulation and execution of projects related to the Organization's major aims and which correspond to policies generally agreed upon by the funding bodies, such as basic education for all. While funds-in-trust remains one of the standard ways of implementing these operations, the search for funds will also be extended to the implementation of educational activities financed by development banks and the European Union whenever Member States request funding bodies to use the Organization's expertise. Finally, the United Nations, and in particular UNDP, has decided to focus its efforts on five areas related to the follow-up of the major conferences: elimination of poverty; environment; women; creation of employment; and governance. UNESCO will help to define educational actions, which are a key feature of such multidisciplinary programmes.

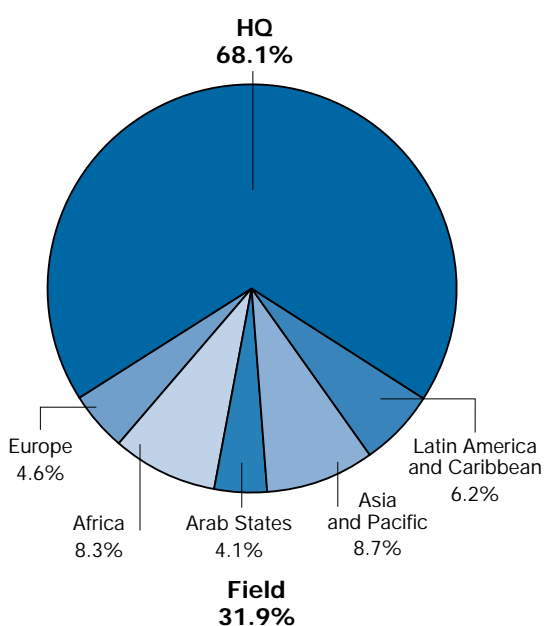
MAJOR PROGRAMME II

The sciences in the service of development

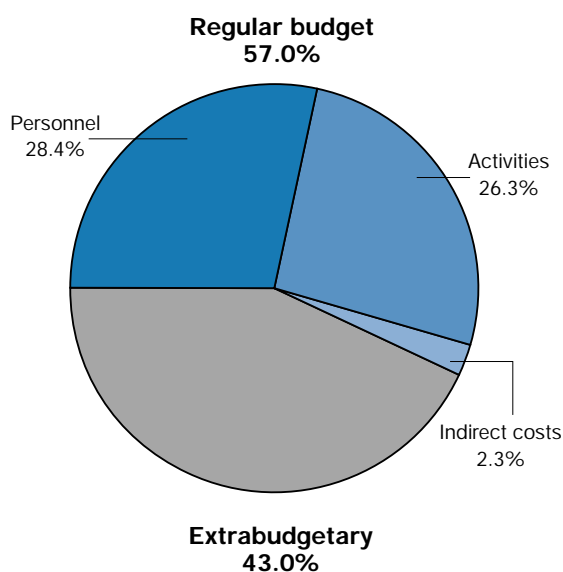
02001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/ (decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	42,722,000	40,919,200	(1,802,800)	(4.2)	4,343,700	45,262,900	-
Activities	35,570,400	37,820,400	2,250,000	6.3	1,503,400	39,323,800	62,000,000
Indirect programme costs	3,163,200	3,331,100	167,900	5.3	329,000	3,660,100	-
Total	81,455,600	82,070,700	615,100	0.8	6,176,100	88,246,800	62,000,000

DECENTRALIZATION OF ACTIVITIES
(\$37,820,400)



DISTRIBUTION OF TOTAL RESOURCES
(\$144,070,700)

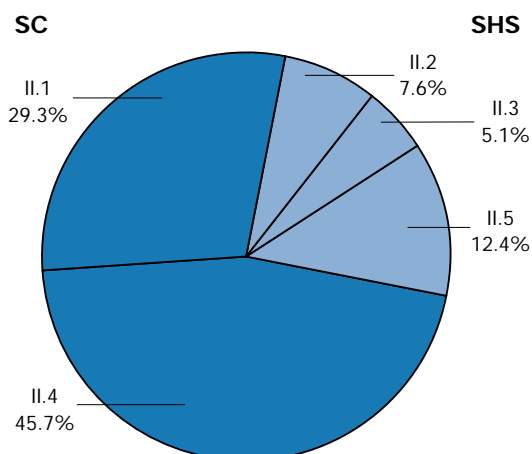


Programme II.1	Advancement, transfer and sharing of knowledge in the exact and natural sciences (\$11,083,600)
Programme II.2	Advancement, transfer and sharing of knowledge in the social and human sciences (\$2,863,000)
Programme II.3	Philosophy and ethics (\$1,911,600)
Programme II.4	Environmental sciences and sustainable development (\$17,279,000)
Subprogramme II.4.1	Co-ordination and promotion of interdisciplinary and inter-agency co-operation
Subprogramme II.4.2	Earth sciences, earth system management and natural hazards
Subprogramme II.4.3	Ecological sciences and the Man and the Biosphere (MAB) Programme
Subprogramme II.4.4	Hydrology and water resources development in a vulnerable environment
Project	Environment and development in coastal regions and in small islands
Subprogramme II.4.5	UNESCO Intergovernmental Oceanographic Commission
Programme II.5	Social and Human Sciences and Social Development (\$4,683,200)
Subprogramme II.5.1	Social transformations and development
Project	Cities: Management of social transformations and the environment
Subprogramme II.5.2	Youth and social development

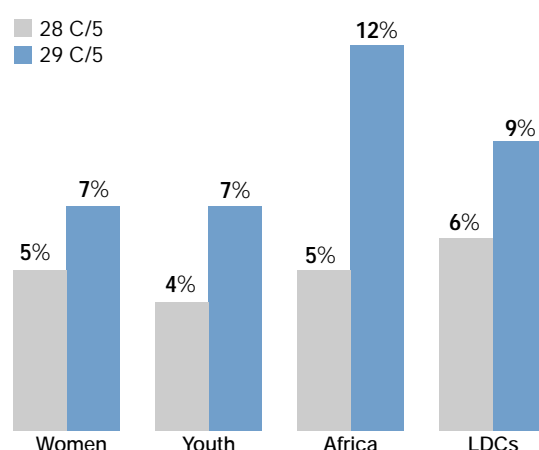
02002

	Regular budget resources		
	28 C/5	29 C/5	Increase (decrease)
	\$	\$	%
Programme II.1	10,650,000	11,083,600	4.1
Programme II.2	2,613,000	2,863,000	9.6
Programme II.3	1,611,600	1,911,600	18.6
Subprogramme II.4.1	364,200	330,000	(9.4)
Subprogramme II.4.2	2,184,000	2,275,000	4.2
Subprogramme II.4.3	3,542,000	3,620,000	2.2
Subprogramme II.4.4	2,730,000	2,830,000	3.7
Project: Coastal regions	1,747,000	1,755,000	0.5
Subprogramme II.4.5	6,395,400	6,469,000	1.2
Subprogramme II.5.1	2,015,100	2,583,100	28.2
Project: Cities	358,000	540,000	50.8
Subprogramme II.5.2	1,360,100	1,560,100	14.7
Total	35,570,400	37,820,400	6.3

DISTRIBUTION OF RESOURCES FOR ACTIVITIES (by programme)



RESOURCES ALLOCATED TO PRIORITY GROUPS (comparison between 28 C/5 and 29 C/5)



The sciences in the service of development

02003 Action under this major programme is designed to foster the advancement, transfer and sharing of knowledge and to facilitate its application to the search for new solutions which will improve the social and natural environment. Emphasis is placed on fostering synergies between the exact and natural sciences and the social and human sciences with a view to nurturing an ethics of development which will respect both 'species' and the 'spaces' they live in.

02004 The major programme is composed of five programmes. The first two programmes aim at enhancing endogenous capacities for improving the quality and relevance of university teaching and strengthening advanced research and training in the exact and natural sciences (Programme II.1) and in the social and human sciences (Programme II.2), mainly through technical assistance, the establishment of UNESCO Chairs and centres of excellence, networks and mechanisms for inter-university co-operation. Particular attention is also given, in Programme II.1, to promoting the use of renewable energy sources and to reinforcing co-operation between university-research and industry, and, in Programme II.2, to the training of architects and town planners. Under Programme II.3, the Organization will continue to support reflection on the ethical implications of the changes confronting society today, particularly those linked to progress in certain scientific and technological domains (e.g. biosciences, energy, and so on); it will also encourage philosophical reflection on contemporary problems and the development of philosophy education as part of ethical education.

02005 The advancement of knowledge in the environmental sciences and its application for socio-economic development integrating environmental protection, in line with Agenda 21 and the conventions relating to environment and sustainable development, will be the main thrust of Programme II.4. Its four subprogrammes will aim at gaining a better understanding of the interface processes between environment and human activities and contributing to the rational use and sustainable management of earth, water and ocean resources. Under Programme II.5, action-oriented research will be pursued with a view to promoting the increased use of social science research findings in the management of social transformations and the formulation of development policies aimed at reducing poverty and exclusion, in both rural and urban areas. Two intersectoral projects on 'Environment and development in coastal regions and in small islands' and on 'Cities: management of social transformations and the environment' will draw on the disciplines of both the exact and natural sciences and the social and human sciences. While the former is geared to developing wise practices for sustainable management of coastal zones and small islands, the latter will seek to enhance the capacity of local authorities and communities for reducing poverty and improving living conditions and habitat in peri-urban centres; for revitalizing inner cities; and developing governance and citizenship.

02006 Programmes II.1 and II.4 are under the responsibility of the Exact and Natural Sciences Sector. The other three programmes (II.2, II.5 and II.3) are under the Social and Human Sciences Sector, the Division of Philosophy and the Bioethics Unit.

Programme II.1

Medium-Term Strategy, paragraphs 92-98

Advancement, transfer and sharing of knowledge in the exact and natural sciences

02007 Regular budget: \$11,083,600 - Extrabudgetary: \$32,000,000
Decentralized: 46.6%

To strengthen national capacities in university-level teaching and research in the basic sciences and engineering disciplines, and reinforce regional and international co-operation in this regard; to foster environmentally compatible technologies and the use of renewable sources of energy, particularly solar energy.

Background

02008 Activities under this programme have focused on providing technical and material assistance for improving university courses in basic sciences and engineering disciplines; organizing postgraduate training of researchers and teachers; and strengthening inter-university co-operation to enhance transfer and sharing of knowledge. In addition, the activities of nearly 30 centres of excellence were developed in various regions, covering different scientific domains (e.g. theoretical and applied physics, molecular and cellular biology, biotechnology and bioclinical research on AIDS). In co-operation with specialized institutions, inter-university networks, the International Council of Scientific Unions (ICSU) and other non-governmental organizations, assistance was provided to Member States in carrying out national and regional research and training projects. Initiatives were also taken to promote University-Industry-Science Partnership (UNISPAR); so far six focal points and two industry-sponsored UNESCO Chairs have been established, along with a UNISPAR database accessible through the Internet, and negotiations are at an advanced stage for establishing some 12 new UNESCO Chairs. Other achievements were the publication and distribution of the World Science Report, and the successful launch of the World Solar Summit, the setting up of the World Solar Commission and the development of the World Solar Programme 1996-2005.

Main lines of action

Improving university teaching in the basic and engineering sciences

02009 Technical and material assistance for improving university teaching in the basic and engineering sciences will be continued in conjunction with university networks and competent NGOs. Activities will focus on updating courses, manuals and curricula in the basic scientific disciplines, while emphasizing the strengthening of university science faculties in LDCs, especially in Africa. University teaching in the Arab states will be improved through increased use of computer technologies. Greater attention will be given to establishing UNESCO Chairs in engineering and environmentally sound technologies. The development of continuing and distance education in engineering will be encouraged and supported through the preparation of learning packages. Women's access to engineering education will also be promoted. In addition, support will be given for the training of technicians in the use and maintenance of scientific equipment, especially in Africa.

Strengthening national research capacities in mathematics, physics and chemistry

02010 National research capacities in mathematics, physics, chemistry and their interdisciplinary fields will be reinforced by stepping up co-operation with competent international, regional and national specialized scientific bodies and institutions. Increased emphasis will be placed on postgraduate training, in particular of young researchers from developing countries. In Africa, Asia and Latin America emphasis will be placed on the development of networks of national institutions and centres of excellence. An evaluation of the activities of the International Centre for Theoretical Physics will be undertaken.

Promoting research capacities in biological sciences and biotechnologies

02011 In co-operation with competent NGOs and regional and international networks, assistance will be given to reinforce national and regional research capacities in priority areas of biological sciences and biotechnologies: cell and molecular biology, molecular genetics, neurobiology, and plant, aquatic and microbial biotechnologies. In this regard, co-operation will be reinforced with networks such as, Biotechnology Action Council (BAC), Networks of Microbial Resources Centres (MIRCENs) and Molecular and Cell Biology Networks (MCBN). Greater emphasis will be placed on reinforcing co-operation in the area of bioinformatics, developing UNESCO Chairs in biotechnologies and encouraging a wider use of courses through electronic means. Co-operation with UNAIDS and the World Foundation for AIDS Research and Prevention will be strengthened. Specific strategies will be developed and implemented to upgrade research in national centres of biotechnologies in Africa and LDCs.



SPECIAL PROJECT: 'Biotechnologies for development in Africa'. This six-year project, launched in 1996, will continue to upgrade research and development activities in national centres and laboratories in Africa, and promote advanced training in microbial and plant biotechnologies. Training will be offered to scientists and young researchers through the established networks of Microbial Resources Centres (MIRCENs) and UNESCO Chairs. Technical assistance and small-scale disposable laboratory supplies will also be made available to laboratories, especially in LDCs.

Information sharing and cross-disciplinary partnerships

02012 Multidisciplinary programmes will be developed to promote national capacities for basic research, as well as public awareness of scientific progress in developing countries. To this end, collaboration will be stepped up with cross-disciplinary partners, such as the International Council of Scientific Unions (ICSU), the Third World Academy of Sciences (TWAS), the regional networks for the assessment and management of science and technology, and sponsors of science prizes. An evaluation of the co-operative programme with the International Council of Scientific Unions (ICSU) will be carried out. The third issue of the *World Science Report* will be published in 1998 and widely distributed among scientific institutions and key decision-makers. Global access to scientific information will be enhanced through a wider use of electronic communication and support to book and periodicals donation programmes.



SPECIAL PROJECT: 'Women, science and technology'. This six-year project is aimed at improving the access of women to scientific and technological education and careers. During the first phase of the project, training programmes in different scientific fields were organized for women scientists from developing countries. During the second phase, training programmes will be maintained, but the activities will focus on creating and strengthening networks of women scientists, working in research, education and industry. National and international projects will also be launched for building awareness among decision-makers, parents and the general public of the importance of training women in science and technology.

*Science in the service
of peace and
development: towards
a global strategy*

02013 A World Science Conference will be convened in 1999, in co-operation with ICSU and other partners. It will seek to reinforce the commitment of Member States to scientific research and development and draw up a strategy designed to enhance the contribution of science towards the development of societies in the twenty-first century. Preparatory activities will include consultations and co-operation with and among scientific communities, including national research bodies, academies and councils, and scientific NGOs. The International Scientific Advisory Board, set up by the Director-General, will guide the preparation of the Conference.

World Science Conference

The World Science Conference, to be convened 1999, is expected to devise a global strategy to harness scientific progress for peace and development. It is anticipated that reflection on the future role of science and its societal and ethical implications will pave the way for greater co-operation between the scientific community, governments and society and enhanced commitment to promote the advancement of science for the well-being of humankind. The Conference will be prepared, convened and followed up in co-operation with ICSU and other co-sponsoring partners, and with the Sectors of Education, the Social and Human Sciences, and Communication, Information and Informatics.

*University-Industry-
Science Partnership
(UNISPAR)*

02014 In the engineering sciences, continued attention will be given to strengthening co-operation between university and industry through the UNISPAR (University-Industry-Science Partnership) programme. The latter will seek to adapt engineering education and research to industrial needs and to enhance continuing engineering education, particularly in Africa, Asia and Eastern and Central Europe. North-South co-operation will be promoted for the establishment of industry-sponsored UNESCO Chairs in environmental and food technologies, renewable energy and quality management in developing countries. Special attention will be given to the introduction of training courses on equipment maintenance in technical universities. A technical maintenance department will also be set up in the University of Dar es Salaam (United Republic of Tanzania). Co-operation between major equipment suppliers and users in launching pilot projects for training maintenance staff will be supported, especially in Africa.

► **New activity**

*Education and training
in renewable energies*

02015 As a follow-up to the World Solar Summit, high priority will be given to the implementation of the World Solar Programme, 1996-2005. Assistance will be provided to Member States in formulating national high-priority renewable energy projects and by facilitating their contacts with the funding sources for mobilizing extrabudgetary resources for the projects. A global renewable energy education and training programme will also be developed and implemented.* It will focus on: fostering a better understanding of the value of renewable energies, including solar energy, among decision-makers; developing educational programmes on renewable energies for introduction in school and out-of-school curricula; building wider public awareness, in co-operation with the media (radio, audiovisual and electronic means); and developing undergraduate and postgraduate education and training programmes, as well as relevant multimedia learning packages in renewable energy development and management. Based on the UNESCO International System for Energy Expertise and Knowledge (ISEEK), a broader international renewable energy information and communication system will be promoted.

* This programme will be developed and implemented in close liaison with action foreseen under Programmes I.1 (Basic education for all), I.2 (Reform of education in the perspective of education throughout life) and IV.2 (Capacity-building in communication, information and informatics) as well as with the Office of Public Information.

► **New activity**

*Expanding the use
of renewable energies
to improve living
conditions*

02016 In co-operation with competent regional and national NGOs, intersectoral action will be taken to encourage and support greater use of renewable energies (e.g. solar energy for radio, television, electricity) with the aim of expanding learning opportunities and 'reach the unreached' and of improving living conditions in rural and remote areas, in particular of women (solar villages, water pumps, cookers, and so on). Priority will be given to Africa and LDCs and extrabudgetary resources will be mobilized to extend the scope of activities. Training will also be organized in low-cost renewable energy technology production or assembly, maintenance and repair. Co-operation will be pursued with the regional networks and centres in solar architecture and rural development in Africa, the Arab states and Caucasian regions.

Programme II.2

Medium-Term Strategy, paragraphs 92-95 and 98

Advancement, transfer and sharing of knowledge in the social and human sciences

02017 Regular budget: \$2,863,000 - Extrabudgetary: \$500,000
Decentralized: 29.3%

To strengthen national training and research capacities in the social and human sciences; and to intensify regional and international co-operation in higher education and research and in the collection and dissemination of information and documentation.

Background

02018 For many years, UNESCO has actively encouraged international co-operation in social science training, research, information and documentation by working closely with specialized regional and international non-governmental organizations and networks, in particular the International Social Science Council. It has also developed the DARE social science data bank, which provides up-to-date information on research and training institutions in Member States and is unique in its broad coverage of disciplines and regions. More recently, it has given a new impulse to capacity-building in Member States by launching a UNITWIN/UNESCO Chairs Programme on sustainable development and social sciences disciplines. Some 40 Chairs and 12 networks have so far been established. The inter-university partnerships thus developed have led to the updating of training and research activities and the creation of new interdisciplinary degree courses. In the coming years, the programme will concentrate on: improving its geographical coverage; encouraging mobility within the academic networks; strengthening the interdisciplinary nature of its activities; and developing subregional centres of excellence for postgraduate studies and advanced research.

Main lines of action

Improving university teaching and research

02019 UNESCO will continue to assist in improving the quality and relevance of university teaching and research, both in the core social and human sciences and in interdisciplinary fields, such as, sustainable development, urban management and multiculturalism. This will be achieved by: consolidating existing UNESCO Chairs and setting up new ones; strengthening regional co-operation among universities through UNITWIN networks; improving curricula; updating teaching and research methodologies; introducing innovative management techniques; and consolidating existing outreach programmes and designing new ones to enhance universities' collaboration with civil society and thus increase their responsiveness to social issues. Special attention will be devoted to developing teachers' training in the LDCs, reinforcing networks in Africa, the Arab states and Asia, and strengthening leadership programmes for women.

Strengthening capacity-building in research and policy formation

02020 In the fields covered by the MOST programme, a new thrust will be given to capacity-building in research and policy formulation by: (a) the elaboration of innovative and interdisciplinary university teaching and training modules for city professionals, emphasizing in particular sustainable development of settlements, promotion of citizenship and governance; (b) increased participation of young researchers in MOST projects, through on-the-job training and the establishment of a MOST Ph.D. prize; (c) the assessment of existing training programmes for researchers in selected countries in Africa, Latin America and South-East Asia and the Pacific and the elaboration of innovative social policy teaching and training modules, with emphasis on poverty issues, measurement, evaluation and survey methods, in collaboration with various centres of excellence, UNDP, the World Bank and other agencies; and (d) the elaboration of training materials.

Collaboration with non-governmental organizations

02021 UNESCO will continue to foster regional and international co-operation through collaboration with non-governmental organizations. In line with the Framework Agreement, the International Social Science Council will serve as a privileged partner in the implementation of a significant part of UNESCO's activities in the social sciences. As regards regional social sciences NGOs, UNESCO will continue co-operating with long-established networks in Latin America, Asia, Africa and Europe. It will also focus on extending support to emerging social sciences organizations in other regions and subregions (e.g. the Arab region, Central Asia, Central and Eastern Europe), with particular emphasis on raising the level of undergraduate teaching in the major disciplines. UNESCO will support the International Human Sciences Centre to be created in Byblos, Lebanon, to help it develop co-operation in this field among Mediterranean countries, and the Centre for Information and Documentation on Africa, to be created in the context of UNESCO's co-operation with the Houphouët-Boigny Foundation for Peace Research. Through co-operation with urban NGOs, UNESCO prizes for young urban professionals (architects, town planners and landscape architects) will be awarded and on-site training workshops organized to contribute to building up the skills of young professional graduates.

Transfer and sharing of information in the social and human sciences

02022 UNESCO will continue to be actively engaged in the transfer and sharing of information on the social and human sciences through the publication of the International Social Science Journal and of the first number of a new World Social Science Report, which will be a main contribution to the World Science Conference to be held in 1999. The Conference will cover all sciences, including the social sciences, discussing their progress, their contribution to solving problems and reaching decisions, as well as their contribution to the application of science and technology for development. As regards sharing data and information, the development of the DARE data bank will focus on the use of the Internet to develop its function of a clearing house. In co-operation with major data and information NGOs, support will be given for the training of specialists and the setting up of information services.

The World Social Science Report

The report will be published in 1999, to coincide with the World Science Conference. It will take stock of the advances made in the social sciences in the recent past and look forward to their development and application in the first decades of the twenty-first century. The report will be in part descriptive, giving information, quantitative where possible, on the production, teaching, consumption and transfer of the social sciences among different countries; in part substantive, reviewing the various social science domains, including the epistemological, cognitive and methodological convergences with the natural sciences; in part policy-oriented, looking at their utilization in societal problem-solving in the world today; and in part reflective, considering the place of the social sciences in the worlds of knowledge and action.

Programme II.3

Medium-Term Strategy, paragraphs 37-42 and 99

Philosophy and ethics

02023 Regular budget: \$1,911,600 - Decentralized: 0%

To stimulate international reflection on the ethical implications of the transformations that contemporary societies are going through, especially those associated with progress in science and technology; to promote philosophy education in support of human and civic values.

Background

02024 In recent years, UNESCO has strengthened its role as a forum for philosophical and ethical reflection on the major changes and problems confronting society today. Examples of successful initiatives in this area are the convening of the UNESCO Philosophy Forums and the work of the International Bioethics Committee. The latter has prepared a revised preliminary draft of a Universal Declaration on the Human Genome and Human Rights, which will be submitted for adoption by the General Conference at its twenty-ninth session. Fresh impetus has also been given to philosophy teaching and education: UNESCO has carried out a world survey on the state of philosophy education; UNESCO Chairs in philosophy have been set up, and regional networks have been launched in Asia, Latin America and Europe. UNESCO has also fostered a wider awareness of the issues involved in bioethics, by setting up information networks and organizing public debates.

Main lines of action

Enhancing the role of philosophy in the analysis of contemporary problems and their ethical implications

02025 UNESCO will pursue its efforts to foster the role of philosophy in the analysis of contemporary problems and their ethical implications. In line with the concern voiced in the report by the World Commission on Culture and Development, *Our Creative Diversity*, priority will be given to completion of the project on 'Universal Ethics', launched in 1997. This project, which is carried out in concert with a number of partner institutions around the world, seeks to improve the conceptual and philosophical foundation of the quest for a common substratum of values that would foster peaceful and productive interactions among societies and cultures. Reflection on the ethical implications of current globalization processes will also be encouraged, and a series of intercultural studies will compare key philosophical concepts in different cultures and examine the conditions leading to fruitful encounters among philosophical traditions. Efforts to develop critical thinking on the concepts which are fundamental to the Organization's Constitution and programmes will be continued by convening the UNESCO Philosophy Forum. In line with a framework agreement, the International Council for Philosophy and Humanistic Studies (ICPHS) will continue to serve as a major partner in enhancing international co-operation among philosophers and intellectual circles.

Philosophy education

02026 UNESCO will continue to promote philosophy education as part of ethical education and as a tool for democratic apprenticeship. In the framework of the programme 'Philosophy and democracy in the world', and in co-operation with National Commissions and national, regional and international associations, support will be given to improving philosophy curricula at all levels of education, setting up

UNESCO Chairs in philosophy, and developing networks for philosophy education. Efforts will focus on expanding the programme in Africa, Central Asia and the Arab states. Support will also be provided for the follow-up of the Ibero-American Summit on 'Ethics and Democracy' (Venezuela, 1997). Dissemination of major philosophical works will also be promoted through audiovisual and electronic means (such as the Multimedia Encyclopedia of Philosophical Sciences) and by setting up a Philosophy Book Exchange Centre.

International Bioethics
Committee

02027 The International Bioethics Committee will follow up the Declaration on the Human Genome (subject to its approval by the General Conference) and extend its reflection to new concerns related to the life sciences, particularly the development of biotechnologies and the cognitive sciences. UNESCO will continue its co-operation with the Member States concerned in order to establish or strengthen national ethics committees, whose networking it will promote. It will encourage bioethics education by means of pilot projects and the production of information and awareness-raising material designed for target audiences, in particular young people.

► New activity

World Commission on
the Ethics of Scientific
Knowledge and
Technology

02028 In order to extend ethical reflection to areas of knowledge other than those of the life sciences, and in the light of the results of the consultations and preliminary work already carried out in this respect, it is proposed to set up a World Commission on the Ethics of Scientific Knowledge and Technology, whose initial work might address three themes: energy (problems relating to the production, use and consumption of various sources of energy); freshwater resources (availability, accessibility, use); and the information society (impact of the new technologies on mental representations, the social relationship, governance). The Commission, meeting once every two years, could hold its first session in 1998, at the invitation of the Norwegian authorities.*

World Commission on the Ethics of Scientific Knowledge and Technology

The Commission, a multidisciplinary and multicultural body, will consist of some 20 leading figures who may, if need be, enlist the assistance of specialists. It will attempt to detect the early signs of situations that might become a risk to society as a result of advances in science and technology, to pinpoint the ethical issues involved, and to come up with principles to guide the choices of decision-makers. Another of its tasks will be to promote dialogue between scientific communities, decision-makers and the public at large.

* This work will be conducted in close liaison with the activities carried out under Programme II.4 (Environmental sciences and sustainable development) and the project on 'Ethical and sociocultural challenges of the new information society' (Programme IV.1).

Programme II.4

Medium-Term Strategy, paragraphs 100-112

Environmental sciences and sustainable development

02029 Regular budget: \$17,279,000 - Extrabudgetary: \$22,500,000

To foster the development of endogenous capacities in environmental sciences and the advancement, sharing and transfer of scientific knowledge for socio-economic development integrating environmental protection, in line with Agenda 21 and other UNCED-related conventions, global and regional conferences and plans of action, including those of the Earth Summit +5 (June 1997).

II.4.1 Co-ordination and promotion of interdisciplinary and inter-agency co-operation

02030 Regular budget: \$330,000 - Decentralized: 0%

Background

02031 *The joint statement made in 1995 by the chairpersons of the five intergovernmental scientific programmes (IGCP, IHP, MAB, IOC and MOST) has generated renewed commitment in greater interdisciplinarity among these programmes and greater intersectoral co-operation between the Natural and Social Sciences, Education, Culture and Communication Sectors, particularly with respect to coastal zones and small islands, and cities and fresh water. Within the United Nations system, UNESCO has served as the inter-agency task manager in the areas of science (Chapter 35) and education and public awareness raising (Chapter 36) of Agenda 21. Moreover, the environmental sciences programmes contributed to the United Nations system-wide implementation of topical chapters of Agenda 21, the environment conventions, the International Decade for Natural Disaster Reduction (IDNDR), the action programmes of major UNCED-related global conferences, and the preparations for the International Year of the Ocean in 1998. During the biennium, inter-programme, intersectoral and inter-agency linkages, as well as the coherence and overall input as a follow-up to UNCED, will be enhanced.*

Main lines of action

Fostering co-operation between the intergovernmental scientific programmes

02032 Actions will focus on fostering greater co-operation and cohesion among the activities undertaken under the intergovernmental scientific programmes (IGCP, IHP, IOC, MAB and MOST) and the natural and social sciences, in order to raise the quality and coherence of their contribution to the implementation of Agenda 21 and the conventions related to the environment and sustainable development. To this end, the activities of the Advisory Committee on UNCED follow-up will be continued and the regular consultations among the chairpersons of the intergovernmental scientific programmes will be institutionalized. Special attention will be given to stimulating and supporting specific inter-programme and intersectoral co-operative actions in priority areas, with the aim of gaining a better understanding of the interface processes between the environment and human activities. The Organization's role as inter-agency task

manager within the United Nations system for the implementation of Agenda 21 chapters on science and education/awareness raising, will be strengthened in particular by enhancing co-operation between the environmental scientific programmes and the transdisciplinary project 'Educating for a sustainable future'. Appropriate inputs will also be provided to the World Conference on Higher Education and the World Science Conference.

Building inter-agency
partnerships

02033 Efforts will be pursued to enhance co-operation with the organizations of the United Nations system, the Commission on Sustainable Development and competent NGOs involved in the follow-up of Agenda 21, with a view, *inter alia*, to improving the complementarity of action. This will involve participating in relevant inter-agency task forces and contributing to the development of co-operative programmes of action in which UNESCO and each of the other participating agencies and NGOs, will assume specific responsibilities within their respective fields of competence. Network linkages among UNESCO Chairs on environment and sustainable development will be further strengthened and support will be extended to innovative initiatives on global change issues such as: Globally Oriented Education Network Initiative (GENIE).

II.4.2 Earth sciences, earth system management and natural hazards

02034 Regular budget: \$2,275,000 - Decentralized: 38.3%

Background

02035 *The research and training activities under this programme have focused on promoting resource development, environmental protection and land-use planning, including waste disposal and natural disaster reduction. The International Geological Correlation Programme (IGCP), networking in more than 150 countries, remains the major instrument of UNESCO's contribution to comparative studies in earth sciences, including the history of the earth and its geological heritage. Activities implemented in co-operation with the International Union of Geological Sciences (IUGS) and other international geoscientific programmes have resulted in the production of thematic geological maps, postgraduate training in the earth sciences, implementation of research projects, and applications in remote sensing and geodata handling, climate change and industrial pollution. Within the framework of the International Decade for Natural Disaster Reduction (IDNDR), guidelines and other awareness-building material were also prepared on disaster prevention, preparedness and mitigation. In the light of the results of an external evaluation of the programme, carried out in 1997, the activities of the current biennium will concentrate on fostering studies of the interface between human activities and the earth system.*

Main lines of action

Capacity-building
in earth sciences

02036 Based on IGCP projects focusing on environmental and social aspects in the field of the basic and applied geosciences, international and regional co-operation will be stepped up and national capacities will be enhanced through the implementation of selected projects under the International Lithosphere and Global Change Programmes; this will include the participation of scientists from developing countries in continental drilling. Initiatives will also be taken to promote a global network of geo-sites having special geological features. In co-operation with the Commission for the Geological Map of the World, preparations will continue for the publication of the Geological Map of Africa; the Mineral Atlas of the World; a second edition of the Geological Map of the World; and a stratigraphic timetable. Increased support will be given to postgraduate training courses in earth sciences, organized in co-operation with universities and competent NGOs, exchanges of scientists, fellowships and UNESCO

Chairs. The roving training workshops, started in Latin America and the Caribbean region and focusing on minimizing the detrimental impact of mineral resource development and natural hazards, will be extended to Africa.

Modernizing
geodata handling
and monitoring

02037 Modern geo-information handling systems and networking activities in mineral resource management and the application of new technologies in earth science research will be developed mainly in Africa and Asia. In the framework of the Geological Application of Remote Sensing Programme (GARS), pilot projects will be launched in Asia, with a view to rendering more efficient the monitoring of the geodynamic phenomenon (e.g. of lahars, volcanoes and tectonic movements). Activities with MAB, IHP, IOC and the project on 'Environment and development in coastal regions and small islands' (CSI) will emphasize joint action in interface processes (e.g. coupling between biosphere, hydrosphere and geosphere) and contribute to the development of Global Observation Systems. Support will be extended to transdisciplinary research on vulnerable environments, such as coastal zones and cities, and on the geological aspects of industrial pollution and toxic waste disposal; this will emphasize the development of planning tools to develop generic and prediction models. Studies under the IUGS-UNESCO Mineral Deposit Modelling Programme (DMP) will assess the impact of mineral extraction on the environment in developing countries.

SPECIAL PROJECT: 'Modernization of geodata handling'. This four-year project is a geographical extension of the special project on Modernization of geodata handling in Africa, launched in 1996. During the second phase, some eight pilot projects will be launched in selected countries of Africa and Asia. The projects will aim at improving the development and management of mineral resources in these countries and making mining environmentally more acceptable; this will be achieved by setting up spatial geo-information units in the geological surveys to transform geological information into a format that can be used by decision-makers, planners and industrialists. Networking and training activities will be developed to facilitate data exchange among the participating surveys themselves and with institutes in industrialized countries.

Reducing vulnerability
to natural disasters

02038 UNESCO will contribute to the final phase of the International Decade for Natural Disaster Reduction (IDNDR) through intersectoral activities aimed at reducing vulnerability to natural disasters in hazard-prone areas, such as coastal zones, mountainous areas, cities and other fragile environments. Particular emphasis will be placed on areas prone to earthquake or volcanic risk. In order to achieve meaningful disaster reduction, appropriate education, training and information activities will be developed to help communities at risk including guidelines for dealing with pre- and post-disaster situations. Natural-hazard related mitigation projects will be launched in the Mediterranean and Arab regions and in selected countries of Asia and Latin America.

II.4.3 Ecological sciences and the Man and the Biosphere (MAB) Programme

02039 Regular budget: \$3,620,000 - Decentralized: 40%

Background

02040 *With the adoption of the 1995 Seville Strategy, the MAB programme has gained new momentum. The World Network of Biosphere Reserves currently comprises 337 reserves in 85 countries. Regional co-operation was strengthened through increased support to regional MAB networks (AfrimAB, AsiaMAB, ArabMAB, CYTED-MAB and EuroMAB). Substantive progress was made in training and research on biodiversity conservation, sustainable use of biological resources and ecosystem management through the implementation of*

collaborative programmes, such as *Diversitas*, in co-operation with ICSU: *People and Plants*, *South-South co-operation in the humid tropics - the tropical soils biology and fertility programme (TSBF)*, the *Saharan observatories (ROSELT)*, the *International Programme for Arid Land Crops (IPALAC)* and the *International Scientific Council for Island Development (INSULA)*, and through the establishment of *UNESCO-Cousteau Ecotechnie Chairs and networks*. *Clearing-house activities* were also strengthened by providing training on the use of databases and introducing information technologies for the management of *Biosphere Reserves in Africa, Asia and Latin America*. The periodic review and evaluation of established *Biosphere Reserves* and the examination of proposals for setting up new reserves will continue as ongoing activities. Co-operation with MOST and the project on *Environment and development in coastal regions and small islands (CSI)* will also be reinforced within the framework of the implementation of projects on cities and coastal zones and islands with a view to promoting social and economic progress that conserves ecosystem functionality and the maintenance of associated cultural values.

Main lines of action

Combating desertification

02041 The implementation of MAB-related activities will be further strengthened by: increased support to regional MAB networks and MAB National Committees; increased scientific inputs to the work plans of the conventions on biological diversity and on desertification; and facilitation of projects on biodiversity and desertification control, in co-operation with funding sources.



SPECIAL PROJECT: 'Arid and semi-arid land management in Africa'. This four-year project, launched in 1996, is aimed at combating desertification and improving agricultural productivity in arid and semi-arid regions. During its second phase, training and research activities will be continued on the application of appropriate management techniques and the transfer of germ plasm of multi-purpose plant species having the potential to adapt to arid conditions and thus generate additional revenues.

Implementation of the Seville Strategy

02042 The implementation of the Seville Strategy will be a major thrust of the programme. It will be pursued by the promotion of sound conservation policies involving local people and the judicious use of natural resources and ecosystems. Member States will be assisted in optimizing their biodiversity assets for long-term development and encouraged to allocate increased resources for this purpose, in line with the new statutory framework of the World Network of Biosphere Reserves and the existing networks for regional co-operation: *AfriMAB*, *AsiaMAB*, *ArabMAB*, *CYTED-MAB* and *EuroMAB*. Particular attention will be given to the establishment of buffer zones around the protected core areas of the reserves. The status of existing reserves will be monitored and improved, as necessary, and new proposals for biosphere reserves will be evaluated by the Advisory Committee on Biosphere Reserves and competent NGOs. In keeping with the Seville Strategy's vision of reconciling ecological integrity with socio-economic progress, special efforts will be made to establish biosphere reserves in vulnerable areas, such as coastal regions and islands, transboundary areas, peri-urban areas, and the lands of indigenous peoples.

Promoting biological diversity

02043 Basic research and monitoring of biological diversity in land and coastal areas will be pursued, in co-operation with IOC and other competent bodies, within the framework of the *Diversitas* programme. Other collaborative initiatives will include (1) the '*People and Plants*' project on ethnobotany; (2) biological management of tropical soils biology and fertility (TSBF); (3) cultural integrity and biological diversity; (4) assessment of economic valuation of ecological processes; and sacred sites. Co-operation will be strengthened with the *Global Terrestrial Observing System (GTOS)*, the *Saharan Observatories (ROSELT)* and the *South-South co-operation in the humid tropics*. In co-operation with the *Social and Human Sciences Sector*, new modalities will be explored to promote environment-friendly urban transport systems.

02044 Building human and institutional capacity through training, technology transfer and networking will continue to form an integral part of this programme. Attention will be given to strengthening links between institutions in the South and North to develop interdisciplinary education and training activities* which combine ecology, social sciences and technology, in particular within the UNESCO-Cousteau Ecotechnie Chairs. Support will be extended to regional training centres and to the training project on arid land crops. The clearing-house activities will be further developed, including UNESCO-MAB Net on the Internet and CD-ROM. In co-operation with the French Government, UNESCO will sponsor the fiftieth anniversary in 1998 of the World Conservation Union (IUCN).

UNESCO-Cousteau Ecotechnie Programme (UCEP)

The programme was launched in 1994, in co-operation with Commander Jacques-Yves Cousteau, with the objective of promoting decision making and management practices relevant to sustainable development. The programme fosters interdisciplinary research and training in ecological economics, human ecology and ecotechnology focusing on the interface processes between the environment and human activities. For this purpose, it supports the establishment of UNESCO Chairs, and regional networks among academic institutions and research and training centres. So far, four UNESCO-Cousteau Ecotechnie Chairs have been set up and two others are under active consideration. Regional networks have also been established in Asia, Europe and Latin America. The programme provides support to interdisciplinary training activities and field projects designed to test and evaluate models for sustainable development.

SPECIAL PROJECT: 'Young scientists' involvement in the MAB programme'.

This six-year project, launched in 1996, will continue to assist young scientists to participate in research and development activities, and also involve them in promotional and demonstration activities on appropriate technologies and conservation measures in rural areas. During the project's second phase, 20 more MAB awards will be given to selected young scientists, including women scientists, who will be invited to participate in R&D activities in collaborative research projects between two or more biosphere reserves.

II.4.4 Hydrology and water resources development in a vulnerable environment

02045 Regular budget: \$2,830,000 - Decentralized: 45.4%

Background

02046 *The research and training activities of the International Hydrological Programme have made a valuable contribution in a number of domains. These include, in particular, a better understanding of the possible impact of climate change on the hydrological cycle and on water resources; the improvement of knowledge on river flow regimes at regional level (FRIEND project) and the establishment of new research groups at the level of the Nile Basin, South-East Asia, the Pacific, and the Hindu-Kush Himalaya region; the development of an integrated approach to land use and water for riparian eco-system management; the creation of a water resources research network for the South Pacific islands; the elaboration of techniques for urban flood mitigation and the launching of studies on groundwater contamination and water resources management in arid and semi-arid zones. Initiatives have also been taken to develop methodologies for the analysis and resolution of water-use related conflicts, taking into consideration sociocultural factors. As a follow-up to the World Water Forum (Morocco, 1997), greater attention will be given to addressing the issues raised by the scarcity of freshwater resources worldwide.*

* The activities will be developed and implemented in close liaison with the actions foreseen under Programme II.5 (Social and human sciences and social development) and the transdisciplinary project: Educating for a sustainable future.

Main lines of action

Building capacities in water resources management

02047 The development of national capacities in water resources management will continue to be the major thrust of the programme. To this end, Member States, through the IHP national committees, will be encouraged to participate more actively in the research and training activities. Multidisciplinary postgraduate courses and seminars on specific topics will be organized for university teachers and researchers. Computer-assisted learning materials and the IHP/Internet database service will be further developed to facilitate wider sharing of knowledge, information and technology. Multidisciplinary education and training activities will also be developed for raising public awareness and developing water-related management skills, with particular emphasis on Africa.

Management of groundwater resources in vulnerable environments

02048 Research projects on the interaction between the climate system and the land phase of the hydrological cycle will be continued; they will give special consideration to geobiochemical feedbacks, downscaling/upscaling of climate change predictions of extreme hydrological events, and new ecohydrological approaches for sustainable water resources management. Research activities will also address the critical issues of groundwater resources at risk in various space scales, in order to improve the knowledge of the processes occurring in the unsaturated zone and develop early-warning mechanisms of possible water supply contamination. Activities will also focus on developing methodologies to identify the vulnerability of groundwater to urbanization and agricultural practices. Research activities on water resources management in coastal zones and small islands of the Mediterranean and South Pacific will be pursued as a contribution to the project on Environment and development in coastal regions and small islands (CSI).

Water resources development in arid and semi-arid areas

02049 Particular attention will be given to the management and rational use of freshwater resources and the implementation of measures that contribute to minimize the impacts of floods and droughts. Efforts will focus on drawing up an innovative global strategy for dealing with the looming water resources crisis of the twenty-first century. High priority will be given to formulating and implementing a water resources development programme for sub-Saharan Africa. A programme on integrated water resources management in arid and semi-arid areas will be implemented, including the development of methodologies to cope with water resources scarcity and a campaign to raise public awareness. A special study on wadi hydrology in the Arab region will be launched. Activities aimed at improving water resources management practices in the humid tropics and upgrading tools for integrated urban water management in different climatic zones will be continued.

Managing conflicts in the use of water resources

02050 Studies will be implemented with a view to further developing methodologies for analysing water resource management issues in situations of conflicts among users. Assistance will be extended for launching a research network on 'water and civilization' aimed at studying the cultural dimensions of water resource management in different geocultural zones.* A methodological framework for comprehensive environmental risk and impact assessment will be developed in order to quantify the vulnerability of the environment.



SPECIAL PROJECT: 'Women and water resource supply and use in sub-Saharan Africa'. This four-year project, launched in 1996, is aimed at improving the quality of life of women by facilitating their access to water resources and by improving water resource management in semi-arid and arid areas. The training activities and the pilot projects started in the first phase will be further developed and extended during the second phase. The project will be

* This project is implemented in liaison with activities under Subprogramme III.1.1 (Safeguard and revitalization of the tangible and intangible heritage).

jointly implemented by the Natural and Social and Human Sciences Sectors and ensure the necessary integration of the scientific and social aspects of the activities.

Project on Environment and development in coastal regions and in small islands

02051 Regular budget: \$1,755,000 - Decentralized: 41.5%

Background

02052 *Launched in 1996, the project has successfully fostered the joint planning and implementation of interdisciplinary activities, in close collaboration with the Natural, Social and Human Sciences, Culture, Education and Communication Sectors. Subregional pilot projects integrating several of the following key themes have been developed: freshwater management, coastline stability, biological diversity and ecosystem productivity conservation. The projects at Jakarta (Indonesia), Essaouira (Morocco), Dakar (Senegal) and the Rio de la Plata estuary (Argentina, Uruguay) have contributed to the development of intersectoral and interdisciplinary methodologies as well as expertise for dealing more adequately with problems facing coastal cities. Training in interdisciplinary methodological approaches for the integrated coastal region and small island management was also organized. In 1996, a meeting of experts in natural and social sciences provided strategic guidance for the further consolidation of the project activities which will continue to strive towards environmentally sound, socially equitable and culturally appropriate development of coastal regions and small islands.*

Main lines of action

Consolidating pilot project activities

02053 Pilot project activities focusing on environmental problems in coastal cities, freshwater security, environmental and sociocultural transformation, community-based management, biological diversity loss and coastal erosion will be consolidated with a focus on maintaining an appropriate balance between scientific-technical, socio-cultural and education-communication dimensions. Efforts will centre on strengthening sociocultural aspects related to rural-urban migration in coastal areas and small islands, traditional management and knowledge of coastal resources. The pilot projects will be interlinked in order to facilitate the exchange of information and experience, broaden the application of the findings, foster public awareness and build capacity and partnerships. Priority will be given to Africa and LDCs with special attention to societal impacts related to natural and human-induced coastal erosion and coastal biodiversity conservation through cultural practices. In the small island developing states (SIDS) of the Caribbean, Pacific and other oceans, priority topics will include demographic and sociocultural change, impact of tourism, coastal erosion and local management of freshwater resources and biodiversity

Education and training for integrated coastal management

02054 The interregional network of UNESCO Chairs on subjects pertinent to integrated coastal management will be further developed. Through this network, capacity-building in interdisciplinarity will be promoted by developing computer-based learning modules, training programmes and participatory field research. Public awareness and education will be fostered through community radio projects and the Associated Schools' flagship projects in the Caribbean and other seas. Cross-sectoral ties will be strengthened among key institutions at national, regional and international levels and with local communities and NGOs.

Wise practices for sustainable management of coastal zones and small islands

02055 Steps will be taken to elaborate a set of wise practices for the sustainable development of coastal regions and small islands on the basis of a critical assessment of management practices, including local knowledge and skills and the pooling of lessons drawn from pilot project theme activities and other integrated coastal management initiatives. As part of the elaboration process, a 'UNESCO Virtual Forum' will be set up and natural and social scientists, NGOs, decision-makers and representatives of the civil society will be encouraged to contribute actively. The forum will address certain key issues such as improving environmental and sociocultural indicators for monitoring sustainable coastal development, developing capacity to better account for local ecological and cultural diversity, and broadening the understanding of sociocultural factors underlying conflicts over access to and use of coastal resources.

II.4.5 UNESCO Intergovernmental Oceanographic Commission

02056 Financial allocation: \$6,469,000

Background

02057 *As a result of increased donor support, notable progress was achieved in implementing the IOC regional research and training activities. In response to the expressed needs of governments, a set of guidelines was prepared for interdisciplinary and integrated management of coastal areas at the regional level. A users' handbook (CD-ROM) on all existing sea-level data concerning small island states and low-lying countries was also published. In conjunction with the Scientific Committee on Oceanic Research (SCOR) and the International Council of Scientific Unions (ICSU), data for forecasting ocean circulation and climate variables for the tropical oceans have been generated. As the focal point for the co-ordination of the United Nations system's activities on Chapter 17 of Agenda 21, and as the secretariat of the ACC sub-Committee on Oceans and Coastal Areas, UNESCO and its Intergovernmental Oceanographic Commission will continue to participate in joint programming initiatives of the United Nations system and implementation of relevant activities. The 1998 International Year of the Ocean will be used to promote the importance of the marine environment and to intensify education and public awareness of the role of the oceans, coastal areas and their resources for sustainable and equitable social development. During the biennium, greater emphasis will be placed on Africa within the context of these activities.*

Main lines of action

Reducing scientific uncertainties about oceans and coastal areas

02058 Research activities will be implemented to assess and reduce scientific uncertainties in oceans and coastal areas, within the framework of the conventions on climate change and biological diversity. The development of the Global Ocean Observing System (GOOS) will be continued and an operational services plan will be developed for evaluating Global Change scenarios. Global marine data systems will be further integrated in the form of an ocean information service for scientific modelling and prediction. An evaluation of the activities of the Intergovernmental Oceanographic Commission will be carried out.

IOC regional programmes

02059 The IOC regional programmes will continue to be implemented through decentralization, on a case-by-case basis, in the Caribbean (IOCARIBE), the South-West Atlantic (ASOS), the South-East Pacific, the Eastern Atlantic (IOCEA), the Mediterranean and Black Sea, the Red Sea, the Persian Gulf, the Northern Indian Ocean (IOCINDO), the Western Indian Ocean (IOCINCWIO) and the Western Pacific (WESTPAC). The assessment of marine pollution problems, especially the state of the marine environment at the regional level and its implications for global policy, will be pursued. The implementation of the regional components of the

Global Ocean Observing System (GOOS), in the West Pacific, the Mediterranean-Black Sea, the Caribbean, as well as the Western Pacific component of the International Musselwatch, will be continued.

Building worldwide awareness of the importance of the ocean

02060 In order to enhance capacity in developing countries for marine sciences and systematic ocean observations, regional co-ordinated plans (e.g. for the Western Indian Ocean and East Africa, and the Western Pacific) for sustainable coastal zone development will be developed in collaboration with MAB, IHP, the project on Environment and development in coastal regions and small islands (CSI), and the Social and Human Sciences Sector. Activities will include establishing or strengthening early-warning systems, training in selected fields of marine science and management, and developing training materials for integrated coastal management. Intersectoral activities will be undertaken to promote public awareness and develop relevant teaching materials and promoting a curriculum on 'oceans and society' in schools.* The 1998 International Year of the Ocean will be used to build up worldwide awareness of the importance of the ocean, both among decision-makers and the general public. IOC will extend active support to the World Ocean Circulation Experiment Conference, Halifax, Canada (Spring 1998) and to the Oceanographic Society Conference on Ocean Sciences, at UNESCO (May 1998).

International Year of the Ocean

In the context of the 1998 International Year of the Ocean, a series of regional and global consultations will be organized with a view to enhancing both international and national commitment to adequately address the ocean-related issues: coastal zone degradation, pollution, fresh water, marine food security and climate variability. Initiatives will also be taken to launch an Ocean Charter 1998 in order to create, with the support of the media (print, audiovisual and electronic), a wider awareness of the importance of the ocean. Active support will be extended to the EXPO'98 Year of the Ocean exhibition and the organization of international and regional education and research cruises, as well as thematic conferences and regional activities. A special effort will be made to foster the involvement of young people in the activities of this major event and to contribute to the follow-up of the International Independent Commission on the Oceans.

Coastal zone management in Africa: a Pan-African Conference

02061 A Pan-African Conference on Sustainable Integrated Coastal Zone Management will be held in Mozambique (1998) with the aim of drawing up a comprehensive strategy for sustainable integrated development of the coastal environment of the African continent, including coastal zones and intersectoral studies on the influence of the oceans on sustainable development. The strategy will take into account the interface processes between the physical environment and human communities.

Financial arrangements

02062 The resources of the Intergovernmental Oceanographic Commission are made of: (i) a financial allocation of \$6,469,000 for staff, direct programme and support costs to be entered under a separate heading under the budget of Major Programme II; (ii) contributions to the Fund of UNESCO's Intergovernmental Oceanographic Commission, estimated at \$3,000,000 for 1998-1999, from States Parties and other sources.

* These activities will be implemented in close liaison with the actions foreseen under Programmes I.1 (Basic education for all) and I.2 (Reform of education in the perspective of education throughout life) and under the transdisciplinary project: Educating for a sustainable future.

Programme II.5

Medium-Term Strategy, paragraphs 100-105 and 234-237

Social and human sciences and social development

02063 Regular budget: \$4,683,200 - Extrabudgetary: \$7,000,000

To encourage the application of the findings of social science research to improve the formulation of social development policies and strengthen the capacity of local communities to deal with social and environmental problems.

To strengthen young people's capacity to participate more actively in the fight against poverty and exclusion and in the promotion of development and democratic governance at the local, national and international levels.

II.5.1 Social transformations and development

02064 Regular budget: \$2,583,100 - Decentralized: 31.1%

Background

02065 Launched in 1994, the MOST programme will have completed its establishment phase by 1997. International and regional projects and networks, reflecting the policy and research priorities of all regions, have been established. Joint activities have been developed with MAB and the International Hydrological Programme (IHP), in the framework of the interdisciplinary projects on cities and on coastal zones and small islands. Further joint activities with the Culture Sector were undertaken on urban development and the revitalization of historical inner-city areas. At the request of several Member States and United Nations agencies and funds, MOST has started to provide technical expertise for social assessments, poverty appraisals and policy evaluation, in the implementation of national development policies and projects. A database on best practices on urban poverty and exclusion was started through the MOST clearing house on the Internet. MOST discussion forums on social transformation issues were also initiated on the Internet to exchange information on successful policies. MOST has now entered a new phase, that of the consolidation of ongoing activities, the effective delivery of results and the elaboration of proposals for policy decisions. The implementation of action-oriented projects on social development in urban and rural areas and on democratic governance, the provision of expertise on such projects, and new activities, designed to combat poverty and exclusion, will also be developed.

Main lines of action

*MOST programme:
consolidating existing
projects and networks*

02066 During the biennium, the MOST programme will focus on the consolidation of existing projects and networks in the three areas of: the management of multicultural and multi-ethnic societies; the governance of cities; and coping with global-local linkages. Within this framework, increased emphasis will be put on such issues as migration, population, gender and youth issues in urban areas, and poverty and exclusion. A mid-term evaluation will also be undertaken. Results so far achieved will be used to design action-oriented projects, in co-operation with local

and national authorities, NGOs and other United Nations agencies. Support will be provided to MOST National Liaison Committees to participate in and develop programme activities. In addition, in co-operation with United Nations agencies, policy and research expertise will be provided to development projects in Member States, at the latter's request.

The societal impact of migrations in the Asia-Pacific region

Migration and ethno-cultural diversity are major factors of long-term transformation of societies in the Asia-Pacific region. A better understanding of these phenomena will provide a basis for analysis and policy formulation. This MOST project aims at collecting, storing and analysing accurate and comprehensive information on migration and settlement. It has country teams from Thailand, Philippines, Australia, New Zealand, China, Republic of Korea, Indonesia, Fiji, Japan and Malaysia which will examine existing public policy on migrants and minorities; the extent to which children from these groups participate in education and whether women experience any special form of disadvantage; and these groups' contribution to economic growth.

*The MOST
programme's clearing
house*

02067 The MOST programme's electronic information and communication service will develop its two main functions: diffusing scientific information on scientific information and fostering co-operation. A network of researchers and institutes involved in the programme will be fully developed in order to facilitate the exchange of scientific information and day-to-day co-operation of international research teams engaged in MOST projects. The clearing house on the Internet will provide users worldwide with immediate access to the programme's research results. Action will also be initiated to further understanding of how knowledge in the social sciences is applied and to assess the best practices for transferring scientific knowledge to policy-makers and the public at large. Special modules for the media will be devised to help them convert scientific insights into public knowledge. Innovative techniques for achieving this will be explored through information technology, such as CD-ROMs, videos and publications. Another line of action will be the application and use of knowledge for development, including in the field of science and technology.

*The social and human
sciences in support of
the fight against poverty
and exclusion*

02068 As part of the MOST clearing house, the database on the best practices to fight poverty and exclusion, in urban and rural areas, will be further developed in co-operation with other United Nations agencies and NGOs, and an information system on microcredit programmes will be established, in co-operation with the Grameen Bank. In this context, UNESCO will support the identification and development of complementary social measures needed to ensure the long-term viability of programmes against poverty. This will include social impact assessment on poverty levels and on community, family and gender relations; and capacity-building and promotion of initiatives by the poor, in selected local communities, in partnership with the Grameen Bank and other microfinance institutions having similar experiences. As a follow-up to the Delors Report on Education for the Twenty-first Century and in close co-operation with the Division of Statistics, work will be started on the impact of education on social exclusion: quantitative indicators and qualitative criteria will be developed to assess the conditions which lead education systems to increase or reduce exclusion. Methodological and substantive support will be provided to other sectors, to draw up action-oriented projects to improve the quality of life in rural areas focusing, in particular, on human resource development and appropriate use of technologies, such as solar energy, and of information technologies. In close co-operation with the competent institutions of the United Nations system, a network will be set up, using particularly electronic means, to prepare an International Best Practices Forum on Solidarity for Social Development, to be held in the context of the thirtieth session of the General Conference.

Project on Cities: Management of social transformations and the environment*

02069 Regular budget: \$540,000 - Decentralized: 40%

Background

02070 *The project was started in 1966 and has launched three pilot projects in Dakar (Senegal), Port-au-Prince (Haiti) and São Paulo (Brazil). They focus, respectively, on the improvement of sanitary conditions, the rehabilitation of historic parts of city centres and the promotion of biodiversity conservation. These activities are carried out jointly with the MAB programme (and in conjunction with UNDP in Haiti and FAO in Brazil), and are implemented in close co-operation with local authorities and the competent local NGOs. They include training and field work and foster the active involvement of local populations, especially young people and women, in improving the urban environment and living conditions in the poor neighbourhoods. In addition, in conjunction with the project on Environment and development in coastal regions and in small islands (CSI) and the International Hydrological Programme (IHP), an experimental project was initiated with the aim of rehabilitating a series of historic towns in coastal zones; preparatory work has been launched in the town of Essaouira (Morocco).*

Main lines of action

Consolidating ongoing pilot projects

02071 The pilot projects on the outskirts of Dakar, Port-au-Prince and São Paulo will be consolidated with a view to implementing integrated approaches towards reducing poverty and improving living conditions. The activities will emphasize skills training and income-generating activities for young people and women, as well as upgrading housing and sanitary facilities. High priority will be given to securing the involvement of local NGOs, municipal authorities and opinion leaders to ensure the projects' sustainability and their multiplier effect. During the current biennium, additional projects will be launched in other peri-urban areas.

Urban development and revitalization of inner cities

02072 A series of complementary activities will be directed at 'urban development and freshwater resources' and the 'revitalization of inner cities'. A network of Mediterranean medium-sized coastal cities will be developed with the aim of providing municipalities with expertise, and helping them to implement actions, in the fields of: institutional reinforcement; citizen participation in urban governance; habitat upgrading; and support and training for environmental and natural resources management. As part of urban management, an integrated strategy will be pursued for the redevelopment of city centres. This will involve revitalizing decaying city centres, including those of historic cities, and urban fabrics with a view to upgrading the quality of life of their inhabitants and reducing poverty and exclusion. New approaches will be adopted to generate income through micro-activities for women and young people, upgrade housing and the surrounding urban context, and develop governance and citizenship with local NGOs and municipalities. Work already started in Quito and Tunis will be continued, while other pilot projects will be identified in Asia and in South America (in co-operation with the Inter-American Development Bank).

* This intersectoral project is planned and implemented jointly by the Social and Human Sciences, Natural Sciences and Culture Sectors. To this end, financial provisions are also foreseen under Subprogrammes II.4.3 (MAB), II.4.4 (Hydrology), the project on Coastal regions and small islands, and Programme III.1 (Preservation and enhancement of the natural and cultural heritage).

II.5.2 Youth and social development

02073 Regular budget: \$1,560,100 - Decentralization: 44.8%

Background

02074 *Actions under this programme have focused on fostering co-operation among youth in building their capacities for more active participation in the life of society. The further development of INFOYOUTH networks and activities was supported through the strengthening of regional and national structures, the training of network co-ordinators, particularly in Africa and Asia, and the promotion of the use of information technologies. Partnerships have been forged with youth NGOs, national and local authorities as well as international NGOs, such as the Junior Chamber International, for launching the 'Rounding the Cape' project in over 30 countries. Co-operation with youth NGOs was continued through a series of regional collective consultations. UNESCO also extended support to a wide range of development projects and work camps organized by youth NGOs and voluntary groups at regional and national levels, as well as youth leadership training programmes; it provided travel grants for youth leaders and consultancy services for developing national youth policies. In the area of sports and physical education, sport development projects were supported through the International Fund for the Development of Physical Education and Sports (FIDEPS).*

02075 *One of the priorities in the coming years is to 'listen' to young people and to work closely with them in reinforcing their capacity for realizing their individual and societal goals. Efforts should also be made to build among them a better understanding of and commitment to the ethical purposes of UNESCO by mobilizing their involvement in programmes and projects in the Organization's fields of competence at national and local levels; and by fostering joint activities and partnerships between youth associations and NGOs on the one hand, and Associate Schools and UNESCO Clubs, Centres and Associations on the other.*

Main lines of action

'Rounding the Cape'

02076 Implementation of the Rounding the Cape project will continue, in co-operation with a wide range of partners (ministries, universities and youth centres, local authorities, non-governmental organizations, young people's associations, the media, etc.) and in a highly decentralized way so as to respect the wide diversity of sociocultural contexts. Against this backdrop, support will be given to national and local efforts to promote dialogue with and among young people and to provide them with an opportunity to express, in the most appropriate form (such as music, theatre or video), their view of the problems affecting them and how they can be solved. Priority will be given to extending the project in Africa and Asia, particularly in the least developed countries, as well as in the countries in transition, and to finding ways of involving the most underprivileged young people, who generally have no way of making their voice heard. Support will also be given, in this context, to the holding of regional or subregional youth forums (in conjunction with the World Youth Forum). The possibility of setting up a UNESCO youth centre in the Asia and the Pacific region will be studied with the National Commissions concerned, subject to finding extrabudgetary financing. Efforts will be made to develop exchange arrangements between young people, through such means as UNESCO's 'Youth Card' scheme and youth leader travel grants.

SPECIAL PROJECT: 'Youth leadership for a culture of peace in the Pacific'. This two-year project will seek (i) to identify, through a participatory approach, the knowledge, skills and support which young people in the Pacific need to be provided with to meet the challenges of a world in rapid change; (ii) to offer appropriate and innovative learning opportunities to some 500 youngsters with a view to preparing them to exercise a leadership role at community and national levels.

*Promoting youth
information exchange*

02077 Efforts to establish an international youth information exchange service will continue, with the strengthening of existing INFOYOUTH networks and the creation of new structures making use, where possible, of the facilities offered by the Internet. These networks will also be used to circulate information on the implementation of the 'Rounding the Cape' project. A database on the youth policies of Member States and the most promising schemes introduced at national level for and/or by young people will also be set up on the Internet. The data collected in this way will help to substantiate the Organization's contribution to the Global Youth Ministers' Conference, to be held in Lisbon in 1998, along the lines of the contributions previously made to other major United Nations conferences. In addition, an evaluation will be made of all activities carried out by UNESCO under its youth programme.

*Contribution to the
implementation of the
World Programme of
Action for Youth to the
Year 2000 and Beyond*

02078 UNESCO will contribute to the implementation of the World Programme of Action for Youth to the Year 2000 and Beyond, adopted by the United Nations General Assembly, by offering its intellectual, technical and financial assistance (including mobilization of extrabudgetary resources) to local initiatives designed and implemented by young people with a view to strengthening their role as fully fledged social actors. Priority will be given to concrete and innovative projects falling within the three areas covered by the World Programme of Action for which the Organization is responsible: youth, education and leisure-time activities (culture and sport); youth, tolerance, racism and xenophobia; youth and communication. Special attention will be given to activities carried out by young people to celebrate the fiftieth anniversary of the Universal Declaration of Human Rights in 1998. Support will also be provided for innovative action by young people living in deprived suburbs or areas to overcome exclusion and marginalization.* In the same context, activities under the 'Planet-Society' project, launched in 1994, will henceforth focus mainly on promoting local development projects initiated by young people with a view to helping them to find external partnerships through a clearing house. Voluntary work by young people, in particular young women, will be encouraged.

Sport for all

02079 UNESCO will continue to promote 'Sport for All' by supporting local, national or international efforts to facilitate access to physical education and sports activities by groups of young people who are usually excluded from them (such as girls, young people from disadvantaged social backgrounds and disabled young people). It will associate itself with promotional activities (sports meetings, concerts, the award of prizes, etc.) sponsored by top athletes and enjoying wide media coverage with a view to highlighting the ethical values implicit in sport: fair play, the struggle against exclusion and violence, and the educational and cultural value of sport.

* Activities will be implemented in close liaison with the MOST/MAB project on cities, the project on 'Popular creativity in deprived areas' (Subprogramme III.2.1) and the 'Culture in the neighbourhood' project (transdisciplinary project 'Towards a culture of peace').

Co-operation with extrabudgetary funding sources

02080 Under Major Programme II, strategies to mobilize extrabudgetary resources will focus on addressing priority areas and target groups in the implementation of projects at the regional and national levels. The support of multilateral institutions such as UNDP, UNIDO, the World Bank, IAEA, the regional development banks and bilateral donors will be engaged for projects aimed at improving university education and strengthening national capacities in the basic, engineering and environmental sciences. Partnerships will also be forged with bilateral donors and industry to obtain funding for UNISPAR and the World Solar Programme including the ‘Global Renewable Energy Education and Training Programme’.

02081 While the European Commission and the national and international space agencies will be the principal potential funding sources for IGCP projects on remote sensing, geodata handling, mineral deposit modelling and the geology for sustainable development programmes, support will also be sought from development banks and bilateral donors for projects in the field of natural hazards. Collaborative agreements with GEF, the World Bank, UNDP, bilateral donors and private sources will be strengthened for implementing priority projects under the MAB programme such as biosphere reserves (particularly in Africa and the humid tropics), integrated ecosystem management, biodiversity conservation and sustainable use of resources. Extrabudgetary funds will be sought from multilateral and bilateral donors for water-related education and training projects and the two IHP priority areas, viz. integrated water sources management in arid and semi-arid zones, and groundwater resources at risk. Integrated projects, at the regional and subregional levels, for the management of large water bodies (e.g. Caspian Sea and Lake Chad) and river basins (e.g. Nile, Niger, Mekong and Tumen) will be undertaken in co-operation with UNOPS. Negotiations will be launched with GEF to secure funds for these projects. Key sources of potential funding for projects under the intersectoral project ‘Environment and development in coastal regions and small islands’ will include UNEP, regional development banks, the European Commission, UNDP, GEF and bilateral aid agencies. IOC will concentrate on generating resources through collaborative programmes with FAO, WMO, UNEP, IAEA and GESAMP, for its regional programmes especially in Africa, and for activities launched within the framework of the 1998 International Year of the Ocean.

02082 At the national level, UNESCO will participate more closely in policy and programme development work with institutions such as UNDP, in the donor meetings organized under the leadership of UNDP and the World Bank, Inter-American Bank and the African Development Bank, and through ‘upstream’ activities (needs assessment, sectoral and multisectoral studies, design of projects for extrabudgetary funding) carried out jointly with funding partners. Co-operation will be intensified with scientific institutions and non-governmental organizations in identifying and formulating programmes and projects in the fields of environment and sustainable development.

02083 In the area of social and human sciences, the strategy for extrabudgetary resources will focus on implementing specific priorities under each subprogramme. Priority will be given to forging co-operation with competent international and national foundations in implementing programmes and projects aimed at improving university teaching and research in the core disciplines and their interdisciplinary fields (e.g. sustainable development, urban management). Intergovernmental sources such as the World Bank, UNFPA and the European Community will also be mobilized for capacity-building initiatives.

02084 The principal sources of funding for projects under the MOST programme will be multilateral sources such as UNDP, regional development banks, and the World Bank, which are concerned with areas related to management of multicultural societies, cities, governance, globalization and migrations. An integrated approach to poverty alleviation will be developed on the basis of best practices in order to build partnerships among the United Nations system and to seek complementary support from bilateral sources for planning and implementing projects.

02085 In generating resources for projects relating to youth policies and programmes, priority will be given to obtaining contributions (private and philanthropic sources) in cash, kind and services under the Special Fund for Youth, and financial support from bilateral sources, the United Nations Youth Trust Fund and the regional development banks. To develop sports and physical education activities, priority will be given to raising funds for the International Fund for the Development of Physical Education and Sports (FIDEPS), in co-operation with the private sector, while efforts will continue to be made to obtain intergovernmental, governmental and philanthropic contributions.

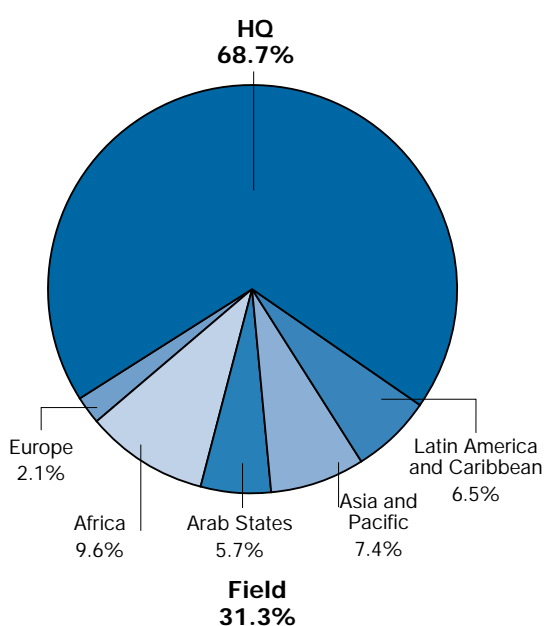
MAJOR PROGRAMME III

Cultural development: the heritage and creativity

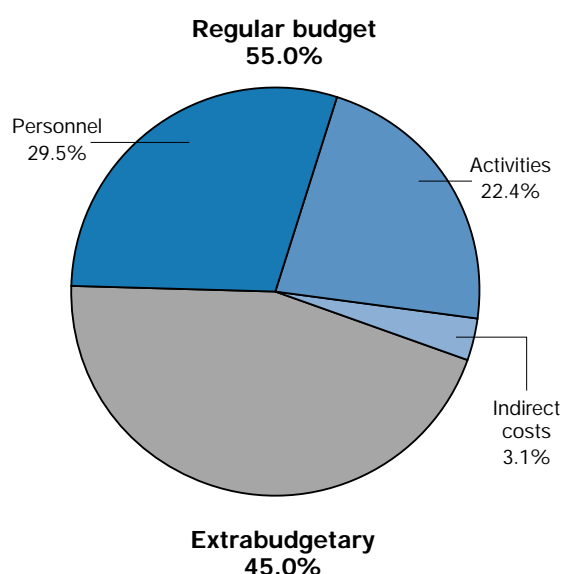
03001

	Regular budget						Extrabudgetary resources
	1996-1997		1998-1999				1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/ (decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	21,455,500	21,320,800	(134,700)	(0.6)	2,619,000	23,939,800	-
Activities	14,601,400	16,171,100	1,569,700	10.8	721,800	16,892,900	32,500,000
Indirect programme costs	1,708,500	2,235,700	527,200	30.9	254,000	2,489,700	-
Total	37,765,400	39,727,600	1,962,200	5.2	3,594,800	43,322,400	32,500,000

DECENTRALIZATION OF ACTIVITIES
(\$16,171,100)



DISTRIBUTION OF TOTAL RESOURCES
(\$72,227,600)



Programme III.1

Preservation and enhancement of the cultural and natural heritage (\$10,377,100)

Subprogramme III.1.1
Subprogramme III.1.2

Safeguard and revitalization of the tangible and intangible heritage
Promotion of the Convention for the Protection of the World Cultural and Natural Heritage

Programme III.2

Promotion of living cultures (\$5,794,000)

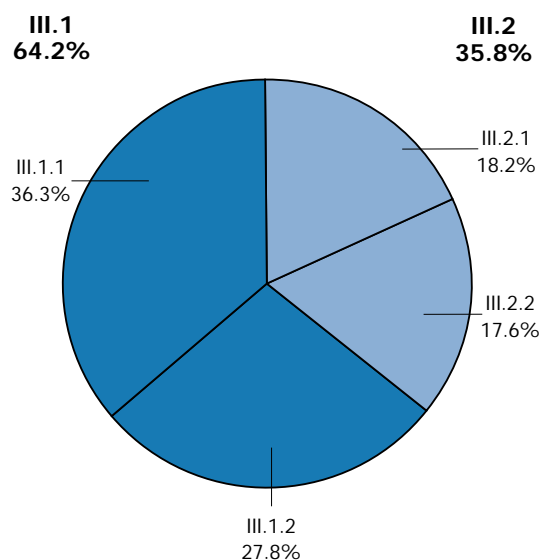
Subprogramme III.2.1
Subprogramme III.2.2

Creativity and copyright
Books and cultural industries

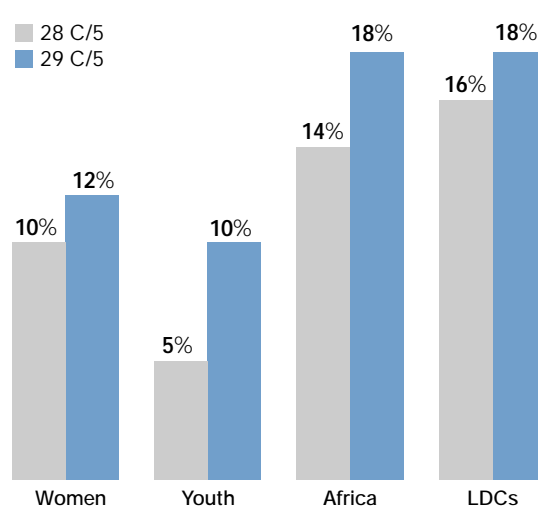
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	Regular budget resources		
	28 C/5	29 C/5	Increase (decrease)
	\$	\$	%
Subprogramme III.1.1	5,474,000	5,874,000	7.3
Subprogramme III.1.2	3,683,400	4,503,100	22.3
Subprogramme III.2.1	2,763,200	2,944,000	6.5
Subprogramme III.2.2	2,680,800	2,850,000	6.3
Total	14,601,400	16,171,100	10.8

DISTRIBUTION OF RESOURCES FOR ACTIVITIES (by programme and subprogramme)



RESOURCES ALLOCATED TO PRIORITY GROUPS (comparison between 28 C/5 and 29 C/5)



Cultural development: the heritage and creativity

03003 Never before in history have the world's cultures been engaged in dialogue as they are today, as a result of the multiplication of contacts between peoples generated by telecommunications, increased trade and greater geographical mobility. This forces us to tackle in a new way the major question of how a multiplicity of cultures can relate to each other in an interactive world, in particular as regards the preservation and enhancement of the cultural and natural heritage, and the promotion of living cultures, the two main pillars of Major Programme III. To pave the way for innovative approaches, the proposed programme - which falls under the responsibility of the Culture Sector - contains some important shifts of emphasis.

03004 Under Programme III.1, priority will be given to endogenous capacity-building and the development of transdisciplinary approaches to address simultaneously the natural and cultural, tangible and intangible heritage. Emphasis will be placed on prevention through more effective implementation of existing normative instruments, in particular the World Heritage Convention, the creation of new instruments where necessary, and better preparedness in case of disasters. Heritage management will focus on strategic planning, greater community participation, and the training of specialists in the various fields. The revitalization of both the tangible and intangible heritage will put emphasis on popular cultural expressions, in particular those related to sites, monuments and historic urban centres, as well as on the transmission of traditional knowledge to the young. To highlight the profound ethical values involved in heritage protection, a major effort will be made to raise heritage awareness in societies, both through sensitization and formal and non-formal education. Lastly, intervention will include emergency action, damage containment, and the restoration of local, national and world heritage.

03005 Programme III.2, with the proposed title 'Promotion of living cultures', in line with the Medium-Term Strategy, reflects the increased importance given to enhancing traditional and popular cultures as sources of creativity and guarantors of cultural diversity in the context of an unprecedented intensification of exchanges between cultures and at a time of an ever-increasing threat of standardization. The other major lines of emphasis of this programme concern the promotion of all forms of creativity - from literature to fine art and from popular crafts to design, without forgetting the new forms of artistic expression made possible by the new technologies. The focus is on art education, training for creators and artists, recognition of their role in society and the legal protection of their rights. In the long chain linking the creator to the public, cultural industries act as mediators and promoters. By backing the development of a wealth of viable local and national cultural industries, the planned activities should also help to activate the wellsprings of creativity in societies and thus mitigate the impact of cultural standardization. In that respect, the prospects opened up by cyberspace for increasing interactions between the world's cultures and encouraging a better understanding of them have not been neglected.

03006 The activities carried out in the framework of the World Decade for Cultural Development, which comes to an end in 1997, and the report *Our Creative Diversity* of the World Commission on Culture and Development, underlined the fundamental and concrete role played by culture as a dynamic

factor for socio-economic transformation. With a view to reaping all the fruits of these large-scale efforts, a debate will continue to be promoted in Member States on issues raised in that report. Various proposals contained therein are also reflected in the programme, in particular the elaboration of a UNESCO World Culture Report, the convening of an intergovernmental conference on cultural policies, and a series of activities relating to the themes of culture and development, culture and the environment, culture and tourism, culture and cyberspace, the setting up of a corps of cultural volunteers, as well as the continuation of some 'Decade projects', such as Vaka Moana, the African itinerant college for culture and development, and the Culture in the neighbourhood project.

Programme III.1

Medium-Term Strategy, paragraphs 119-133

Preservation and enhancement of the cultural and natural heritage

03007 Regular budget: \$10,377,100 - Extrabudgetary: \$30,100,000

To promote an integrated approach to the preservation and enhancement of the cultural and natural heritage, reconciling the imperatives of conservation and the requirements of development; to that end, to strengthen endogenous capacities and the participation of local communities in rehabilitation efforts.

III.1.1 Safeguard and revitalization of the tangible and intangible heritage

03008 Regular budget: \$5,874,000 - Decentralized: 43.4%

Background

03009 *Whilst continuing to assist Member States by helping them to adapt their legislation to international standards for the protection of the cultural heritage, UNESCO has begun to prepare an instrument on the underwater cultural heritage and to consider additional measures which might reinforce protection of cultural property in the event of armed conflict. Very close collaboration with UNIDROIT over ten years of hard work has resulted in the adoption of the Convention on Stolen or Illegally Exported Cultural Objects. Operations carried out, in particular in Cambodia and Central Asia, involving the drafting of national legislation and training for customs officers and the police, have also considerably reduced the illicit traffic in cultural property. In safeguarding operations the emphasis was placed, successfully, on mobilizing funds to protect sites considered to be priorities. The international safeguarding campaign for Moenjodaro (Pakistan) was completed and two campaigns - Antigua (Guatemala) and Istanbul-Göreme (Turkey) - were reactivated. In addition, UNESCO had to deal with a number of emergency situations - involving Bosnia and Herzegovina, Palestine and the Angkor monuments - and helped to co-ordinate the assistance provided by various countries and international governmental and non-governmental organizations. In the field of risk preparedness, a number of recommendations, guidelines and action plans were agreed upon, while co-operation with new partners, in particular the World Bank, led to a better integration of the heritage into the economic and social life of the community. New sensitization and awareness-raising activities were undertaken, targeting particularly young people, with the creation of a 'universities network' and the organization of youth camps in Uzbekistan, Cuba, Mexico and China.*

03010 *As regards the intangible heritage, the first two years of implementing the Medium-Term Strategy were mainly spent evaluating the situation and formulating new strategies. With regard to languages, a 'World Atlas of Endangered Languages' has been published and an intergovernmental conference was held on language policies in Africa. As regards the other aspects of the intangible heritage, the implementation of the*

Recommendation on the Safeguarding of Traditional Culture and Folklore was evaluated in Central and Eastern Europe, Latin America and the Arab States. Plans to safeguard the intangible heritage were drawn up in two Asian countries, new networks of specialized institutions were set up, and Member States were encouraged to install the 'Living human treasures' system.

Main lines of action

Fostering preventive action

03011 Preventive action to protect the cultural heritage will focus on the ratification and more effective implementation of international conventions and recommendations, and on the development of strategies to enhance preparedness in case of natural or human-made disasters. To this end, Member States will be assisted in drawing up appropriate national measures through the provision of training, the dissemination of technical information and the strengthening of networks to foster pre-disaster assessments and plans. New challenges will be addressed: the development of norms to enhance the effectiveness of the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict; the development of an international instrument to counter the widespread pillage of the underwater cultural heritage; and the development of a code of ethics for dealers and collectors to buttress the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Assistance will also be given to Member States wishing to formulate strategies for safeguarding their intangible heritage by taking as a reference point the Recommendation on the safeguard of traditional and popular culture. Priority will be given to the protection of heritage which is in danger of becoming extinct, in particular languages and cultural expressions of minorities and autochthonous peoples.

Integrating heritage management into national development plans

03012 Heritage management must be fully integrated into national development plans and calls for participatory approaches involving the whole community. This will involve the development of policy guidelines, legislation and strategies to foster a co-ordinated approach among all the institutional bodies concerned at the national level, such as those dealing with culture, tourism, antiquities, planning and development, while taking into account the long-term interests of the local communities concerned. Professional training will be reinforced in the various fields of heritage preservation and management, as well as support to UNESCO Chairs in conservation and museology, with particular emphasis on the transmission and adaptation of local skills and techniques. In the field of the intangible heritage, priority will be given to the training of specialists, in particular those responsible for conducting national surveys; the setting up of UNESCO Chairs; and the strengthening of networks of institutions specialized in traditional and popular cultures. The management of museums, and the enhancement of their educational and cultural role, will be fostered by reinforcing professional networks, disseminating specialized information, including the publication of *Museum International Magazine*, and providing advisory services.



SPECIAL PROJECT: 'Museum outreach programmes in West Africa'. Within the framework of the ICOM programme on behalf of African museums (AFRICOM), this project is intended to create and support museum outreach programmes in West Africa, so as to enhance the role of museums in both formal and non-formal education and encourage the better integration of the museum in the life of the community. The first phase of this four-year project will seek to develop appropriate methods, materials and innovative techniques responsive to local traditions and practices and to train young women in their use.

*Revitalizing the tangible
and the intangible
heritage*

03013 UNESCO will encourage the development of transdisciplinary approaches intended to revitalize, in a co-ordinated way, the tangible and intangible, cultural and natural heritage, and thus help to contribute lasting solutions to the development needs of local communities. In the first place, emphasis will be placed on revitalizing the historic centres of cities: assistance will be given to rehabilitation projects intended to integrate the tangible and intangible heritage in the city's socio-economic fabric and thereby improve the inhabitants' living conditions. With the same end in view, Member States will be encouraged to promote the transmission of traditional know-how to the younger generations, for example, through the system of Living human treasures. In co-operation with UNDP and UNEP, and particularly in the least developed countries and in small island states, UNESCO will also give its assistance to several initiatives intended to promote the holistic management of natural resources while respecting local values and traditions. In this context the interrelationship of gender, culture and the environment will receive particular attention. UNESCO will support in particular, the continuation of the project Vaka Moana in the Pacific. It will also encourage the revitalization of local languages by assisting Member States desiring to formulate policies favouring multilingualism. Finally, in the field of cultural tourism, UNESCO's objective will be to help in the formulation of strategies ensuring the long-term conservation of sites, participation in their management by the inhabitants, and better knowledge of local traditions and cultures; to achieve this, it will encourage pilot projects, the development of networks of experts, training programmes and stronger co-operation with the World Tourism Organization and specialized non-governmental organizations.*

Integrated community development and cultural site preservation

This project is intended to address issues of environmental conservation, rural decay and urban sprawl within the context of heritage preservation and enhancement. It will aim at empowering the inhabitants of protected cultural sites to maintain their social and spiritual traditions while playing a leading role in monitoring, preserving and maintaining monuments and benefiting economically from their enhanced conservation. For the first phase of implementation, five pilot sites have been selected: Hoi An (Viet Nam), Changu Narayan (Nepal), Vigan (Philippines), Luang Prabang (Lao People's Democratic Republic) and Lijiang (China).

*Raising awareness of
the values enshrined in
the heritage*

03014 To raise awareness among specialists and the general public of the ethical values enshrined in one's own heritage and that of others, strategies have to be designed envisaging the elaboration of technical guidelines, the setting up of networks and the preparation of programmes and materials (involving interactive technologies) for non-formal education. Particular attention will be given to raise awareness of the wealth of the intangible heritage, especially among young people; in addition to supporting the organization of festivals of traditional and popular arts, the publication of the UNESCO Collections dedicated to traditional music, the performing arts and the intangible heritage of minorities will be continued. These activities will be accompanied by efforts aimed at mobilizing human resources, in particular through the Cultural Volunteers Programme (in close co-operation with the United Nations Volunteers and NGOs active in this field), carefully targeted promotion campaigns, the setting up of cultural heritage support committees, the strengthening of the UNESCO Forum-University and Heritage network, and the launching of youth work sites.

* Action to revitalize the heritage will be implemented in close co-ordination with the activities relating to MAB and the project on 'Environment and development in coastal regions and in small islands' (Major Programme II); activities concerning crafts (Subprogramme III.2.1) and those activities of the transdisciplinary project 'Towards a culture of peace' which concern multilingualism, indigenous populations and intercultural heritage.

03015 Intervention encompasses both emergency safeguarding operations (including archaeological excavations and rock art) and the restoration of local and national heritage. Emergency action will focus on damage containment in post-disaster and post-conflict situations (for example, in Bosnia, Cambodia, in particular the Angkor area, and Palestine), including the reconstitution of collections of dispersed objects and artefacts. Emphasis will be placed on increasing the means for rapid intervention and the deployment of expert Blue Shield teams. UNESCO will also continue to assist Member States in preparing and carrying out safeguarding plans and restoration projects that take into account long-term maintenance requirements. Priority will be given to launching the international campaign for Tyre (Lebanon) and completing the final phase of the campaign for the monuments and sites of Ethiopia. Activities carried out in connection with other campaigns (Bangladesh, Fez, Gorée, Guatemala, Havana, Hué, Istanbul, Kathmandu, Malta, the Nubia Museum, Sana'a and Shibam, Sri Lanka and Venice) will be pursued. New partnerships will be sought with foundations and funds, such as the World Monuments Fund, and the private sector.

III.1.2 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage

03016 Financial allocation: \$4,503,100 - Decentralized: 5.9%

Background

03017 *The UNESCO World Heritage Centre was established in 1992 to promote adherence to, and more effective implementation of, the Convention for the Protection of the World Cultural and Natural Heritage. The Centre was set up to develop an integrated, transdisciplinary approach to the conservation of both cultural and natural heritage of outstanding universal value. Significant progress has been made in this regard.*

03018 *The Centre, working with the advisory bodies set up by the Convention (ICCROM, ICOMOS and IUCN) and with relevant sectors and units at UNESCO, has contributed to UNESCO's leading role in redefining concepts of cultural and natural heritage, and of their authenticity and integrity. In recent years, new types of properties (for example, cultural landscapes, industrial heritage sites, contemporary architectural ensembles, vernacular architecture, traditional settlements and geological sites) have been inscribed on the World Heritage List. In 1994, a Global Strategy was adopted by the World Heritage Committee to ensure the identification and protection of the full cultural and biological diversity of the world's heritage of 'outstanding universal value' and, in particular, of heritage currently under-represented on the List (for example, in Africa and in the Pacific). In view of the increasing demand for international co-operation and support for protection and management of sites, a systematic approach to monitoring and reporting on the state of conservation of World Heritage properties has started to be developed and operated by States Parties.*

03019 *Concentrated efforts have been made to raise public awareness of the values of World Heritage sites and the importance of their conservation for future generations. The World Heritage Committee has put the emphasis on promotion, information, documentation, multi-media and Internet activities relating to World Heritage natural and cultural sites and their conservation. In 1994, a special project, Young People's Participation in World Heritage Preservation and Promotion, was launched to introduce and reinforce World Heritage education in secondary schools.*

Main lines of action

Ensuring that the World Heritage List is more representative

03020 The Centre acts as the secretariat of the statutory organs set up by the Convention. In addition, it will pursue its efforts to ensure that the World Heritage List is more representative, in particular, by means of the implementation of the Global Strategy for cultural and natural heritage. It will identify and help diffuse knowledge about new categories of sites, existing in different cultural and biogeographic areas, and will encourage further research on the links between cultural and natural heritage. Regional and thematic meetings of experts will be organized for this purpose and help will be given to States Parties, especially in Africa and the least developed countries, to assist them in the preparation of tentative lists, nominations and requests for international assistance. It is expected that, by the end of 1999, at least 20 States Parties will have drawn up tentative lists and that 20 proposals will have been prepared for inclusion of sites originating from regions of the world, or relating to categories of sites, that are at present under-represented on the List.

Developing national capacities for the protection of sites

03021 The Centre, in close co-operation with its advisory bodies and UNESCO's Culture, Science and Education Sectors, will assist States Parties in developing and strengthening local and national capacities for the long-term protection and effective management of designated World Heritage properties. In this framework, World Heritage sites that are in danger will be identified and assistance will be provided to States Parties to respond to the urgent conservation needs of these sites by designing projects to mitigate ascertained threats to their integrity and/or authenticity. In co-operation with regional and international training centres, it will contribute to the implementation of training strategies for cultural and natural heritage specialists, particularly in Africa and the Pacific, with a view to developing endogenous capacity for site management planning and to integrating World Heritage conservation into regional development planning. The World Heritage Fund will be used as a catalyst to attract additional support from donors, bilateral aid agencies and private foundations to carry out projects in different regions designed to meet the priority needs of World Heritage sites, with particular attention to sites included in the List of World Heritage in Danger. Moreover, emergency assistance will be granted out of a special fund that will continue to be set aside to swiftly and effectively implement emergency conservation actions.

Monitoring the state of conservation of world heritage properties

03022 The Centre will assist States Parties in monitoring and reporting on the application of the World Heritage Convention, particularly as regards the state of conservation of properties inscribed on the World Heritage List. It is envisaged that at least 30 reports will be presented annually to the World Heritage Committee on properties requiring particular action. Site managers will be closely involved in this process; to this effect, monitoring and reporting practices and procedures will be included in world heritage training activities.

Information and awareness-raising activities

03023 The Centre will contribute to UNESCO's heritage awareness strategy by: developing information material for various target groups, including the media, decision-makers, local authorities, the private sector and local communities; expanding access to and distribution of information through print and electronic (Internet) means; strengthening its partnership with the World Heritage Information Network (WHIN); and continuing its co-operation with leading international and national companies for the production of television documentaries, book series, encyclopedias and CD-ROMs. Special emphasis will be put on developing out-reach information activities for local communities living in or near World Heritage sites, to enhance their understanding and involvement in the protection, preservation and presentation of cultural and natural sites.

SPECIAL PROJECT: *'Young People's Participation in World Heritage Preservation and Promotion'*. This project, launched in 1994 through the UNESCO Associated Schools Project, focuses on developing new educational approaches to provide young people with the necessary knowledge, skills, attitudes and commitment to protect their natural and cultural heritage. The three youth fora held in 1996-1997 led to the production of a World Heritage education kit, which will be tested in 75 countries and, after revision, will be available in 1999. Other activities, such as teacher-training workshops, production of teaching material, provision of equipment, restoration camps and so on, will aim at strengthening local and national capacities for World Heritage education and will be evaluated through three other youth fora in Western Africa, Latin America and the Arab States.

Financial arrangements

03024 The resources of the UNESCO World Heritage Centre comprise: (i) a financial allocation of \$4,503,100 for staff, direct programme and support costs, to be entered under a separate budget heading under the budget of Major Programme III; (ii) contributions to the World Heritage Fund, estimated at \$8 million for 1998-1999, from States Parties and other sources in accordance with Articles 15 and 16 of the Convention for the Protection of the World Cultural and Natural Heritage.

Programme III.2

Medium-Term Strategy, paragraphs 134-138

Promotion of living cultures

03025 Regular budget: \$5,794,000 - Extrabudgetary: \$2,400,000

To promote creativity by enhancing expressions of popular culture, fostering artistic information and training networks, and contributing to the shaping of an environment conducive to the creation, dissemination and protection of works, in particular through the promotion of endogenous cultural industries, involving creative activities protected by copyright.

III.2.1 Creativity and copyright

03026 Regular budget: \$2,944,000 - Decentralized: 36.2%

Background

03027 UNESCO's efforts in the field of creativity over the last few years, undertaken in very close collaboration with representative non-governmental organizations, have been focused on training young artists and on promotional activities (awarding three international prizes, support for contemporary art biennales and festivals throughout the world). The World Congress on the implementation of the Recommendation concerning the Status of the Artist will have enabled new lines of action to be identified concerning art education, promoting new forms of creative expression, funding for the arts and the social and economic protection of the artist. The Ten-Year Plan for the Development of Crafts in the World (1990-1999) was reinforced by the foundation in Fez (Morocco) of the International Centre for Crafts Promotion, the award of the UNESCO Crafts Prize, the exhibition 'Crafts from all around the world' and the competition 'Design 21', which made the connection between traditional crafts and contemporary design. In the field of copyright, UNESCO continued to provide technical assistance for the drafting of national legislation and improving the teaching of copyright in universities, with in particular the establishment of a UNESCO Chairs network in Latin America. Following an international symposium in Madrid, three committees of experts, covering Asia and the Pacific, Latin America and the Caribbean and Europe respectively, have made possible the harmonization of regional interests regarding copyright protection in the digital context, whilst an international forum organized in conjunction with the World Intellectual Property Organization (WIPO) identified new orientations in folklore protection. Since creativity is the source and the motor of all development and the guarantor of cultural diversity, this subprogramme was deemed the most appropriate framework for activities aimed at promoting a new approach to culture in its interaction with development.

Main lines of action

Fostering a better understanding of the interaction between culture and development

03028 With a view to fostering a better acknowledgement of the interaction between culture and development, UNESCO will continue to stimulate debate and reflection in and by Member States on the issues raised in 'Our Creative Diversity', the report of the World Commission on Culture and Development. As a major follow-up to this report, an intergovernmental conference on cultural and media policies will be convened at Stockholm, at the invitation of the Government of Sweden, with a view to underscoring the importance of appropriate cultural policies to promote sustainable and culturally sensitive development. The biennial UNESCO World Culture Report will first be published in 1998. It will survey recent trends in culture and development; monitor events affecting the state of cultures worldwide; publish quantitative cultural indicators; and present an analysis of policy-oriented themes, such as culture and economic development, ethics and cultural globalization, urban cultures, cultural heritage in a global context, and gender and culture. Particular attention will be placed on documenting and analysing the impact of cultural conflicts on the lives of women and their different roles as agents in these situations. The report will be drawn up by an independent team of experts ensuring high scientific and scholarly quality.

SPECIAL PROJECT: 'African Itinerant College for culture and development'. This regional capacity-building project was initiated during the World Decade for cultural development to foster the integration of a cultural perspective in the planning, monitoring and evaluation of development strategies and programmes. It will be continued in 1998-1999, with a view to ensuring the long-term sustainability of the programme and its financing. Action will focus on: the testing and dissemination in African universities of the training modules on 'culture and development' designed in 1996-1997; the training of some 100 development planners through subregional workshops; the creation of a UNESCO Chair for Culture and Development in Africa.

Intergovernmental Conference on Cultural and Media Policies for Development

At the initiative of the Swedish Government, the Conference will bring together Ministers of Culture and other decision-makers, artists and intellectuals, in Stockholm in April 1998, and will offer a forum for discussions on cultural policies in response to the challenges of cultural diversity, cultural pluralism in the media, culture and cyberspace, promoting artistic creativity, financing culture, and improving international co-operation in cultural policies. Special care will be taken to associate artists and cultural workers, cultural associations, representatives of civil society and grass-roots organizations with the Conference. The Conference is expected to propose strategies linking cultural policies to human development, and spell out principles and guidelines (possibly in the form of a Stockholm Declaration) for formulating and assessing cultural policies as well as strategies for UNESCO's future action in this field.

Artistic education

03029 High priority will be given to art education for children and young people in school and out of school: support will be provided for innovative initiatives designed to build bridges between schools and local art establishments; training courses will be organized for teachers and the creation of exchange and discussion networks will be encouraged (including on the Internet) for teachers, researchers and artists on ways of improving art teaching. Stress will be laid on promoting multicultural art education in deprived urban areas and in rural areas.*

* These activities will be implemented in close liaison with the activities planned under the heading of basic education (Programme I.1) and secondary education (Subprogramme I.2.2).

► New activity

Enhancing traditional and popular cultures

03030 The promotion of living cultures, and in particular enhancing traditional and popular cultures involves the active practice of arts at the local level. Training courses will be provided for amateur artists, especially young people and women, enabling them to obtain qualifications, master the new electronic and digital media, perform in public and exhibit their works. Assistance will be provided to Member States and to art associations in developing countries for setting up associative networks at the national, subregional and regional levels in order to promote and disseminate local artistic and cultural expression. These activities will require the help of NGOs involved in the arts. An evaluation will be made of the programme of fellowships awarded to young artists, including those granted under the International Fund for the Promotion of Culture. The operation of the Fund will also be re-examined with a view to increasing its impact.

SPECIAL PROJECT: 'Popular creativity in deprived areas'. Over a period of two years, the project intends to promote the artistic creativity of young people and women in deprived urban areas. Developed in very close association with the Culture in the neighbourhood project, implemented as part of the transdisciplinary project 'Towards a culture of peace', it provides for the organization of workshops for creative work and the exchange of experience in the various fields of artistic expression, including that of new technologies applied to creative work.

Encouraging the development of crafts

03031 Action to encourage the crafts will be substantially reinforced. Priority will be given to the development, at subregional level, of activities introducing schoolchildren to craft professions (in co-operation with the Associated Schools project), and to the organization of training workshops for young craftworkers and of advanced workshops for skilled craftworkers. Pilot workshops for the exchange of skills between designers and craftworkers will also be organized and support given to drawing up standards for the classification of craft products and the protection of craft creations. The promotion of craftwork and design as means of combating poverty and as factors in social and economic development will be the subject of pilot projects in Africa and in the Latin America and Caribbean region - stress in that region being laid on upgrading the crafts of indigenous populations. Support will be given for international recognition of craftworkers and designers by the award, at the regional level, of the UNESCO Crafts Prize and the launch of the international competition 'Design 21'. International exchanges in the field of crafts and design will be encouraged, in co-operation with the International Centre for Crafts Promotion (Morocco) and the World Crafts Council. The implementation of the Ten-Year Plan for the Development of Crafts in the World will be evaluated.

SPECIAL PROJECT: 'Training craftswomen in southern Africa'. This project, lasting two years, aims to give about 50 craftswomen the opportunity of receiving additional training enabling them to adapt their products and improve their presentation with a view to marketing. Greater diversity of crafts produced in the subregion and improved living standards of craftswomen are among the expected outputs.

'Design 21'

A competition, a fashion parade and an exhibition of works by young creative artists and designers from the five continents will be organized, in co-operation with Felissimo, as part of the WORLD EXPO '98 to be held in Lisbon from 22 May to 30 September 1998. This major event will be a high-profile showcase for young designers, particularly those from developing countries.

The status of the artist

03032 To follow up the World Congress on the Implementation of the Recommendation concerning the Status of the Artist, UNESCO will encourage activities to raise public awareness of and to study ways of safeguarding artistic professions - creators and performers - in the age of digital tools and computer-generated images. Work concerning public and private funding for culture will be continued, with a view in particular to establishing a co-operation programme on the subject for the countries in transition to a market economy. With the aid of NGOs, in particular through framework agreements, support will be given to initiatives involving interdisciplinary artistic creation and promising artistic movements which could promote the ideals of peace and tolerance.

Protection of copyright and neighbouring rights

03033 UNESCO will continue to promote the protection of copyright and neighbouring rights by support for the improvement of the teaching of this subject at university (concentrating in 1998-1999 on the Asia region, where the creation of UNESCO Chairs and a UNITWIN network are envisaged), training for specialists in rights management, and activities to raise public awareness and inform specialists. The regional study cycle on communication and copyright in the information society will be continued with the meeting of a committee of experts for Africa, and study of ways of reinforcing the international protection of folk expression will be continued with WIPO.

III.2.2 Books and cultural industries

03034 Regular budget: \$2,850,000 - Decentralized: 41.4%

Background

03035 *The experience gained by UNESCO over the past decades in the diagnosis of situations in the sector, the formulation of policies and the drafting of legislation on books and reading is now being extended to other cultural industries: typological studies on the multimedia and music sectors and research into the cultural content of audiovisual products have been undertaken. Support has been given to several film festivals and action taken to safeguard the film heritage has already enabled several films to be restored. With regard to books, UNESCO has continued its technical assistance and training activities, whilst a new subregional strategy drawn up with the Regional Centre for Book Promotion in Latin America and the Caribbean (CERLALC) was adopted in Central America and an initial interregional co-ordination mechanism (INTERBOOK) set up. Innovative procedures to promote reading have been tried out with success: the literary supplement 'Periolibros' has been published regularly every month for four years, involving the circulation of millions of copies of over 40 works by the foremost Latin American and Caribbean writers; it will continue to be published until the end of 1997, while its equivalent for the Arab region, 'Kitāb fi Jarida', has started publication. The UNESCO Prize for Children's and Young Peoples' Literature in the Service of Tolerance was awarded for the first time and World Book and Copyright Day was celebrated in 42 countries. Fifty new titles were published in the UNESCO Collection of Representative Works and the Index Translationum continued its cumulative annual publication on CD-ROM.*

Main lines of action

Strengthening local capacities in the book and other cultural industries

03036 Through technical assistance and advisory services, UNESCO will continue to encourage the formulation of policies, strategies and programmes designed to strengthen national and regional production and distribution capacities in the book and other cultural industries (cinema, music, the arts, audiovisual, multimedia). Priority will be given to strengthening regional co-operation in Africa and, at the subregional level, to the Caribbean, Central America and countries in transition to a market economy. To this end, UNESCO will help establish co-ordination mechanisms between public authorities and the private sector, and will promote the networking of regional organizations specialized in cultural industries or book production, with a view to improving vocational training for youth and women. Support will be given, partly through extra-budgetary resources, to national and regional initiatives aimed at fostering awareness of the need to protect the film heritage and at ensuring its preservation. The free circulation of books and other cultural goods will be enhanced through the promotion of the Florence Agreement and other regional instruments, with special reference to Central and Eastern Europe.

Promoting reading and other cultural practices

03037 Action aimed at promoting reading and other cultural practices, with the support of new technologies, journals and media, will target primarily children and youth and in 1998-1999 will give priority to the Asia-Pacific and Arab regions. Support will be given to initiatives aimed at strengthening interaction between schools, music and art institutions, cultural centres and festivals. Work concerning the definition of international standards for the collection of data on cultural habits will be pursued in co-operation with the Division of Statistics. Priority attention will be paid to children's literature: its role at the service of tolerance will be advocated through the award of an international prize, and the importance to respect balanced gender perceptions and role models in such literature will be highlighted through appropriate recommendations addressed to publishers and based on current international research.

UNESCO Prize for children's and young people's literature in the service of tolerance

A biennial award is given by an international jury chaired by Mrs Suzanne Mubarak (Egypt) to books that promote peace, tolerance and understanding among cultures. The competition is open to books written in all languages and submissions must be presented through the National Commissions. The prize was launched in 1995 in co-operation with the Fundacion SM of Spain. The next book award will be given at the Bologna Children's Book Fair in 1999.

Collection of Representative Works Index Translationum

03038 The translation, publication and distribution in the major languages of works of literary and cultural importance, which remain little known outside their original linguistic communities, will be pursued in the framework of the UNESCO Collection of Representative Works, emphasis being given to marginalized literatures. The publication of the Index Translationum will be pursued and the data collected through it will be used to study cultural trends and interaction through translation.

► **New activity**

Culture and cyberspace

03039 The new information and communication technologies will affect profoundly the conditions of cultural creation, as well as cultural practices themselves. Action designed to better understand trends and prospects in this regard and to work towards a consensus on the ethical and legal aspects of cyberspace is presented under the intersectoral project 'Ethical and sociocultural challenges of the new information society' outlined in Subprogramme IV.1.2. In addition to these activities, two new special projects are proposed which aim at enhancing the opportunities that cyberspace can provide to youth and women to become more active participants in the cultural life.

SPECIAL PROJECT: **'UNESCO Cyber-Readers' Club'**. With a view to facilitating access to quality popular books and fostering reading by young users of the Internet, this four-year project will build upon a selection of literary works representing a wide variety of cultures, which will be made accessible worldwide through the World Wide Web. Various fields of interest to families and youth will be gradually covered for educational, cultural and leisure purposes. Contests attractive to young people will be organized to celebrate the World Book and Copyright Day (23 April) and the Cyber-Readers' Club will focus particularly on intercultural reading issues. The project will be carried out in co-operation with UNICEF and the International Publishers Association, and will seek support from major electronic companies.

SPECIAL PROJECT: **'Women on the Net'**. The project will aim at analysing, from a multicultural and gender-sensitive perspective, the way culture is being shaped and transmitted through the new information technologies. It will establish regional women's networks, identify central topics that define the new emerging culture and collect meta-data on how women are using the Net to improve their daily life. In order to enable women to make better use of the Net, the requirements specific to each cultural context will be analysed.

Co-operation with extrabudgetary funding sources

03040 UNESCO will strengthen its partnership with multilateral and bilateral institutions, both public and private, with a view to the implementation of activities and projects relating to the two pillars of Major Programme III: the preservation and revitalization of the heritage and the promotion of living cultures.

03041 With regard to the heritage, UNESCO will strengthen its co-operation with the usual bilateral institutions and with multilateral institutions such as UNDP and UNEP, the World Bank and the regional development banks, with a view to implementing projects concerning, in particular, the revitalization of historic urban centres, the preservation of natural and cultural sites, whether or not they are included on the World Heritage List, the transmission of traditional culture by means of the 'Living human treasures' and the strengthening of networks of institutions specializing in traditional folk cultures. UNESCO will also continue its activities to mobilize public and private funds for the benefit of international safeguarding campaigns which are already under way or which are to be launched during the biennium, in particular the campaign on behalf of the city of Tyre. New partnership arrangements will also be sought with private foundations and funds such as the World Monuments Fund.

03042 With regard to the second pillar - the promotion of living cultures - UNESCO will carry out a series of activities in conjunction with various bilateral funding agencies and other institutions such as the European Union, the Council of Europe and various private foundations, with a view to creating conditions conducive to the development of local cultural industries (books, the cinema, music, broadcasting, multimedia, etc.), supporting music, drama and film festivals, particularly in Africa and the Caribbean, strengthening the training of artists in the new information technologies and encouraging national or regional initiatives designed to ensure the preservation of the cinematographic heritage.

03043 UNESCO will also provide technical support services for the formulation and implementation of projects which reflect the priorities of Major Programme III and which are in line with the policy of multilateral and bilateral institutions, such as the revitalization of historic urban centres, the preservation of natural sites, the development of cultural industries and the promotion of creativity. Funds-in-trust will continue to play a leading role in the implementation of such projects.

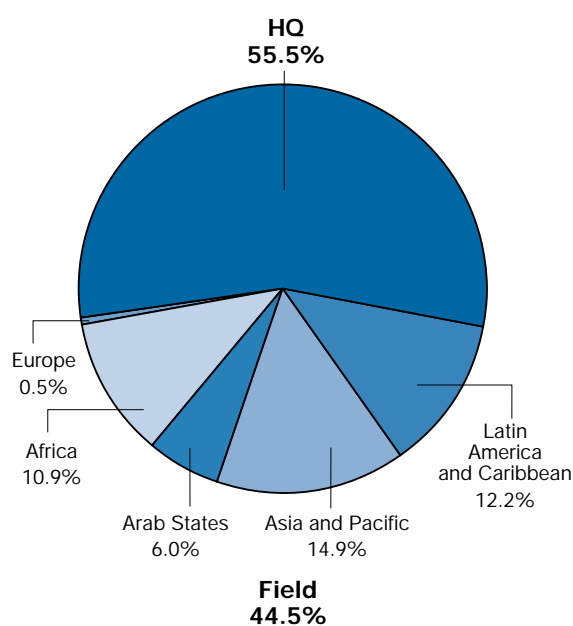
MAJOR PROGRAMME IV

Communication, information and informatics

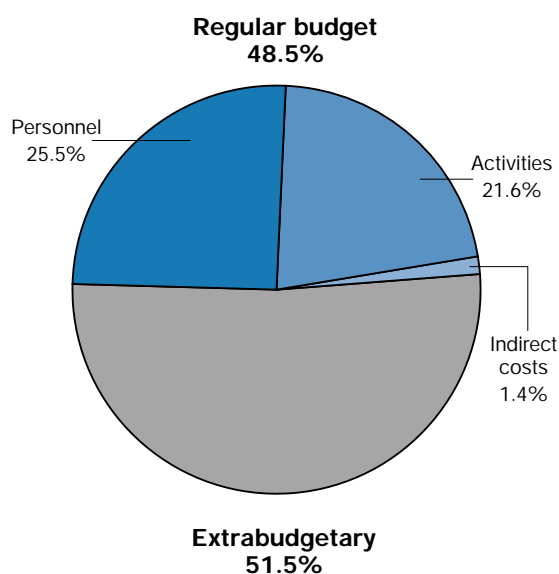
04001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/ (decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	15,027,400	14,875,100	(152,300)	(1.0)	1,716,800	16,591,900	-
Activities	11,612,500	12,612,500	1,000,000	8.6	527,800	13,140,300	30,000,000
Indirect programme costs	897,200	814,200	(83,000)	(9.3)	45,000	859,200	-
Total	27,537,100	28,301,800	764,700	2.8	2,289,600	30,591,400	30,000,000

DECENTRALIZATION OF ACTIVITIES
(\$12,612,500)



DISTRIBUTION OF TOTAL RESOURCES
(\$58,301,800)



Programme IV.1

Subprogramme IV.1.1
Subprogramme IV.1.2
Project

Free flow of information (\$4,183,300)

Media and freedom of expression
Access to information and new technologies
Ethical and sociocultural challenges of the new information society

Programme IV.2

Subprogramme IV.2.1
Subprogramme IV.2.2
Subprogramme IV.2.3

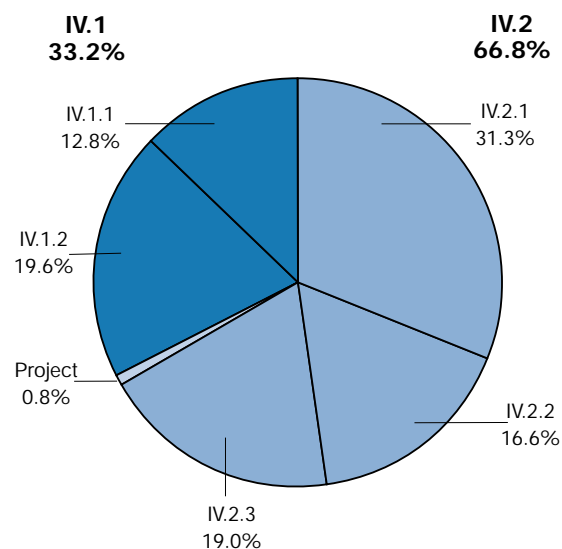
Capacity-building in communication, information and informatics (\$8,429,200)

Development of communication
Development of libraries, archives and information services
Development of informatics and telematics applications

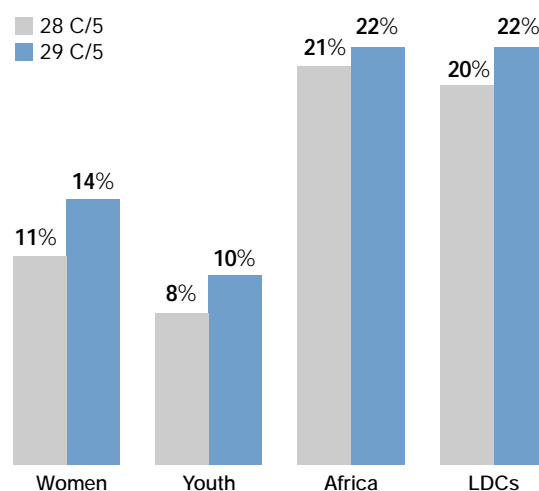
04002

	Regular budget resources		
	28 C/5	29 C/5	Increase (decrease)
	\$	\$	%
Subprogramme IV.1.1	1,544,300	1,612,300	4.4
Subprogramme IV.1.2	2,291,200	2,471,000	7.8
Project	N.A.	100 000	N.A.
Subprogramme IV.2.1	3,551,300	3,950,000	11.2
Subprogramme IV.2.2	1,980,400	2,088,900	5.5
Subprogramme IV.2.3	2,245,300	2,390,300	6.5
Total	11,612,500	12,612,500	8.6

DISTRIBUTION OF RESOURCES FOR ACTIVITIES (by programme and subprogramme)



RESOURCES ALLOCATED TO PRIORITY GROUPS (comparison between 28 C/5 and 29 C/5)



Communication, information and informatics

04003 UNESCO has the task of promoting 'the free flow of ideas by word and image'. Since the adoption of a new communication strategy in 1989, the Organization has asserted itself as one of the world leaders in promoting press freedom and pluralistic and independent media. In 1998-1999, it will continue its action to foster freedom of expression and freedom of the media, while endeavouring to draw the attention of governments, representatives of the profession and the general public to the precariousness of those freedoms and the need to involve all actors in civil society in their defence.

04004 By increasing opportunities of producing, disseminating and receiving information and data on an unprecedented scale, the new technologies are now leading towards an extension of the principle of 'free flow' of all forms of information conducive to the advancement of societies and their democratic functioning. UNESCO's role is to take steps to ensure that as many people as possible benefit from the opportunities for sharing knowledge and promoting creativity that these technologies provide. It intends therefore to encourage access to information in the public domain and to stimulate interdisciplinary debate on the educational, cultural, ethical and social implications of the new technologies and the challenges relating to the emergence of the world information society.

04005 In so doing, UNESCO will continue to devote most of its efforts to building up Member States' capacities in the fields of communication, information and informatics. It will continue its activities to improve infrastructures - media, libraries, archives, information services and informatics networks - but top priority will be given to the training of specialists in these fields and, even more specifically, to the training of trainers. The Organization will encourage the use of the new technologies to promote development and will facilitate access to telematics services and the creation of 'virtual laboratories'. UNESCO's role is to mobilize international technical co-operation, mainly through the International Programme for the Development of Communication (IPDC), the General Information Programme (PGI) and the Intergovernmental Informatics Programme (IIP), whose respective activities will also be more closely dovetailed.

04006 The two programmes which compose Major Programme IV - implemented by the Communication, Information and Informatics Sector - correspond to the Organization's twofold mandate in this area: to promote the free flow of information and to broaden access to it; to strengthen infrastructures and promote the training of professionals, particularly in developing countries.

Programme IV.1

Medium-Term Strategy, paragraphs 139-146

Free flow of information

04007 Regular programme: \$4,183,300 - Extrabudgetary: \$3,000,000

To encourage the free flow of ideas by word and image and a wider and better balanced dissemination of all forms of information contributing to the advancement of societies, without any obstacle to freedom of expression, both through the traditional media and through the new electronic media.

IV.1.1 Media and freedom of expression

04008 Regular budget: \$1,612,300 - Decentralized: 38.5%

Background

04009 *The informal East-West round table of media professionals held in 1990 and the five regional seminars which met between 1991 and 1997 to ensure promotion of independent and pluralistic media, have played a determining role in raising awareness among decision-makers and media professionals themselves of the importance of freedom of expression and the free flow of information. These seminars represented a first step towards the establishment at national level, particularly in the countries engaged in a process of democratic transition, as well as at regional level, of conditions conducive to the emergence of a free and independent press, whether public or private. A number of projects and concrete initiatives, some of which stemmed from the professional organizations, were launched as a result of those meetings.*

04010 *UNESCO has also endeavoured, in recent years, to promote the educational and cultural dimension in the media, highlighting in particular the mission of the public service broadcasting in this respect, whether financed by the State or by the private sector: the establishment in 1993 of the World Radio and Television Council was an important landmark in that respect. Its action has also made it possible to disseminate information on the action taken by professional organizations to reduce violence in the media and win recognition - through the adoption of the Toronto and Beijing platforms for action - of the need to facilitate access by women to expression and decision-making in the media.*

Main lines of action

Freedom of expression and freedom of the press

04011 UNESCO will continue to support the non-governmental organizations, in particular the International Freedom of Expression Exchange Network (IFEX), in their action for the freedom of the press and the safety of journalists. Action will be aimed principally at extending the geographical coverage of this network and improving its visibility, particularly through dissemination of information on the Internet. Activities in this field will be highlighted during the celebration of World Press Freedom Day on 3 May each year. On that same day, the UNESCO/Guillermo Cano World Press Freedom Prize will be awarded. It is expected that the Member States will make a special point of celebrating this day in May 1998, which marks the fiftieth anniversary of the Universal Declaration of Human Rights.

International Freedom of Expression Exchange Network (IFEX)

IFEX is a co-operative initiative of several non-governmental organizations, to which UNESCO gives its financial and moral support. Operational since September 1992, IFEX has a total number of 260 subscribers, individuals and organizations, of which 161 are from developing countries or countries in transition. Its main objectives are: to operate a comprehensive electronic clearing-house on freedom-of-expression issues, available through the Internet; to act as an 'action alert network' to be used against violations of freedom of expression and attacks on journalists or media; to assist in the creation of regional freedom-of-expression organizations where they do not exist; to help the existing ones in obtaining training and technological support, and to link them to the clearing-house network.

*Promoting independent
and pluralistic media*

04012 Active support, notably through IPDC, will be given to local, national or regional activities to ensure the implementation of the declarations on the promotion of the independent and pluralistic media and of the plans of action adopted after the five regional seminars which were held on that theme. Experiments in setting up co-operation exchange networks between media professionals and newspaper editors have been carried out successfully in Latin America and will be extended to other regions. Assistance will be given to Member States at their request to draw up legal provisions to promote press freedom and independent and pluralistic media. The Organization will also continue to lend its support to professional organizations and associations of communication researchers.

*The educational
and cultural mission
of public service
broadcasting; violence
on the screen*

04013 UNESCO will continue its action to draw the attention of decision-makers and media professionals to the educational and cultural mission of public service broadcasting, taking special account of the new technological environment. For that purpose it will organize, in close co-operation with the appropriate professional organizations, a series of regional seminars for journalists and radio and television directors. Furthermore, the UNESCO International Clearing-House on Children and Violence on the Screen, set up in 1997 at the University of Gothenburg (Sweden) with support from UNESCO and the Nordic countries, will ensure the collection, analysis and dissemination of data on violence on the screen and ways and means of protecting children. The data collected by that clearinghouse will be made available to researchers, media professionals and other specialists concerned, through international databases. The results of the international survey on young people's perception of violence on the screen, carried out in 1996-1997, will be widely disseminated among media professionals and among decision-makers and representatives of civil society, with a view to encouraging new approaches in this field.

Women in the media

04014 Activities to enhance the role of women in the media will focus primarily on strengthening and expanding the WOMMED/FEMMED network. Assistance will be provided for collecting and analysing data on the status of women in the media, particularly through the setting up of information and communication centres, the production of newsletters and periodicals and the organization of electronic discussion groups. Priority attention will be given to assisting in the development of data exchange networks between communication specialists and leaders of women's NGOs, particularly those working at local level, and to encourage their participation in decision-making. These activities will for the most part be decentralized to National Commissions.

IV.1.2 Access to information and new technologies

04015 Regular budget: \$2,471,000 - Decentralized: 23.9%

Background

04016 After a decade chiefly spent in developing infrastructures, the General Information Programme (PGI) focused its efforts on working out methodologies and standards to harmonize data processing and exchange; devising policies and strategies to broaden access to information and make optimum use of it; and setting up regional networks and programmes for the exchange of specialized information (such as ASTINFO and APIMPAP in the Asia-Pacific region, INFOLAC and CARSTIN in the Latin America and the Caribbean region and, more recently, the RAPIDE network within the Pan-African News Agency). In the last two years, UNESCO has been collaborating with the International Telecommunication Union to prepare regional strategies in Africa, Latin America and the Arab states to promote the use of telematics for development.

04017 The information and communication revolution is now impelling UNESCO to strengthen its 'intellectual watch' function and define new strategies in its fields of competence. Action in 1996-1997 - widening of the PGI's mandate, publication of the first World Information Report, creation on the Internet of a communication, information and informatics Web site, meeting of the first International Congress on Ethical, Legal and Societal Implications of Digital Information (INFOETHICS, 1997) - has enabled the Organization to play an important role in the international reflection on the emergence of the world information society.

04018 The first International Conference on the Memory of the World Programme, which was held in 1996, also helped to identify some components of an international co-operation strategy in this field. The new approach is aimed at facilitating access to data of outstanding interest (books, manuscripts, archives, audiovisual material, oral traditions, etc.) through systematic digitalization, while continuing, of course, work to safeguard and protect them. In addition to the Memory of the World Programme, UNESCO must now promote on-line access to information which has fallen into the public domain and which, although representing an invaluable wealth of information, is not widely available because it has no market value.

Main lines of action

Memory of the World Programme

04019 The implementation of the Memory of the World Programme will continue, making use of the latest technologies in order to preserve the documentary heritage of humankind and make it more widely available and accessible. While continuing to provide technical backstopping and training services for Member States, UNESCO will co-operate closely with the specialized NGOs to encourage the formulation of national and regional strategies for the development of the programme. It will also promote a policy of digitalization and on-line access for products which are already available. It is to be hoped that the National Commissions and the National 'Memory of the World' Committees will play an increasing role in implementing these activities.

Memory of the World Programme

This programme, launched in 1992, aims to preserve the endangered memory of humanity recorded, for example, in manuscripts and early printed books while ensuring the widest possible access to these treasures for researchers and the general public. Thanks to the newest technologies, originals can be restored and preserved in the best possible conditions and their digital copies disseminated on a variety of supports and through diverse communication media, from books and magazines to CD-ROMs and the Internet. Rare manuscripts and books from Prague and Sofia, the Radzivil Chronicle of Saint Petersburg, manuscripts from Sana'a and Istanbul, early Latin American newspapers and African postcards, already included in the programme, are only a few examples of the rapidly growing worldwide electronic library.

► **New activity**

*Facilitating access
to information
in the public domain*

04020 On a more general level, in order to facilitate access to information in the public domain, UNESCO will endeavour to act as a ‘virtual focal point’ of Web sites disseminating this type of information, access to which is free of charge since it is no longer protected by copyright. The ultimate aim is to build up a general repository for all information of a public nature which is relevant to UNESCO’s fields of competence. The Organization’s role in this field will be mainly catalytic: it will link up and co-ordinate the various activities that are being developed at national and international levels - such as the Global Information Alliance or the Global Digital Library Initiative. A first stage will be to set up a Web site to disseminate all the information held by UNESCO, National Commissions, NGOs and other partners wishing to be part of the operation, such as public bodies responsible for documents and archives management. At the same time, the creation of ‘mirror sites’ in Member States will be encouraged, as will the establishment of appropriate electronic links and all national initiatives with similar objectives.

*Policies for the
development of
information
technologies*

04021 Member States will be encouraged to elaborate national and regional policies for the development of information technologies: emphasis will be placed on the promotion of the Internet as a public service accessible to all at low cost, and on telematics applications for development, in close collaboration with the International Telecommunication Union and the competent telecommunication authorities. UNESCO will continue to provide support for regional programmes for the exchange of specialized information, by helping to adapt them to the new information technologies and to develop close interaction with the private sector.

► **New activity**

‘On-line governance’

04022 Technical assistance will be provided to Member States wishing to make use of the possibilities opened up by the new technologies to improve the efficiency of the civil service and public services. Special support will be given to projects involving the use of telematics as an aid to decision-making and to dialogue between citizens and the public authorities, particularly at local and community level. Studies and surveys of already existing initiatives on ‘on-line governance’ will be conducted in order to assess their wider applicability to other national or regional environments. Training will be offered on how to make the best use of Intranet-based systems and services. Support will also be provided for the identification, testing and evaluation of the most cost-effective hardware and software, including both new technological options and traditional communication media.

*Project on Ethical and sociocultural challenges of the new information society**

04023 Regular budget: \$100,000

04024 The ongoing information and communication revolution will have major repercussions on all aspects of the life of societies: the relationship to information, hence the organization of knowledge and thought, ways of taking action and taking decisions, ways of learning and behaving, of working and relaxing, citizenship and governance. UNESCO is best placed to serve as an observatory of trends and a forum of reflection on the societal challenges of the new information and communication technologies.

*New technologies:
legal, ethical
and societal issues*

04025 Building upon the results of the INFOETHICS and INFORIGHTS meetings, a forum will be set up - through, *inter alia*, a permanent virtual discussion forum on the NET with the possibility of an annual conference - to reflect and debate on sociocultural impacts of the new technologies and policy approaches concerning the major ethical and legal issues related to cyberspace, in particular: questions of access to and preservation of digital information; adaptation of copyright legislations, fair use, public domain and 'copyleft'; freedom of expression, protection of privacy, violence and racism, in cyberspace. Consultations, including a meeting of legal experts, will be held with a view to building a consensus on a number of basic principles which could pave the way for a future General Conference resolution and, ultimately, a new international cyberlaw framework. In this context, links will be established with similar initiatives undertaken by other intergovernmental and non-governmental organizations.

► **New activity**

*Cultural and educational
aspects of the
information society*

04026 A clearinghouse will also be set up to collect and disseminate available data, analyses and innovative experiences concerning the cultural and educational aspects of the emerging information society, with particular reference to: cultural pluralism and linguistic diversity; artistic creativity, cultural practices and consumption patterns, especially among young people; changes brought about by the new technologies, including the NET, on women's lives and gender identity; foreseeable impacts on cognitive processes and ways of learning, on the role of teachers and the organization of the educational process. In addition, the second edition of the World Information Report will be published.

* This intersectoral project will be planned and implemented jointly by the Sectors of Communication, Information and Informatics, Culture and Education. To this end, financial provisions are foreseen not only under this subprogramme, but also under Subprogrammes III.2.2 (Books and cultural industries, \$250,000) and I.2.1 (Educational strategies for the twenty-first century, \$100,000), making a total of \$450,000. Activities will be implemented in close co-ordination with activities carried out under the World Commission on the Ethics of Scientific Knowledge and Technology (Programme II.3: Philosophy and ethics).

Programme IV.2

Medium-Term Strategy, paragraphs 139, 140 and 147-153

Capacity-building in communication, information and informatics

04027 Regular programme: \$8,429,200 - Extrabudgetary: \$27,000,000

To help Member States, particularly the developing countries, and disadvantaged communities worldwide to strengthen their capacities in communication, information and informatics.

IV.2.1 Development of communication

04028 Regular budget: \$3,950,000 - Decentralized: 55.7%

Background

04029 *In recent years, the International Programme for the Development of Communication (IPDC) has made significant progress in evaluating its action. Regional meetings of experts have, moreover, led to improvements in project selection criteria and procedures and hence an even more effective programme. IPDC has been working since 1992 to promote the development of independent media, now one of its priority objectives. In terms of training, the Organization's actions have resulted in the training of a significant number of media professionals, consolidation of existing training centres and programmes, and the setting up of collaboration frameworks and mechanisms. The creation, in 1994, of the network of UNESCO Chairs in communication (ORBICOM) and the launching, in 1997, of the world network of journalism schools associated with UNESCO, connecting 15 regional institutions and organizations, are part of this effort.*

04030 *The development of communication also involves providing communities living in the most disadvantaged rural and urban areas with the means to participate in development. In recent years, UNESCO has helped set up many community radio stations, which contribute to the empowerment of the populations concerned. The Organization has also helped to strengthen endogenous capacities for audiovisual production in many countries, including Africa, where 17 documentary films on traditional settlements have been co-produced, and to distribute those productions at the regional and international levels.*

Main lines of action

Assistance to projects for the development of communication

04031 To strengthen the long-term impact of its communication activities, IPDC will be giving priority to large-scale projects and, consequently, implementing fewer projects than in the past. The possibility remains, however, of providing assistance to more precisely targeted projects, especially in the least developed countries. Member States will be helped to identify and prepare projects to be part of overall development strategies that can promote the development of independent and pluralistic media. Lastly, efforts will be made to boost the programme's current level of resources and to mobilize new partners, including partners within the United Nations system.

Training communication
professionals

04032 Strong emphasis will be placed on training communication professionals at all levels, especially women, and on training trainers. To that end, support will be provided - *inter alia* through existing networks - to national and regional training initiatives in such priority areas as: the use and maintenance of the new technologies; media management; the role of communication in the consolidation of democratic processes; and reporting on development issues. Efforts will also be made, using the ORBICOM network, whose membership will be expanded, to promote the pooling of knowledge and expertise among specialists, to encourage the setting up of programmes and training internships and to provide, on request, advisory services to Member States or organizations. Efforts will also be made to strengthen and broaden the network of journalism schools associated with UNESCO and to establish an on-line training programme for journalists, with a database containing training and reference materials.

SPECIAL PROJECT: 'Improving communication training in Africa'. This project, launched in 1996, was designed to assess and revise training school curricula, most of which were developed in the 1970s. A curriculum was developed in 1997. It will be tested and evaluated during the current biennium and the final version, in English, French and Portuguese, will be available in 1999 to training institutes and media agencies in Africa.

Network of UNESCO Chairs in communication (ORBICOM)

Created in 1994, in co-operation with the University of Quebec in Montreal, the ORBICOM network is a unique mechanism for co-operation and exchanges, at the international level, among academics, communication professionals and specialized industries. The present network links 16 Chairs in communication and some hundred associate members around the world. Its goals are: to set up internship and fellowship programmes to promote higher education in communication and exchange programmes for researchers and professors; to develop new models for the transfer of knowledge and know-how; and to encourage collaboration among countries and the implementation of joint research and development projects.

Community media

04033 Support will continue for the development of community media which give different social groups, especially the more isolated or disadvantaged, a chance to participate in development strategies and projects and promote dialogue and pooling of experience at the local level. A handbook reviewing the principles, policies and materials relevant to the development of community media will be prepared and made available to Member States. Support will be provided, principally in the small island states, for pilot projects combining traditional and new technologies (including access to the Internet) in order to help local populations gain access to international programmes and services and encourage them to use the information gleaned for local purposes. Special attention will be paid to initiatives developed and carried out by women. Assistance will also be provided for the setting up of low-cost equipment production units and appropriate maintenance services.

SPECIAL PROJECT: 'Women speaking to women'. This community radio development project, designed and run by women, was launched in 1996 in four least developed countries. Although initially planned for two years, the project has proved so successful that it will continue until 1999. Based on everyday life, the radio programmes respond to women's concerns - literacy, training, health, etc. - and at the same time give them an opportunity to exchange opinions and develop their creativity. A methodological guide to setting up community radio stations will be published at the end of the project. A number of radio stations will be chosen for an evaluation.

Developing local
audiovisual productions

04034 National and regional audiovisual productions and co-productions, in particular those dealing with major development themes, will continue to be supported, particularly in Africa, and the appropriate means for wider and more effective distribution of these productions at regional and international levels will be sought in co-operation with international and regional broadcasting organizations. Emphasis will be put on marketing skills to facilitate access to world markets for producers from the developing countries. These activities will be the subject of an evaluation.

IV.2.2 Development of libraries, archives and information services

04035 Regular budget: \$2,088,900 - Decentralized: 36.4%

Background

04036 *The General Information Programme (PGI) has been recognized worldwide as a frame of reference for the development and modernization of library, archive and information services in developing countries. In addition to its technical assistance and consultation services, PGI has set up regional programmes and international co-operation networks, similar to the UNESCO Network of Associated Libraries (UNAL) launched in 1990, which today links more than 300 libraries around the world.*

04037 *Considerable investments have also been made over the past years in the improvement of education programmes as well as training programmes for librarians, archivists and information specialists to enable them to run a full range of library and information services and to promote the appropriate use of information by a variety of user groups. The major challenge today is to mobilize and empower information professionals to take full advantage of the new digital communication technologies to pool their resources and provide their users access to the information available at community, national and international levels.*

Main lines of action

Development
of library and
information services

04038 UNESCO will continue to support the development of library and information services at the national and regional level, with particular emphasis on helping information institutions master the new technologies and on promoting the role of public libraries as community information centres. In this context, pilot projects on public libraries as gateways to electronic information and networks will be supported. The UNESCO Network of Associated Libraries (UNAL) will be further expanded and strengthened, and regional initiatives such as the network of virtual libraries in the Mediterranean area supported. A major focus of action will be the training of librarians and information professionals in order to enable them to provide multiple development-oriented services, using appropriate technologies. Emphasis will be placed on Internet application skills and conversion of information presently available only in analogue form for digital dissemination. Activities will be carried out in close collaboration with professional NGOs such as the International Federation of Library Associations and Institutions (IFLA).

Restoration of major
world libraries

04039 In co-operation with the concerned National Commissions, UNESCO will provide further support to several flag-ship projects in the field of libraries, i.e. for the revival of the Alexandria Library, focusing on raising funds required for the completion of the Library construction and intensifying efforts to link it to other libraries in the region through the Internet; for the restoration of the National and University Library in Sarajevo; and for the modernization of the Russian State Library, in particular for the renovation of its buildings and the automation of its technical services.

Upgrading of archival services

04040 In the field of archives, efforts will focus mainly on extending archival infrastructures and improving training of archivists in developing countries and countries in transition to democracy, in particular training in the use of new information technologies. Close co-operation with specialized NGOs, such as the International Council on Archives (ICA) will be maintained. Particular emphasis will be placed on solving problems linked to the rapid deterioration of documents which, in tropical regions, results in the loss of a large part of the institutional memory in a number of developing countries.

SPECIAL PROJECT: 'Video libraries for young people in Africa'. This project, launched in 1996 for a period of three years, will be completed during the current biennium. The goal is to set up, in two African countries, a video library for young people with documents relating to their culture and, in so doing, to preserve the local television archives. A first video library was created in 1997 and a second will be set up in 1998.

IV.2.3 Development of informatics and telematics applications

04041 Regular budget: \$2,390,300 - Decentralized: 60.2%

Background

04042 UNESCO has concentrated its recent efforts in the sphere of informatics on helping Member States develop their infrastructures and frame national policies and regional strategies, and on promoting regional and international co-operation in this field. The UNESCO-sponsored regional informatics networks (RINAF for Africa, RINAS and RAITNET for the Arab states, RINEE for Eastern Europe, BALTBONE for the Baltic countries, RINSCA for Central and Southern Asia and RINSEAP for Southern Asia and the Pacific) have proved to be an effective framework for the exchange of information and the sharing of knowledge in all the Organization's fields of competence. Another important activity has been the training of personnel, especially through the Intergovernmental Informatics Programme.

04043 In 1998-1999, building upon the results already obtained in the implementation of selected interdisciplinary pilot projects (development of appropriate telematics applications; use of interactive television technology for educational applications in developing countries; virtual laboratory projects, etc.), a new emphasis will be put on providing an active and effective technological support for development projects in all UNESCO's fields of competence.

Main lines of action

Expanding access to global information flows

04044 UNESCO's informatics programme and the Intergovernmental Informatics Programme (IIP) in particular will be adapted to the rapid changes in the technological environment. Attention will be paid to helping the developing countries access the global information flows through information highways, while taking account of the existing different levels of development of computer and telecommunication infrastructures, as well as human and financial resources. In this context, flexible and adapted approaches will be developed making use of alternative technologies.

Electronic networks for increased co-operation in science, education and culture

04045 Every effort will be made to improve electronic networking among scientific, educational and cultural institutions and their Internet connectivity. The UNESCO-sponsored regional informatics networks will be strengthened with a view to their integration in international electronic networks. An evaluation of the activities of the Regional Informatics Network for Africa (RINAF) in southern Africa will be undertaken. The computerization in Africa and the LDCs will be promoted by means

of computer donation and technical advisory services provided through a UNESCO 'computer centre'. Pilot telematics projects in Africa will be continued and linked to the United Nations System-wide Special Initiative on Africa and to the African Information Society Initiative. Internet development projects and e-mail access for the academic and scientific communities will be promoted in Central Asian countries including the creation of a network of UNESCO Internet Clubs.*

► **New activity**

*Virtual learning
communities and virtual
laboratory applications*

04046 UNESCO will act as a technological watch and advisory body for virtual learning community and virtual laboratory applications. Support will be provided for the development of distance learning methodologies, including surveys of appropriate software tools for their implementation, and virtual communities of information and informatics specialists and trainers will be set up. The virtual laboratory model will be applied, in particular, to the decentralized development of the CDS/ISIS and IDAMS software packages. The support initiated in the previous years for networks of cultural Web sites in Africa and Central Asia will be continued. Furthermore, in the framework of the UNITWIN/UNESCO Chairs Programme, technical assistance will be provided to other programme sectors to launch pilot projects for the establishment of virtual laboratories and virtual learning communities in different fields of UNESCO's competence. The specialists participating in these experiments will be intimately involved in selection and assessment of the technologies to be used as well as in their adaptation to the needs of their respective disciplines and projects.*

*Training of computer
specialists, trainers
and users*

04047 Very high priority will continue to be placed on the training of informatics specialists and users and, above all, on the training of trainers, with emphasis on the use of new technologies and telematics facilities. In that context, priority will be given to setting up centres of excellence by encouraging the establishment of UNESCO Chairs in informatics, as part of an international network. Assistance will also be provided for specific training projects adapted to local needs. Besides strengthening co-operation with the usual NGO partners, new partnerships will be sought for the implementation of these activities.

SPECIAL PROJECT: 'Computer-based educational materials for teaching information in Africa'. Educational kits for teaching informatics at university level will continue to be developed and distributed, especially in the least developed countries. This six-year project is designed to contribute to the modernization of informatics teaching methods and techniques. Portuguese-language materials will be prepared during the first phase of the project (1996-1997). The activities will be extended to French-speaking countries in 1998-1999.

* The activities carried out under paragraphs 04045 and 04046 will be developed and implemented in close liaison with those foreseen under Subprogrammes I.2.1 (Educational strategies for the twenty-first century), I.2.3 (Higher education and development), Programme II.2 (Advancement, transfer and sharing of knowledge in the social and human sciences), the Project on environment and development in coastal regions and small islands, Subprogramme II.5.1 (Social transformations and development) and Subprogramme III.2.2 (Books and cultural industries).

Co-operation with extrabudgetary funding sources

04048 Under Major Programme IV, the Organization will continue to work with public and private multilateral and bilateral funding agencies. Seeking optimum complementarity with regular programme activities, it will endeavour to develop partnerships to implement projects and programmes in priority fields such as: support for independent and pluralistic media; improving infrastructures (media, libraries, archives, information services and computer networks); strategies and policies to develop the new technologies; training specialists in communication, information and informatics. These activities will concern the developing countries as a priority, in particular the least developed countries and the Africa region, and also countries in transition. Through IPDC, PGI and IIP, the Organization will continue to rally international technical co-operation to support the development of communication, information and informatics at the national, subregional and regional levels.

04049 The United Nations General Assembly's adoption in November 1996 of a resolution underscoring the key role of communication for development - as an instrument of dialogue between citizens and the authorities - and encouraging planners and decision-makers at all levels to include a 'communication' element in development programmes and projects, should give new impetus to the Organization's work in this field, since UNESCO is the only organization in the United Nations system with specific responsibility for the free flow of information and the development of the means of communication. The resolution reaffirmed the importance, to that end, of resource mobilization - including financial co-operation - and called upon the international community and the organizations of the United Nations system to assist developing countries in capacity-building in this field.

04050 The Organization's strategy in communication and in information and informatics, which together constitute the framework of the information society, is to prioritize support for large-scale multidisciplinary projects, fitting into global development strategies and encouraging multiple partnerships to implement them. In that respect, funds-in-trust and voluntary contributions made to the IPDC and IIP special account will be, as is already the case now, one of the main funding sources for this major programme. UNESCO will aim to develop co-operation with the United Nations Development Programme (UNDP) to fund projects related to priority themes such as governance and the media: activities in this field, designed for the regional level, might be of particular interest to the Africa region. As lead agency for two components of the United Nations System-wide Special Initiative on Africa - Informatics in the service of development and Communication for peace-building - UNESCO will contribute in close co-ordination with the United Nations Economic Commission for Africa (ECA), UNDP, the International Telecommunication Union (ITU) and so on to mobilizing the resources needed to implement them.

04051 Regarding co-operation with the European Communities, several focuses for action will be explored: consolidation of democratic processes; support for the creation and strengthening, under community development programmes, of non-governmental organizations for communication professionals; in connection with the national priorities determined by the countries belonging to the Lomé Convention (ACP) and with the agreement of each Member State, the formulation and implementation of specific projects related to the broader set of problems connected with governance; applications of telematics and the development of multimedia products in the service of education, research and the environment.

04052 Efforts will be made to inform new partners and donors of the Organization's priorities and to encourage traditional partners to participate in innovative activities such as the implementation of plans for virtual universities. Regional advisers and field units will have an important role to play in mobilizing these new partnerships.

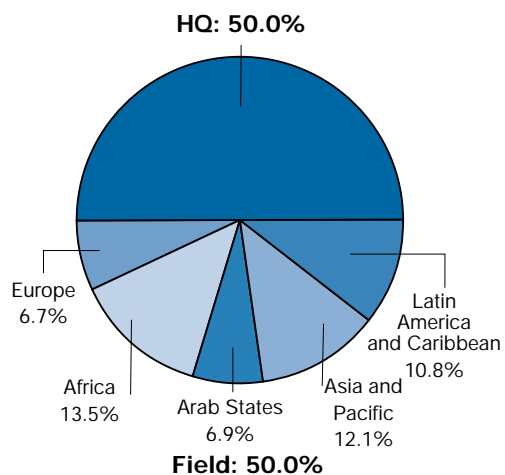
TRANSDISCIPLINARY PROJECT

Educating for a sustainable future

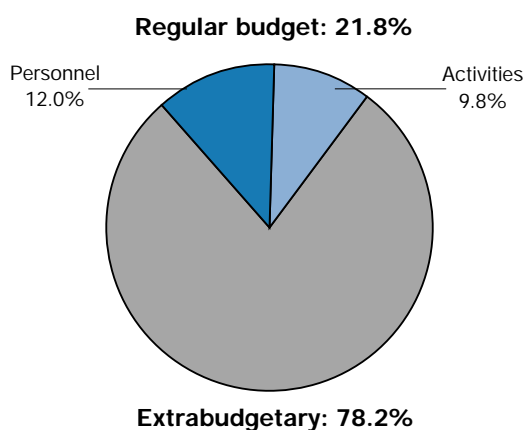
05001

	Regular budget						Extrabudgetary resources
	1996-1997		1998-1999				1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/ (decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	2,264,200	2,292,700	28,500	1.3	362,800	2,655,500	14,925,000
Activities	1,858,000	1,858,000	-	-	77,700	1,935,700	
Total	4,122,200	4,150,700	28,500	0.7	440,500	4,591,200	14,925,000

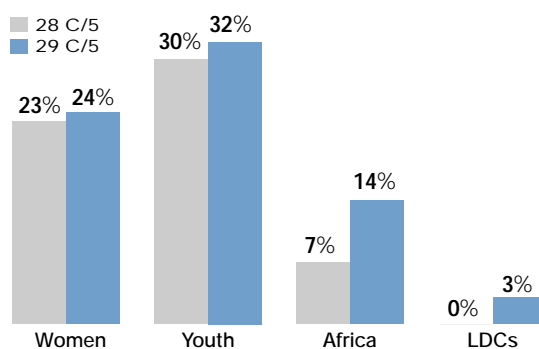
DECENTRALIZATION OF ACTIVITIES (\$1,858,000)



DISTRIBUTION OF TOTAL RESOURCES (\$19,075,700)



RESOURCES ALLOCATED TO PRIORITY GROUPS (comparison between 28 C/5 and 29 C/5)



Educating for a sustainable future

05002 The project 'Educating for a sustainable future' is the continuation of the transdisciplinary project 'Environment and population education and information for development' (EPD), launched in 1994. It has been designed as a follow-up to the recommendations concerning education, information and public awareness adopted by a series of major United Nations conferences held in the 1990s. These include, *inter alia*: the United Nations Conference on Environment and Development (UNCED, 1992), the International Conference on Population and Development (ICPD, 1994), the World Summit on Social Development (WSSD, 1995), the Fourth World Conference on Women (1995) and the United Nations Conference on Human Settlements (Habitat II, 1996). Under this project, education and information activities addressing the interwoven issues of environment, population and development will seek to ensure transdisciplinary action by the Organization as a whole. Inter-agency co-operation will be this project's hallmark and its actions will be geared to fostering transdisciplinarity, innovation and partnership-building.

05003 The new title of the project and its main lines of action are based on the conclusions and recommendations of an external evaluation of the EPD project carried out at the request of UNESCO's Executive Board. The project is implemented in close collaboration with the programme sectors and, in particular, the five intergovernmental programmes (IOC, MAB, IHP, IGCP, MOST) and the intersectoral projects on cities and on coastal regions and small islands. It will continue to aim at fostering changes in attitudes and behaviour conducive to sustainable development and ensure that the contents of education and public information are scientifically accurate. The project lays emphasis on areas of high population density (cities, especially megacities, coastal areas and the nine high-population developing countries), Africa, least developed countries and regional clusters of countries (e.g. MERCOSUR in Latin America). An advisory committee of high-level experts will be constituted to advise the Director-General on the strategic development of the project.

Educating for a sustainable future (environment, population development)

Medium-Term Strategy, paragraphs 113-118

To strengthen Member States' capacities to reorient education at all levels towards education for a sustainable future and to promote public awareness and training as well as inter-agency co-operation and joint action in this regard.

Background

05004 *During 1996-1997, the process to define the new concept of 'educating for sustainability' was initiated, in particular in the framework of the review of Chapter 36 of Agenda 21 by the United Nations Commission on Sustainable Development and the Work Programme on Education, Public Awareness and Training initiated by it. A pilot network of teacher-training institutions has been launched with universities in Brazil, the Czech Republic and the United Kingdom; assistance has been provided for the formulation of new or reoriented curricula - for example, in Bolivia and Senegal - and new learning materials have been developed, including curriculum guidelines for countries of sub-Saharan Africa, and modules on selected issues and a series of 12 books on interdisciplinarity in higher education. Several innovative demonstration projects have been launched, including a project on distance education in Latin America and the Caribbean region; and new partnership undertakings have been established with the private sector, including the yearly UNESCO-Disney Children Summit and a training course for small businesses in Brazil. UNESCO will strive to renew its collaboration with UNEP which only recently discontinued its support to the UNEP-UNESCO co-operative programme in environment education.*

05005 *In the field of population, UNESCO has continued to participate in the inter-agency Technical Support Services System and the eight Country Support Teams, and to provide assistance to Member States for the development of population education programmes and policies. Technical assistance to UNFPA-funded population education projects has been continued; two new interregional and 11 national projects have been launched with UNFPA support. UNESCO participated in the Inter-agency Task Force on the Implementation of the ICPD Programme of Action, which has produced 'Guidelines for the United Nations Resident Co-ordinator System'. As task manager for Chapter 36 of Agenda 21, UNESCO contributed to the work on this chapter by the United Nations Commission on Sustainable Development. The latter decided in 1996 to give priority to education by initiating a special Work Programme in which UNESCO has been invited to play a leadership role. As regards the integrated follow-up to the major United Nations conferences, UNESCO participated in the Inter-agency Task Force on Basic Social Services for All and also served as the lead agency for its Working Group on Basic Education which has produced 'Guidelines on basic education with special attention to gender disparities'.*

Main lines of action

Integrated follow-up to the United Nations conferences

05006 UNESCO will continue to participate actively in the inter-agency mechanisms set up for the integrated follow-up to the United Nations conferences, and will play, in collaboration with UNFPA, FAO, ILO, WHO, the United Nations Population Division and UNDP, a catalytic role in mobilizing support of all the relevant organizations of the United Nations system in favour of education for a sustainable future. The follow-up to the Cairo Conference will focus on promoting educational policies and activities which highlight the interrelationship between population and sustainable development, including patterns of production and consumption. Reproductive health, family and community life, and gender equality and women's empowerment will be given particular attention. As task manager for

Chapter 36 of Agenda 21, UNESCO will seek to foster a concerted effort in further developing and implementing the new Work Programme on Education, Public Awareness and Training of the Commission on Sustainable Development. Exchange of information, dialogue and networking will be fostered, using both traditional and modern communication technologies, with due attention to the promotion of best practices. The newsletter *Connect** will serve as the principal communication vehicle for the Work Programme.

Education for sustainability: innovative inter-agency co-operation and joint action

A new UNESCO-led inter-agency initiative on educating for a sustainable future will be developed within the framework of the Action Plan of ICPD and the Work Programme on Chapter 36 of Agenda 21, adopted by the Commission on Sustainable Development. This initiative will focus on reorienting formal and non-formal education and building national capacities and public awareness in some six countries; it will be designed to serve as a testing ground for translating into action the integrated follow-up to the United Nations conferences as part of the United Nations common framework and will involve the United Nations Resident Co-ordinators. Activities under the regular programme, the Participation Programme and projects financed with extrabudgetary resources will be closely articulated in support of this initiative. The support of UNESCO's institutional partners, National Commissions, relevant NGOs, business, industry and other key actors will be mobilized, and a donor consortium will be formed to ensure the implementation of this initiative.

*Elaborating the concept
and key messages
of education for a
sustainable future*

05007 The concept and key messages of education for a sustainable future will be further developed, reflecting the indispensable role of education in bringing about changes in behaviour and lifestyle required to achieve sustainability. Efforts will be made to address the issues of sustainability from an integrated perspective, by involving specialists in environment and population education as well as other relevant professional communities. Public understanding of environment, population and development issues and their interrelationships will be promoted by launching awareness-building campaigns using the Internet and other means of mass communication to reach large audiences in both urban and rural areas. Advertising and marketing expertise will be marshalled to assist in this effort. Special emphasis will be given to reach young men and women.

*Developing national
educational policies
and action plans*

05008 Assistance will be provided to Member States for elaborating national educational policies, and for integrating educational components in national strategies and action plans for sustainable development. Working closely with relevant UNESCO Chairs and centres of excellence in different regions, and taking into account relevant regional agreements such as the Plan of Action for the Sustainable Development of the Americas, an integrated approach - embracing environment and population education, together with other relevant disciplines - will be developed for the preparation of new or reoriented curricula and the development of learning packages. Guidelines will be developed for reorienting the training of primary and secondary teachers through a pilot network of teacher-training institutions; these guidelines will be widely disseminated over the Internet and through traditional means. A teacher-training module will be developed and made available over the Internet, through video and other visual aids; an interactive virtual forum will be established to facilitate dialogue and exchange of experiences.

* Published jointly with the Education Sector and in liaison with Major Programme II, the newsletter *Connect* will be devoted to science, technology and environmental education.

*Training
and capacity-building
at the municipality
and community level*

05009 Training and capacity-building activities at the municipality and community level will continue to be carried out through the development of learning packages designed to educate and mobilize local authorities, youth, women and non-governmental organizations. A selected number of innovative demonstration projects will also be developed in the context of the ongoing partnership with the Ibero-American Educational Television Network, targeting municipalities in Latin America and the Caribbean. A multimedia communication system will be launched to network governments, specialized institutions, centres of excellence, private corporations and NGOs. Training programmes will be supported in selected countries to address the needs of small and medium-size business communities, as well as community education projects.

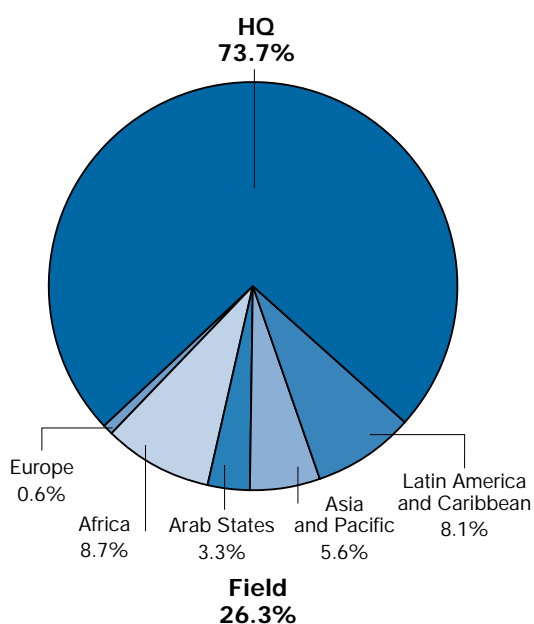
TRANSDISCIPLINARY PROJECT

Towards a culture of peace

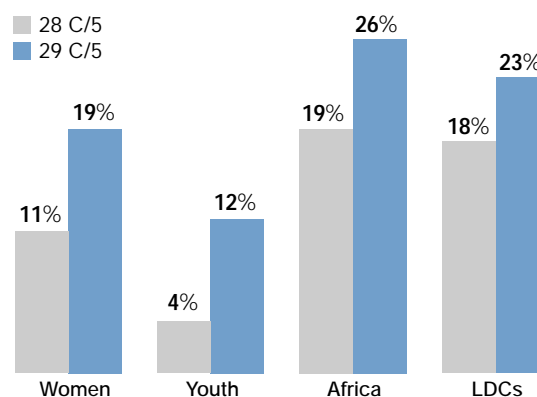
06001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/ (decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	8,099,700	8,380,200	280,500	3.5	779,800	9,160,000	
Activities	8,863,100	8,863,100	-	-	361,900	9,225,000	12,000,000
Indirect programme costs	-	135,000	135,000	N.A.	15,000	150,000	
Total	16,962,800	17,378,300	415,500	2.4	1,156,700	18,535,000	12,000,000

DECENTRALIZATION OF ACTIVITIES (\$8,863,100)



RESOURCES ALLOCATED TO PRIORITY GROUPS (comparison between 28 C/5 and 29 C/5)



- Unit 1 Culture of peace: raising awareness and building partnerships
- Unit 2 Educating for a culture of peace
- Unit 3 Culture of peace in action

06002

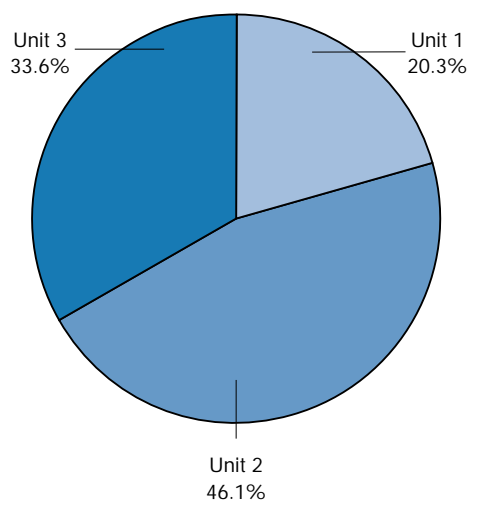
	Regular budget resources		
	28 C/5	29 C/5	Increase (decrease)
	\$	\$	%
Unit 1	2,474,900	1,798,800	(27.0)
Unit 2	2,860,600	4,090,000	43.0
Unit 3	3,527,600	2,974,300	(15.7)
Total	8,863,100	8,863,100	-

Sectors responsible for the execution of this project

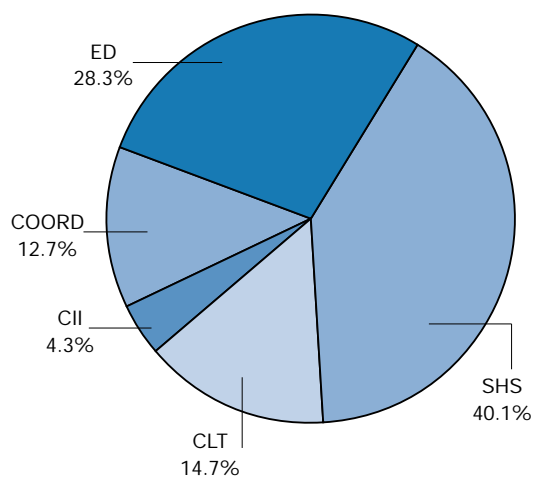
Sector	Unit 1	Unit 2	Unit 3	Total
	\$	\$	\$	\$
Education (ED)	-	2,000,000	504,600	2,504,600
Social and Human Sciences (SHS)	1,228,800	1,880,000	443,300	3,552,100
Culture (CLT)	300,000	50,000	951,200	1,301,200
Communication, information and informatics (CII)	-	-	378,300	378,300
Co-ordinating Units (CPP/DRG)	270,000	160,000	696,900	1,126,900
Total	1,798,800	4,090,000	2,974,300	8,863,100

DISTRIBUTION OF RESOURCES FOR ACTIVITIES

By unit



By sector



Towards a culture of peace

06003 In the actual terms of its Constitution, UNESCO was created to 'contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion' (Article I). Accordingly, all UNESCO's activities ought to contribute to peace. Why, then, should there be a separate project entitled 'Towards a culture of peace'? It is to highlight both the contemporary relevance and the specificity of the contribution which UNESCO is making to peace-building, in the very spirit of the Medium-Term Strategy for 1996-2001.

06004 In order to progress towards peace, the Constitution proposes a twofold approach. One is indirect and consists in developing education, science and culture in order to contribute - like the other institutions of the United Nations system - to social progress and to combating inequalities. The other is direct and aims at placing education, science and culture in the service of human rights and international understanding. It is this direct action, which is designed to construct peace 'in the minds of men', in other words to change value systems, attitudes and behaviour - in short everyday culture - that is presented and highlighted in the 'Culture of peace' project.

06005 This transdisciplinary project accordingly brings together the activities which UNESCO intends to carry out in order to promote adherence to values that are at the heart of the 'spirit of peace' (respect for human rights and democratic principles; the rejection of violence and all forms of discrimination, including discrimination between men and women; attachment to the principles of freedom, justice, solidarity, tolerance and understanding, both between peoples and between groups or individuals) and to foster the acquisition of the knowledge, skills and attitudes which reflect and embody these values.

06006 This project was one of the major innovations of the Programme and Budget for 1996-1997: alongside 'traditional' activities - such as long-term action to promote human rights, education for tolerance or the strengthening of intercultural dialogue - it proposed more innovative and experimental activities aimed at providing, 'on the spot', such as in pre- or post-conflict situations, practical and rapid solutions to urgent problems. It endeavoured to develop a transdisciplinary approach: (i) at the conceptual level, by dealing in an integrated manner with questions concerning peace and security, human rights, democracy and international understanding, which had hitherto been treated separately; (ii) at the operational level, by combining in the same plan of action the contributions of education, science, culture and communication. Lastly, it aimed at establishing closer interaction between theoretical research and practical action.

06007 In the short time since it was launched in 1996, the transdisciplinary project has acquired considerable momentum in different parts of the world. The concept of a culture of peace is now widely accepted. The importance of preventive action is emphasized by many countries, in particular those engaged in reconciliation and reconstruction efforts; they wish to adopt urgent measures to address the very roots of conflicts. The project's contribution to fostering tolerance, human rights education, and a new approach to conflict resolution and

security has been recognized by various high-level forums and has involved the mobilization of various new partners.

06008 Some conclusions can be drawn from the project's experience so far: (i) the education and training components of the project should receive greater emphasis, in particular as regards concrete action in the field; (ii) the transdisciplinary approach and the intersectoral collaboration, required by the very concept of a culture of peace, must be reinforced in all aspects of the project; and (iii) there is a need for more extensive and regular sharing of information on its activities, both within UNESCO and with external partners.

06009 This is the reason why a new structure is being proposed for the transdisciplinary project. It aims to provide a clearer vision of the main functions that UNESCO is called upon to perform when implementing the strategies for peace-building outlined in the Medium-Term Strategy (intellectual forum; clearing house; mobilization of political will; capacity-building, and so on). It is also intended to enhance the project's transdisciplinary nature, since all concerned sectors will be closely involved in the planning and implementation of the main lines of action under each of the three units.

06010 All activities relating to UNESCO's 'intellectual watch' function are grouped under Unit 1: policy-oriented research in the different fields covered by the concept of a culture of peace (conflict prevention, human rights, struggle against discrimination, democracy); advocacy action, aimed at building public awareness and at mobilizing a wide range of national and international partners; and the exchange and dissemination of available information on current research and ongoing experiences.

06011 Unit 2, which forms the backbone of the transdisciplinary project, includes all activities concerning education and training for peace, human rights, democracy, international understanding and tolerance. Most of the programme sectors will be involved in the implementation of these activities which receive a substantial budgetary reinforcement. A major effort will be made to ensure that UNESCO's contribution to the celebration of the fiftieth anniversary of the Universal Declaration of Human Rights in 1998, which will be essentially educational in nature, will be of a high quality and enjoy high visibility.

06012 Unit 3, titled 'Culture of peace in action' deals with the various projects which UNESCO will support, at the national, subregional, regional, and international levels, to help lay the groundwork for the construction of lasting peace and development. These projects will stress the importance of dialogue and collaboration across conflict lines among individuals, groups and communities in order to enhance tolerance, respect and mutual understanding and to reinforce a collective approach to building a culture of peace. They will also focus on capacity-building and technical support to local initiatives.

06013 The implementation of this transdisciplinary project will continue to be the responsibility of the programme sectors, at Headquarters as in the field. It calls for strengthened intersectoral collaboration in order to ensure that the different activities in favour of a culture of peace carried out both at and away from Headquarters, and both inside and outside the Organization, are mutually complementary. The purpose of the co-ordinating unit, which comes under the authority of the Director-General, is to give impetus to innovative approaches, enhance synergies between sectors and develop the exchange of information between the partners in the project.

Unit 1: Culture of peace: raising awareness and building partnerships

Medium-Term Strategy, paragraphs 159,163-176, 183, 184, 189

To promote better understanding and recognition of the principles, norms and conditions which are conducive to a culture of peace; to enhance information sharing and partnerships between countries, institutions and groups engaged in initiatives for a culture of peace

06014 Regular budget: \$1,798,800 - Decentralized: 13.7%

Background

06015 *In the field of research, significant advances have been made by the Organization, in collaboration with high-level experts, on various issues relating to human rights, such as academic freedoms, cultural rights, or the safeguarding of future generations. On this latter theme, a draft Declaration will be submitted for adoption to the twenty-ninth session of the General Conference. Concerning conflict prevention, headway has been made in fostering a new approach to security, in particular in the framework of the international symposium 'From partial insecurity to global security' and its follow-up in various regions. The Organization has also stepped up its action in favour of tolerance, through the adoption of a Declaration of Principles on Tolerance, in 1995, and the creation of tolerance networks in the Mediterranean-Black Sea and the Asia-Pacific regions, as part of its contribution of the Follow-Up Action Plan to the International Year for Tolerance. It has also taken a strong stance against the violations of rights in its fields of competence, in particular those of educators and journalists. The promotion of the democratic principles enshrined in UNESCO's Constitution has been ensured in various forums, in particular in Latin America (through the DEMOS project) and in Central and Eastern Europe. The Statement on Women's Contribution to a Culture of Peace continues also to gain support in various regions. The mobilization of traditional as well as new partners in favour of the culture of peace has been significant during the biennium, in particular concerning human rights institutions, newspaper editors, journalists, parliamentarians, mayors, ombudsmen, religious leaders and the armed forces. It resulted in the adoption, by various forums, of substantive and widely disseminated declarations in favour of the culture of peace; it also opened up new and concrete perspectives of collaboration at national and international level in pursuance of UNESCO's goals. It is worth mentioning in this respect that the General Assembly of the United Nations has invited UNESCO to prepare elements for a draft provisional declaration and programme of action on a culture of peace (resolution 51/101). Information on culture of peace activities are now disseminated on a regular basis, through the Culture of Peace newsletter, which is published in various languages, and the Culture of Peace Website which has been recently activated on the Internet.*

Main lines of action

Encouraging research on key themes for the development of a culture of peace

06016 UNESCO will encourage and support policy-oriented research on a number of themes which are particularly relevant for the further development of a culture of peace. In the field of human rights, UNESCO will continue to participate, in close co-operation with Member States, institutions of the United Nations system, and competent intergovernmental and non-governmental organizations, in international reflection aimed at achieving progress in the further elaboration of cultural rights - in particular those of persons belonging to minorities and of indigenous people - and academic freedoms. In order to contribute to the United Nations Decade of International Law (1990-1999), and to foster a forward-looking approach to the

celebration of the fiftieth anniversary of the Universal Declaration of Human Rights, UNESCO will encourage debate on and recognition of the human right to peace. Research on effective methods of conflict prevention and resolution, as well as on a new approach to security, in particular at local, national and regional levels, will be supported through collaboration with leading peace research and training institutions. With a view to highlighting the importance of history for the long-term consolidation of peace, the Organization, in co-operation with the Convenio Andrés Bello and the International Committee for the History Sciences, will stimulate research on the history of peace in different cultures. Finally, it will promote reflection on the gender-related factors that hamper or favour the development of a culture of peace, especially in relation to masculine and feminine roles in different sociocultural contexts.*

*Raising awareness
against intolerance,
discrimination, racism
and violence*

06017 UNESCO will pursue its role of worldwide sensitization against intolerance, discrimination, racism and violence. It will step up its action to alert public opinion to acts of extreme violence directed against members of the intellectual community. Systematic gathering of verified information on cases that fall within the Organization's spheres of competence will be continued, in close co-operation with interested governments, the intergovernmental and non-governmental organizations concerned and professional organizations. Action carried out in this regard by the Committee on Conventions and Recommendations (CRE) will also be strengthened. Through publications and information activities, a vigorous effort will be made to denounce the pseudo-scientific character of new racist theories. Within the framework of the Follow-up Plan of Action of the United Nations Year for Tolerance, support will be provided to regional and subregional tolerance networks to reinforce their action at the local level, in particular in Africa and in Latin America and the Caribbean. Preventive action to combat discrimination and violence against women and children, including child labour, will be based on the further dissemination and popularization of international standards against discrimination and procedures for the protection of their rights. Emphasis will be placed on promoting better knowledge and understanding of women's rights, by collaborating with institutions and networks specializing in women's studies and by setting up UNESCO Chairs in women's rights.

*Better understanding
of democratic principles
and processes*

06018 UNESCO will continue its effort to promote a better understanding of democratic principles and processes by supporting national and regional channels for the exchange of information and experience between public authorities and representatives of civil society and by assisting Member States, through advisory services and information activities, in the consolidation of democratic processes, particularly in countries in transition. In co-operation with other United Nations agencies, assistance will be provided to regional networks of institutions dedicated to enhancing democratic governance at local and national levels, with particular emphasis on the effective participation of women and young people in democratic institutions.

* *These activities will be complemented by research carried out on the management of multicultural societies, in the framework of the MOST programme (Subprogramme II.5.1), and by research on universal values to be carried out in the Philosophy and Ethics programme.*

Mobilizing new partners
for a culture of peace

06019 The mobilization of new partners and actors, in particular decision-makers, is a key factor for the promotion of a culture of peace. UNESCO will, therefore, strengthen the partnership it started recently with a number of target groups, in particular: *parliamentarians*, on issues dealing with democracy-building, in co-operation with the Interparliamentary Union; *mayors*, in the framework of the Mayors' Prize for peace, by encouraging the formation of networks among multicultural cities interested in defining common projects to promote intercultural dialogue in an urban environment; *ombudsmen* for exploring new ways and means of protecting human rights at the national level; *public service media*, for making time and space available for dialogue and debate, particularly among young people on subjects such as 'living in tolerance and harmony'; *religious leaders*, in the framework of activities designed to promote tolerance and to encourage dialogue among religions; *the armed forces*, with a view to promoting reflection on non-military threats to peace and security at regional and subregional level (in particular the social, environmental and cultural factors that may lead to conflict and violence) and enhancing their role in development activities; *youth*, especially through support to youth initiatives and organizations; and *women*, through networking of women's associations and organizations active in the fields of peace, human rights and democratic governance. The initiatives designed to develop co-operation with national partners will be carried out in very close co-operation with the National Commissions and the competent authorities, which will be kept informed regularly through the usual channels of communication.

Organizing information
exchange on culture
of peace activities

06020 To strengthen mobilization efforts, a major impulse will be given to information and networking activities, with a view to reinforcing the permanent exchange of information within the Organization and with outside partners engaged in activities promoting a culture of peace. The dissemination of information on current research, ongoing projects and new initiatives will be ensured by the publication of the transdisciplinary project's *Newsletter* and the *Culture of Peace Website*, both of which will systematically provide detailed and up-to-date information on the activities carried out in the framework of the whole project. This consolidation of information exchange will help in the co-ordination of the project.

Unit 2: Educating for a culture of peace

Medium-Term Strategy, paragraphs 154-162

To intensify the development of a comprehensive system of education and training for peace, human rights and democracy, international understanding and tolerance, embracing all levels of education, both formal and non-formal.*

06021 Regular budget: \$4,090,000 - Decentralized: 33.3%

Background

06022 *In close co-operation with the High Commissioner for Human Rights and the United Nations Centre for Human Rights, UNESCO has fostered the creation, at national and regional level, of integrated systems of education, training and information activities. In addition to the UNESCO Chairs on culture of peace and on education for human rights and democracy already established in over 25 countries in Africa, Europe, the Arab States and Latin America, a regional network is being set up in this latter region which involves academic institutions and universities to create and renew curricula on conflict prevention and peace-building. Several important publications and training manuals have been produced in recent years, inter alia: 'Human Rights: Questions and Answers', 'Introducing Democracy: 80 questions and answers', 'Education for Human Rights and Citizenship in Central and Eastern Europe' and so on. Co-operation has been strengthened with institutions active in the field of education for human rights and democracy, such as Civitas, a newly created international NGO dedicated to civic education. The ASP network has been active in the elaboration and dissemination of educational materials for a culture of peace and is playing a key role in mobilization activities, in particular in the framework of the follow-up of the Culture of Peace Festivals that have been organized in the different regions. The revision of school textbooks, in particular in the field of history, is making headway in Latin America, on the basis of the recommendations of the Rio de Janeiro meeting on Education for a Culture of Peace and the Cartagena Conference on History and the Culture of Peace, both held in 1996.*

Main lines of action

National education plans for peace, human rights, democracy, international understanding and tolerance

06023 *In close co-operation with the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance, UNESCO will continue to encourage Member States to elaborate national strategies, plans and programmes for both formal and non-formal education and for building public awareness. In 1998-1999, emphasis will be placed on the evaluation of ongoing national plans of action for human rights education, through the organization of regional meetings where these plans will be assessed and further developed. A survey will also be carried out on existing national laws, policies and strategies in the field of human rights education at university level, and advisory services will continue to be provided to Member States in this field. In the framework of the*

* All activities undertaken under Unit 2 are designed to contribute to the implementation of the Montreal World Plan of Action on Education for Human Rights and Democracy (1993), the Integrated Framework of Action on Education for Peace, Human Rights and Democracy, approved by the General Conference at its twenty-eighth session, and the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004). They will provide inspiration for and supplement the activities undertaken within the framework of Major Programme I, aimed at strengthening the role of education systems - both formal and non-formal - in the dissemination and promotion of human and civic values.

follow-up of the work of the World Commission on Education for the Twenty-first Century, the UNESCO International Bureau of Education (IBE), at the request of the interested Member States, will undertake observation missions intended to promote national agreements to develop education for peace, human rights, democracy, mutual understanding and tolerance. To this end, meetings will be organized between educators and various social actors, such as media professionals, producers of educational software, parliamentarians and other policy-makers.

*Linguistic diversity
and plurilingualism
in education*

06024 UNESCO will lend fresh impetus to linguistic diversity at all levels of education (teaching of mother tongues and of national and foreign languages) and to plurilingualism in educational curricula, through the LINGUAPAX project which will be evaluated and refocused. Emphasis will be placed on new criteria for language policy in education, taking into account the role of linguistic rights as rights of the individual, and on promoting language teaching for disadvantaged groups, particularly in plurilingual countries in Africa, Asia, Latin and Central America. Information on LINGUAPAX will be reinforced, while regional and subregional meetings for teacher trainers and educational planners will be organized and pedagogical instruments prepared in co-operation with linguistic NGOs and UNESCO Chairs working in the field of education. A World Linguistic Atlas will also be completed.*

*Developing innovations
in school curricula
and educational
contents and methods*

06025 A fresh impulse will be given to developing innovations in school curricula and educational contents and methods. Pilot projects will be launched in different regions to incorporate in secondary curricula the teaching of values and the basic knowledge necessary for the full exercise of democratic citizenship. Educational innovations, realized in post-conflict situations, will be identified and given financial and technical support, in particular those regarding the teaching of peace, and the promotion of non-violence and inter-ethnic understanding in formal and non-formal educational contexts. A strategy to transfer their results and broaden their application will be designed, in co-operation with regional innovation networks. The IBE will also support the conclusion of agreements between neighbouring countries, or countries in conflict, for the revision of school textbooks on history and geography. An integrated approach to education for peace, human rights, democracy, international understanding and tolerance will continue to be promoted at the regional and subregional level, in particular in Africa, Asia and Latin America and the Caribbean, through the development of the UNESCO Associated Universities and the network of UNESCO Chairs for peace, human rights and democracy.

*Educational materials
and training aids*

06026 UNESCO will continue to foster the elaboration and dissemination of educational materials and training aids, for both formal and non-formal education. The various publications elaborated and published during the previous biennia will be widely disseminated and translated into other languages, in particular, the *Manual on Human Rights* for universities and teaching materials concerning peace, human rights, democracy and tolerance for different levels of education. Particular emphasis will be placed on the elaboration of training aids on human rights for teachers, as well as of training modules on tolerance and prevention of discrimination in pre- and post-conflict situations. The clearing-house function of the Organization will be strengthened, in particular through the IBE, as regards the identification and dissemination of high-quality educational and training materials in the various relevant fields.

* These activities will be implemented in close co-operation with those of Subprogramme III.1.1 (Safeguard and revitalization of the tangible and intangible heritage), relating to the safeguard of endangered languages and the development of linguistic diversity.

Training for a culture of peace

06027 In the framework of its co-operation with the High Commissioner for Human Rights, UNESCO will continue to support national institutions in developing human rights training programmes designed for educators and professionals having special responsibilities in this field (teachers, journalists, public officers, members of the armed forces and police personnel). Support will also be given to organizing information sessions for parliamentarians and senior policy-makers on key issues relating to democratic governance, human rights, and the ethics of leadership. UNESCO will promote 'legal literacy' for women by assisting local NGOs and community groups in providing basic instruction on women's rights recognized in national legislation.



SPECIAL PROJECT: 'Women and a culture of peace in Africa'. This two-year project is intended to strengthen women's role as peace promoters at the local and national level, through the provision of adequate training based on traditional conflict resolution and mediating practices, and support to ongoing initiatives of women's NGOs.

Associated Schools system

06028 The Associated Schools Project Network (ASPnet) - which will be extended to some 6,000 schools in over 150 countries - will be mobilized to promote innovation in education for peace, human rights, democracy, international understanding and tolerance, mainly through the production and experimentation of prototype materials for primary and secondary education. A major effort will be made to highlight the role that culture and the arts can play in making 'learning to live together' a reality. A network of pilot projects will be established in schools where significant inter-group conflicts occur, in order to promote quality education while contributing to a culture of peace and non-violence in the community. The ASP network will also be mobilized to promote solidarity among participating schools, through twinning arrangements, with a view to intensifying the provision of school equipment, the training of teachers and reciprocal visits of students and teachers. An ASP Day of Solidarity will be celebrated every two years on a different theme (human rights in 1998) to promote a wide range of solidarity projects in favour of less privileged groups. Selected field offices will serve as 'resource centres' in charge of: increasing the number of Associated Schools; building up subregional networks and setting up databases to enhance monitoring and assessment of ASP initiatives; ensuring initial and ongoing training for ASP educators; and supporting or launching ASP 'Flagship Projects' (e.g. a triangular intercultural project in connection with the Slave Route project) in their respective subregions.

Celebration of the fiftieth anniversary of the Universal Declaration of Human Rights

06029 UNESCO's contribution to the celebration of the fiftieth anniversary of the Universal Declaration of Human Rights will mainly focus on activities of an educational and awareness-raising nature. A plan of action will be presented to this effect to the General Conference at its twenty-ninth session.

Fiftieth anniversary of the Universal Declaration of Human Rights (1998)

In close collaboration with the High Commissioner of Human Rights, who has been entrusted with the task of co-ordinating the United Nations system-wide activities in this regard, UNESCO will contribute: to the broadest possible dissemination of the Declaration worldwide, in particular in institutions of formal and non-formal education, including in the languages in which it has not yet been translated; to raising understanding of the rights enshrined in the Declaration that relate to the Organization's spheres of competence (the right to freedom of expression and opinion; the right to education; the right to participate in scientific progress; the right to participate in cultural life, and so on); and to highlighting the key role the exercise of such rights plays in the consolidation of peace, democracy and development.

Various meetings will be held in the different regions in conjunction with human rights associations to explore the progress made in the implementation of these rights, the major obstacles encountered, and the future prospects for their development. In this context, emphasis will be put on the promotion of the human right to peace. A symposium on ethics, law and democratic ideals is planned in the framework of the celebration activities, which will culminate, in December 1998, with the organization of an international conference on 'Human Rights: Fifty years after'.

UNESCO's awareness-building campaign will focus on youth. Various forums and innovative modalities will help sensitize them to the importance of human rights, while particular attention will be given to understanding better their perception of the way human rights are implemented in their daily lives.

The Organization as a whole will be closely involved in the celebration activities throughout the year. National Commissions should play a key role in relaying these efforts at the national level in order to give a major impetus to the dissemination of the Universal Declaration. The Associated Schools Project (ASP), as well as the UNESCO Centres, Associations and Clubs, will also play an essential role, in particular to sensitize children and youth to the importance of human rights. All other UNESCO partners, especially teachers' associations and unions, will be encouraged to take initiatives for advancing knowledge and respect for human rights.

Unit 3: Culture of peace in action

Medium-Term Strategy, paragraphs 177-186, 190-195

To contribute, through national, subregional, regional and interregional programmes and projects, to the creation of conditions conducive to reconciliation, intercultural understanding and long-term peace-building.

06030 Regular budget: \$2,974,300 - Decentralized: 24.3%

Background

06031 *The Organization has consolidated its contribution to ongoing national culture of peace programmes in El Salvador, Mozambique, Burundi, Rwanda, Haiti, Palestine, and Bosnia and Herzegovina. It has closely co-operated during the biennium with the national authorities of Angola, Georgia, Guatemala, Honduras, Mali, the Philippines and Sudan with a view to initiating or consolidating projects designed to foster a culture of peace in those countries. Building up on the experience of its Programme for Emergency Educational Reconstruction (PEER), which provided education to refugees and displaced populations in Somalia, UNESCO has co-operated with various representative groups of Somalian society in order to help create a culture of peace in that country. In the former Yugoslavia, UNESCO has been entrusted with the implementation of the chapter of the Dayton peace agreements relating to cultural heritage; it has also been designated lead agency in the United Nations system for assistance to the independent media during the reconstruction period, and major results have been achieved through the provision of technical and training assistance. UNESCO is also lead agency for the component 'Communication for Peace-Building' of the United Nations System-wide Special Initiative on Africa, in which emphasis is being laid on the development of local capacity in media and communication. Press houses have also been established in Rwanda and Burundi to provide training and forums for dialogue to media professionals. The experience already gained in the implementation of three special projects targeting UNESCO's priority groups (i.e. 'Promotion of the democratic process in Africa', 'Intercultural dialogue in everyday life' and 'Women in the service of civil peace') has shown that subregional and regional activities are essential to strengthen dialogue and social cohesion within multi-ethnic or multicultural societies. This is also one of the major lessons learned from the implementation of the intercultural projects initiated during the World Decade for Cultural Development, which will come to an end in 1997. Three of them, recently launched, will be pursued in 1998-1999: the 'Slave Route', the 'Al-Andalus Routes' (which will be linked to the 'Roads of Faith') and the 'Iron Road' with a view to raising awareness among the regions and countries concerned of the importance of pluralism in the evolution of cultures.*

Main lines of action

National culture of peace programmes

06032 National culture of peace programmes initiated in previous biennia (e.g. in Bosnia and Herzegovina, Burundi, Congo, El Salvador, Haiti, Mali, Mozambique, Palestine, Rwanda) will be pursued in close co-operation with National Commissions, United Nations institutions and non-governmental organizations. These national programmes involve a series of development and peace-building projects in which all parties previously in conflict participate and co-operate. In this framework, priority will be given to developing intensive training programmes, using audiovisual technologies, intended in particular for illiterate, disadvantaged groups and demobilized soldiers, with a view to integrating them in the process of post-

conflict reconstruction. Upon request of Member States, new national culture of peace programmes will be launched. Some of the national programmes will be expanded into subregional programmes.*

Continuum between relief operations and post-conflict reconstruction: the role of education

06033 UNESCO will continue to co-operate with the United Nations institutions organizing humanitarian assistance for countries in emergency situations, in particular UNHRC and the United Nations Department on Humanitarian Affairs. In this framework, the main priority of the Organization will be to ensure that persons who have lost opportunities for schooling because of conflict continue to have access to education at the appropriate levels. This task involves undertaking educational needs assessment, i.e. needs for educational materials, teacher training and the repair of damaged school buildings and furniture. Special emphasis will be placed on ensuring a continuum between relief operations and post-conflict reconstruction and development. In this context, rehabilitation and reconstruction activities will incorporate the results of the activities carried out as part of Unit 2 to strengthen education for peace, human rights, democracy, international understanding and tolerance. UNESCO will continue to co-operate with UNWRA for the education of Palestinian refugees and with the Palestinian Authority for the development of a 'ministry' of education and provision of fellowships.

Providing assistance to independent media before, during and after conflicts

06034 In pre-conflict, conflict and post-conflict situations, support will be given to local independent media which provide non-partisan information and promote reconciliation. This action will be carried out in liaison with the United Nations and in collaboration with international media organizations. In the context of the reconstruction efforts of those countries which have suffered conflict and are engaged in democratic transition, assistance will be given to independent media, *inter alia*, by advice to national authorities on the legal and economic conditions for the development of media pluralism and independence. In Africa, special focus will be placed on communication for peace-building activities in pre-conflict, conflict and post-conflict situations, as part of the United Nations System-wide Special Initiative. This programme, to be implemented in co-operation with Specialized Agencies and complemented by extrabudgetary funding, will include communication training, information, education and communication (IEC) activities, enhancement of traditional and folk media, and national and subregional consultations.

Facilitating intercultural and intercommunity dialogue: regional and subregional projects

06035 In addition, UNESCO will continue supporting the implementation of a number of subregional and regional projects intended to facilitate intercultural or inter-ethnic dialogue:

- the project 'Intercultural dialogue in everyday life' is meant to encourage the setting up in several African countries of forums for dialogue between young people from different communities and to help network youth associations interested in the promotion of intercultural dialogue;
- the 'Culture in the neighbourhood' project, initiated in Europe in the framework of the World Decade for Cultural Development, will be continued and, through twinning arrangements, expanded to Africa;
- the project 'For peace and tolerance: for a dialogue between cultures' will be implemented in Central and Eastern Europe with a view to developing innovative experiences to overcome intercommunity tensions;

* These activities will be carried out in close co-ordination with those aimed at enhancing basic education opportunities for the 'unreached' (Programme I.1); activities relating to the reconstruction and renewal of education systems (Subprogramme I.2.1); and action against poverty and exclusion outlined in Subprogramme II.5.1.

- the project on ‘East-West intercultural dialogue in Central Asia’ will build up on the vast networks of institutions that participated in the ‘Silk Roads’ project to promote initiatives and programmes fostering intercultural and interreligious dialogue in the subregion;
- in the framework of the Mediterranean programme, support will continue to be given to the establishment or consolidation of networks, or networks of networks, linking institutions, programmes or initiatives (targeting mainly women and young people) that may contribute to greater intercultural dialogue between the two shores of the Mediterranean.

*Action in favour
of autochthonous
peoples*

06036 Under the Plan of Action of the International Decade of the World’s Indigenous People (1993-2004), UNESCO will place emphasis on the general enhancement of the capabilities of indigenous peoples. It will give support to projects concerning bilingual education, safeguarding traditional knowledge regarding, in particular, environmental protection, the promotion of crafts and contemporary indigenous literature. A data bank on the world’s indigenous peoples will be set up, in close collaboration with the interested Member States. Major support will be given to the Programme for the Development of Maya Peoples, in the framework of the implementation of the different peace agreements in Guatemala, and co-operation will be intensified with the Ibero-American Fund for Indigenous Populations (La Paz), with a view to implementing multisectoral projects.*

*Routes of dialogue
between cultures
and civilizations*

06037 UNESCO will underline the dynamics of interaction between cultures and civilizations by means of three intercultural projects which stress the interrelationship of cultures and promote international understanding:

- the ‘Slave Route’ project will encourage the multidisciplinary study of the history of the slave-trade to gain a better knowledge of its cultural, social and religious impact and to enable the peoples concerned to recognize their common heritage. On this basis, new networks of co-operation will be developed. A programme of cultural tourism will be drawn up in Africa and Latin America and the Caribbean with a view to restoring and promoting sites, monuments, memorials and cultural events connected with the slave trade. In this context, support will be provided for the implementation of the Gorée Memorial project and the rehabilitation of the House of Slaves, a major place of pilgrimage for the black Diaspora;
- the project ‘Spiritual convergence and intercultural dialogue’, which links the projects ‘Routes of Faith’ and ‘Al-Andalus Routes’, will highlight the complex process of interaction between Judaism, Christianity and Islam, as well as between Europe, the Arab World and sub-Saharan Africa, with a view to promoting interreligious dialogue in the countries and regions concerned;
- the project ‘The Iron Road’, through research, educational and cultural activities, will help to promote better understanding of the role of iron in the structure of traditional and modern African societies.

* Activities will be implemented in close co-operation with those undertaken: under the MOST programme, as regards the management of multicultural societies; under the MAB programme, as regards indigenous management of natural resources; under the Culture programme, as regards the revitalization of traditional cultures; and under Unit 2 of this project, as regards promoting linguistic diversity in education.

TRANSVERSE SERVICE

Statistical Programmes and Services

07001

	Regular budget						Extrabudgetary resources
	1996-1997		1998-1999				1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/ (decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	4,578,700	4,323,700	(255,000)	(5.6)	611,100	4,934,800	2,500,000
Activities	1,148,000	1,648,000	500,000	43.6	60,700	1,708,700	
Total	5,726,700	5,971,700	245,000	4.3	671,800	6,643,500	2,500,000

07002 UNESCO is the only universal organization entitled, by virtue of its Constitution, to ask Member States to provide it, on a systematic basis, with statistical data in all its fields of competence. Its mission is to provide support to policy formulation and decision-making processes through:

- the worldwide collection, production and dissemination of reliable, policy-relevant data on education, science, culture and communication;
- the production of analytical studies aimed at facilitating the quantitative and qualitative assessment of the present situation and future prospects in UNESCO's fields of action;
- support to the development of statistical and analytical capacities in Member States.

07003 For nearly half a century, UNESCO has been the leading source of statistical information on education systems around the world. It now collects and reports data on approximately 200 countries and maintains the largest database on national educational statistics, as well as on science, culture and communication in the world. Today, UNESCO is facing increasing demands for improved statistical products and services, both in quantitative and qualitative terms, emanating from a wide variety of users, at the national and international levels. Member States, as well as UNESCO's programme sectors, must still be considered as the prime beneficiaries of the Organization's action in the field of statistical information. But UNESCO should also endeavour to serve the information needs of other constituencies such as the United Nations and other international organizations (intergovernmental organizations, development agencies, international research institutes, etc.) - in as much as it reinforces its main public service function (that is, service to Member States) in line with the ethical goals enshrined in UNESCO's Constitution and the decisions of its governing bodies.

07004 To face these new challenges and demands and to achieve and sustain the role of the world's premier statistics agency in its spheres of competence, UNESCO has to embark on a drastic reform of its statistical operation. Advice has been sought to this effect from the Board on International Comparative Studies in Education (BICSE), which conducted an extensive review in 1995; since then, various experts, representatives of Member States and of United Nations institutions and development agencies, have been consulted. It is in the light of their conclusions and recommendations that the following proposals have been elaborated. They form part of a strategic plan that the Director-General will submit, following discussion in the Executive Board, to the consideration of the General Conference at its twenty-ninth session.

07005 This strategic plan will aim at strengthening UNESCO's statistical services and at improving their quality and policy-relevance. It will also contain - as recommended by the above-mentioned consultations - proposals for the creation of a 'UNESCO Institute for Statistics', which would enjoy: a high degree of professionalism; a high level of visibility in UNESCO's organigram; and sufficient flexibility to ensure quick responses to demands, the efficient management of human resources, and the ability to mobilize new partnerships, within and outside UNESCO, as well as extrabudgetary support. To this end, the proposed Institute should be granted a financial allocation, along the lines of that of the International Institute for Educational Planning. An international board will guide and assess the process of change, secure the active involvement of Member States in formulating and monitoring the statistical programme, and promote the participation and support of interested partners (United Nations institutions such as UNDP, UNICEF and the World Bank, as well as (inter)governmental organizations, OECD in particular, and development agencies).

Statistical Programmes and Services

To improve and expand international statistical information and indicators in UNESCO's fields of competence, with a view to increasing their quality and policy-relevance.

Background

07006 *In recent years, efforts have been directed towards improving the quality, timeliness and comparability of data on education. The revision of the International Standard Classification of Education, to be completed by the end of 1997, will constitute a major tool for the improvement of international comparability. A programme for the systematic production and dissemination of international indicators on education is now operational, but needs to be expanded. The transfer of the database on education to a microcomputer environment will also be completed by the end of 1997; the database will then be accessible to all UNESCO's services and, in a more concise version, to all users through the Internet. UNESCO has also established more intensive co-operation with national data providers, by means of training activities at both the regional and subregional levels. In the framework of an extrabudgetary programme 'Strengthening National Education Statistical Information Systems (NESIS) in sub-Saharan Africa', the basis for a large-scale capacity-building initiative in Africa has been launched.*

07007 *In 1998-1999, a top priority will be the reconstruction of a solid and efficient system of data collection, production and dissemination, and the upgrading of UNESCO's analytical capabilities. To improve the quality and timeliness of data, a decisive effort will be needed to strengthen the competence of data providers at the national level and to establish closer links with them.*

Main lines of action

Development of common definitions and standards

07008 Data comparability and quality depend on the existence of common definitions and standards. Action will focus on the application by Member States of the revised International Standard Classification of Education (ISCED); the formulation of operational statistical definitions necessary to monitor Education for All goals; and the revision of definitions and methodologies related to such areas as educational finance and science and technology. An appropriate strategy will be designed to achieve rapid international consensus on statistical definitions and provide Member States with the tools necessary to apply international standards.

Collection, dissemination and analysis of statistical information

07009 An urgent task is to reconstitute a high quality and easily accessible database, containing a critical mass of policy-relevant data in education, science, culture and communication. A radical change will be introduced in the methodology used to identify, collect and disseminate the data to be produced by UNESCO, through the development of a highly participatory process ensuring closer interaction with policy-makers and data providers. A major effort will be made to improve the quality and timeliness of data, developing innovative procedures for data collection and verification, and taking advantage of UNESCO's decentralized networks (field units, National Commissions, associate institutions) to modulate standards and adapt methods to country, regional and subregional conditions. In addition to a renewed *Statistical Yearbook*, a series of short reports will be issued, providing the latest essential data on selected topics of international or regional concern. Basic international indicators will continue to be systematically produced, analysed and widely disseminated. In 1999, a millennium state-of-the-art in UNESCO's fields of competence will be published, based on the analysis of a number of key data.

Development of new
data and indicators

07010 Support will be provided to other UNESCO programmes for initiating or reinforcing research work on new data and indicators, particularly in the context of the World Reports that they will prepare in their specific areas of responsibility. Special surveys will be launched for this purpose. With regard to emerging needs for data on more complex and critical areas of concern, UNESCO will participate in the methodological work being undertaken by other agencies and organizations.

Strengthening national
statistical capacities

07011 Statistical capacity-building in Member States encompasses not only training but also institution building, reinforcement of networks and so on. Given the magnitude of the needs, this task requires a collaborative effort of the international community. UNESCO's role will be, in the first instance, one of advocacy and mobilization of political will, as well as of sensitization to the use of statistical information in the decision-making process. This catalysing role will imply: disseminating information and training materials; establishing twinning arrangements for technical assistance; identifying needs and available expertise and mobilizing resources; encouraging the introduction of a statistical capacity-building component in development projects; and supporting the development of 'poles of competence' at the regional or subregional levels. Maximum use will be made of existing networks. The strategies will be adapted to the specific situation of the various clusters of countries.

SPECIAL PROJECT: '*Strengthening National Education Statistical Information Systems (NESIS) in sub-Saharan Africa*'. This project, which is carried out within the framework of the Task Force of Donors to African Education (DAE), is intended to strengthen the statistical capabilities of selected African regional and national institutions. To date, a diagnostic survey of existing statistical systems has been conducted and pilot projects for the development of technical assistance modules are under way. The next phase will focus on the introduction of these technical assistance modules into training programmes and development projects.

TRANSVERSE SERVICE

Fellowships and equipment services

08001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/ (decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	3,323,000	3,344,900	21,900	0.7	183,400	3,528,300	-
Activities	1,264,900	1,264,900	-	-	47,000	1,311,900	-
Total	4,587,900	4,609,800	21,900	0.5	230,400	4,840,200	-

08002 In the framework of the Fellowship Bank Scheme, short-term fellowships, study and travel grants will continue to be awarded, and cost-sharing arrangements concluded with interested donors for jointly sponsored fellowships. Promotional activities will be pursued both to mobilize extrabudgetary resources and to seek new partnerships for sponsored fellowships in priority areas. In co-operation with the programme sectors and the field offices, the overall administration of the fellowships, study and travel grants provided under the regular programme (including the Participation Programme) and extrabudgetary resources will be ensured in co-ordination with the fellowship and training activities directly implemented by the sectors. Assistance will also be provided to Member States, upon request, for the establishment of Alumni Clubs of former UNESCO fellows.

08003 The co-ordination and backstopping of equipment procurement and contracting services relating to regular and extrabudgetary programme activities will be continued and developed. Technical and advisory services in equipment-related matters will be provided to facilitate the efficient development and implementation of projects and, within the context of project implementation, training will be offered on equipment procurement and maintenance (tender and contract design, logistics creation and post delivery maintenance planning). The training of field office staff in procurement methodologies and the backstopping of field-generated activities will be continued. A study will be initiated to explore the possibility of setting up through the Internet an equipment exchange mechanism addressed to developing countries. UNESCO will continue to participate in inter-agency consultations on developing harmonized procurement mechanisms and on reporting on contracts and equipment.

08004 The terminal reports of extrabudgetary funded projects, consultants' technical reports and mission reports relating to those projects, and to activities financed from the regular programme, will be edited and published for dissemination to Member States, donors and other concerned organizations. These reports will be available in the reference library for consultation by interested parties. An annual index of field mission reports will continue to be published and distributed.

PROGRAMME CO-ORDINATION

Priority Africa Department

09001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/ (decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	2,867,300	4,088,600	1,221,300	42.6	214,400	4,303,000	-
Activities	389,000	589,000	200,000	51.4	23,100	612,100	-
Total	3,256,300	4,677,600	1,421,300	43.6	237,500	4,915,100	-

09002 The Priority Africa Department will encourage analysis and reflection on the state of development in Africa and promote a coherent approach to meeting the continent's development needs in UNESCO's fields of competence, with emphasis on the most disadvantaged population groups. It will see to it that an appropriate follow-up is given to the Audience Africa recommendations and the United Nations New Agenda for the Development of Africa in the 1990s together with the operationalization of its Priority Action Programme, under the United Nations System-wide Special Initiative on Africa. To this end, in liaison with the Bureau for External Relations and the Bureau for Relations with Extrabudgetary Funding Sources, the Department will co-ordinate UNESCO's co-operation with African Member States, African IGOs and NGOs, as well as institutional partners of the United Nations system and multilateral and bilateral donors. In this endeavour, the Department will aim at having a triple impact: promote the cross-fertilisation of the ideas and perceptions on the continent's future, both within UNESCO's programmes as well as at the various forums organized by Africans or their international and external partners; ensure that the programmes show continued sensitivity to the needs and requests of the African Member States; and foster the continent's participation in the globalization process as well as the strengthening of its own regional and subregional co-operation.

09003 In order to ensure that the Africa region draws optimum benefit from the Organization's work, the Department will work closely with the programme sectors, field offices, National Commissions and international development partners; it will foster integrated intersectoral approach and thus facilitate synergy between the programme activities addressed to the Africa region. Particular attention will be given to building subregional capacities by stressing regional and subregional approaches to programme implementation. The Department will also monitor the implementation of the different programmes and commitments made in favour of Africa with particular regard to the 'special' projects addressed to priority groups. Support for UNESCO's activities in Africa will also entail the promotion of new partnerships, especially with the civil society,

international NGOs, and the Diaspora. The Department will provide support to the field units in Africa, to enable them to carry out their activities effectively. In co-operation with the Assistant Director-General for the Directorate, the Department will ensure the implementation of special and/or emergency programmes in African countries. It will also publish periodic reports on UNESCO's achievements and projects in Africa.

PROGRAMME CO-ORDINATION

Other priority groups and specific clusters of countries

10001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/ (decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	1,601,500	2,550,200	948,700	59.2	108,700	2,658,900	180,000
Activities	630,500	730,500	100,000	15.9	29,700	760,200	
Total	2,232,000	3,280,700	1,048,700	47.0	138,400	3,419,100	180,000

10002 With respect to the other three 'priority' groups of the Organization, namely, women, youth and the least developed countries, the respective focal points - the Unit on the Status of Women and Gender Equality, the Division of Youth and Sports Activities of the Social and Human Sciences Sector, and the Africa and Least Developed Countries Section of the Bureau for External Relations - will ensure the co-ordination of the programme actions in favour of these groups, envisaged under the major programmes and the transdisciplinary projects. Particular attention will be given to meeting the urgent needs of the most disadvantaged population groups. Working closely with the programme sectors and in liaison with competent organizations of the United Nations system, IGOs, NGOs, as well as National Commissions, the focal points will endeavour to promote the complementarity of UNESCO's actions with those undertaken by Member States and international development partners. They will continue to foster the active involvement of young people and women in defining, designing and implementing programmes that respond to priority needs and aspirations; and collect and disseminate information on the programmes and projects envisaged in their favour. Actions in favour of women will continue to stress the attainment of the objectives of the Beijing Platform of Action for Women, within the framework of the United Nations System-wide Medium-Term Plan for the Advancement of Women (1996-2001). Those addressed to young people will contribute to the World Programme of Action for the Year 2000 and Beyond, adopted by the United Nations General Assembly in 1995. As regards the LDCs, stress will continue to be placed on fostering endogenous capacity-building in UNESCO's fields of competence, with particular emphasis on human resource development and more active participation by LDCs in regional and subregional programmes and networks. Each of the focal points will continue to collaborate with the programme sectors in monitoring the progress of the 'special' projects addressed to the priority group for which it is responsible.

10003 Special attention will continue to be given to devising specific strategies to meet the priority and pressing needs of certain groups of countries with similar problems and characteristics - such as, States in transition, particularly those in Central and Eastern Europe, the Baltic countries, countries in Central Asia, small island states, and the Mediterranean countries. The priority areas of action will include: consolidation of democratic processes, reconstruction of education systems, management of social transformations, protection of the environment and promotion of media independence and pluralism in the countries in transition; preservation of the ecological balance, protection of the environment and management of coastal zones, development of communication, distance education, and cultural development in the small island states; and the creation or strengthening of networks of scientific, cultural and academic institutions, with a view to promoting intercultural co-operation and dialogue, among the Mediterranean countries. Working closely with the programme sectors and programme support services, such as, the Bureau for External Relations, the Member States concerned and interested international development partners, the focal points will endeavour to develop interdisciplinary programmes for each of these clusters of countries, with a view to their implementation with support from extrabudgetary resources.

Participation Programme

11001

Regular budget						
	1996-1997		1998-1999			Total appropriation
	28 C/5 Approved	29 C/5 proposals	Increase/(decrease) in resources		Recosting	
	\$	\$	\$	%	\$	\$
Participation Programme	22,000,000	23,000,000	1,000,000	4.5	1,830,000	24,830,000
Total	22,000,000	23,000,000	1,000,000	4.5	1,830,000	24,830,000

11002 Since its early years, UNESCO has provided direct assistance to national activities in Member States. In 1955, this assistance was consolidated under the term 'Aid to Member States' and since 1957, it has come to be known as 'Programme of Participation in the Activities of Member States', and in short 'Participation Programme'. This Programme has been designed to provide direct assistance to initiatives undertaken by Member States in the Organization's fields of competence. The previous practice of earmarking a pre-determined proportion of the Participation Programme budget (i.e. a specific amount) for each Major Programme has been discontinued. Since it is for the Member States themselves to determine, through their requests, the priorities in the use of these funds, the total amount under the Participation Programme has been shown under this Chapter.

11003 Assistance under the Participation Programme is intended to promote activities of a national, subregional, regional or interregional character, falling within the scope of the actions foreseen under the Major Programmes, Transdisciplinary Projects and Transverse Activities in Part II.A of the Programme and Budget. Assistance is also foreseen for strengthening co-operation with National Commissions and UNESCO Clubs, Centres and Associations. Such assistance will include: the services of specialists and consultants; fellowships and study grants; publications; equipment; conferences and meetings, seminars and training courses; financial contributions; and other services deemed necessary by all concerned. Emergency aid will also be extended to cope with the need for immediate assistance. The nature and scope of such aid will be decided by the Director-General in consultation with the National Commission(s) or the government(s) concerned.

11004 Assistance under the Participation Programme will be provided upon written request by Member States or Associate Members. Written requests may also be presented: by territories and national institutions through the National Commissions of competent Member States or Associate Members; by an intergovernmental organization which has signed a co-operation agreement with UNESCO, for activities of direct interest to several Member States. NGOs may also benefit from assistance under the Participation

Participation Programme

Programme. Written requests for subregional, regional and interregional activities should be supported by two or more National Commissions of the participating Member States or Associate Members. When deciding upon a request, the Director-General will take into account the needs of developing countries, especially the LDCs, and the need to ensure geographic balance in the distribution of the Participation Programme.

Information and dissemination services

12001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/(decrease) in resources		Recosting	Total appropriation	
\$	\$	\$	%	\$	\$	\$	
1. Clearing House							
Personnel	4,480,700	4,418,000	(62,700)	(1.4)	297,700	4,715,700	211,100
Activities	1,611,000	1,501,600	(109,400)	(6.8)	65,100	1,566,700	
2. UNESCO Publishing Office							
Personnel	4,094,700	3,797,400	(297,300)	(7.3)	265,700	4,063,100	2,702,600
Activities	909,700	828,300	(81,400)	(8.9)	35,400	863,700	
3. UNESCO Courier Office							
Personnel	2,560,500	1,974,000	(586,500)	(22.9)	271,600	2,245,600	3,200,000
Activities	1,494,000	1,360,300	(133,700)	(8.9)	55,000	1,415,300	
4. Office of Public Information							
Personnel	5,966,000	5,707,700	(258,300)	(4.3)	447,000	6,154,700	100,000
Activities	3,089,300	2,812,900	(276,400)	(8.9)	117,000	2,929,900	
Total, Part II.B	24,205,900	22,400,200	(1,805,700)	(7.5)	1,554,500	23,954,700	6,213,700

12002 UNESCO's action relies on the active collaboration of the professional circles it addresses, of decision-makers and of the public in general. To obtain their support, it is essential to make them aware of the Organization's purposes and activities and of the major challenges arising in its areas of competence. A new policy in public information and communication with outside partners is expected to enhance the consistency and impact of all the activities designed to spread the message of UNESCO and improve the Organization's image. It should, in particular, reinforce co-ordination and lead to increased synergy between the Organization's various information and dissemination services. In 1998-1999, efforts will focus on the introduction of a communication strategy involving the Secretariat as a whole (Headquarters and field) together with the Member States and the various partners of the Organization (institutional or otherwise); and, in a very competitive environment, on the definition of an editorial and information strategy taking account of the diversity of UNESCO's assignments and target audiences. The success of this policy will depend, to a large extent, on the commitment of Member States to co-operating in its implementation. For, whatever the initiatives taken by the Secretariat, it is in Member States, at the local level, that the work of publicizing UNESCO's ideals is most effective.

Clearing House

12003 In this context, the action of the Clearing House aimed at making known and available to potential users - Member States in particular, along with organizations and institutions co-operating with UNESCO - the information UNESCO has at its disposal in its areas of competence will be continued and reinforced. Emphasis will be placed on improving international access to information and on modernizing library, archival and information services provided to its users, taking advantage of new technologies. The methods used by the various sectoral information systems will be harmonized with a view to their incorporation into a global information system. Effort will also focus on the introduction of an electronic dissemination system for documents of the governing bodies and on the electronic marketing of publications; on the production and dissemination of reference works and databases on CD-ROM; and on the development of UNESCO's Internet site, particularly in regard to the multimedia. Inter-agency co-operation will be reinforced; the objective is to enable consultation of all the information available in the United Nations system via a single access point.

Looking to the future and anticipating

12004 In order to make the general public and decision-makers more aware of the major challenges of the future, the findings of the best world experts in the field of future-oriented studies will be disseminated, notably through the publication of two future-oriented reports by the Director-General, to be issued in 1998 and 1999, on development prospects in the Organization's areas of competence, and through the production of policy briefs for decision-makers. During the 1998-1999 biennium UNESCO will increase its capacity for anticipation of future trends with a view to renewing the approaches in its various fields of action. To this end, a Council on the Future will be set up, as an advisory 'virtual network' for gathering views and recommendations from the top experts and expert groups in the field of future-oriented studies. An interdisciplinary conference entitled 'Twenty-first century dialogues' will seek to anticipate challenges and foreseeable needs up to the year 2020 and beyond and to outline strategies for preventive action.

12005 These 'Twenty-first century dialogues' will be one of the Organization's main intellectual contributions to celebrations marking the year 2000. Other millennium activities could be organized, subject to the identification of suitable partners and mobilization of the necessary resources: the dissemination of a radically overhauled version of the *Futuresco* bulletin, two brief forward-looking guides, a video entitled 'Twenty-first century dialogues', a literary anthology 'The world in 2100' with contributions from world-famous fiction writers, and a book of cartoons entitled 'Draw me the twenty-first century'. In addition, contacts and co-operation will be established with the international organizations and institutions concerned and public debates will be organized, at Headquarters and in the field in the various world regions, on preparations for the twenty-first century.

UNESCO Publishing Office

12006 The UNESCO Publishing Office will focus on developing the Organization's literary output and will endeavour to achieve a balance of languages in publications by promoting the translation and publication of UNESCO's works in national languages. In this respect, the Fund to Encourage Translation (TRANSPUBLIC) will continue, resources permitting, to act as a stimulus (27 C/Resolution 41 and 28 C/Resolution 38).

12007 Pursuing the editorial strategy laid down in previous biennia, the collections for the general public will more particularly address major topical issues, together with such themes as the environment, human rights, democracy and peace. Given the size of the investment required, partnerships will be sought for the production of CD-ROMs. An editorial policy will be defined in anticipation of the development of on-line electronic publishing. Cheap local editions will be encouraged to cater for a large low-income readership. The production of greetings cards, launched in 1995, will be continued in view of the success achieved. In order to increase the sales, promotional activities will be conducted by traditional means and using new channels (the Internet, Minitel, etc.). The UNESCO Publishing Office will also continue to manage the UNESCO Collection of Representative Works.

UNESCO *Courier*

12008 In 1998-1999 the UNESCO *Courier* will continue to increase public awareness of the ideals and purposes of the Organization, by encouraging reflection and exchanges of ideas on its major areas of action. Modifications are at present under consideration in regard both to its content and presentation and to its circulation, with a view to increasing the impact of the magazine and attracting new readers, particularly young readers, by offering them a learning tool to understand the world around them and familiarize themselves with the ideals of UNESCO. The *Courier*, which will continue as a monthly magazine, will address the major contemporary issues of concern to the Organization by means of data, surveys, news reports and exchanges of views. The information, gathered worldwide, will be treated in a more journalistic and didactic style. While the unity of design of the three editions published at Headquarters (English, French and Spanish) will be maintained, their presentation will be more differentiated and better suited to the reading habits of the readership concerned.

12009 A new distribution policy will be applied, with the help of outside firms, to promote and increase the circulation of Headquarters editions. New partnership arrangements (co-publication with local press enterprises, agreements with high-circulation newspapers to rerun articles, etc.) will be tried out for the field editions, particularly where they have a high growth potential. These changes in the *Courier* will accompany and be co-ordinated with changes in the Organization's other major information monthly intended for the general public, but in this instance via the media, the magazine *Sources*, which is distributed free of charge. Efforts to achieve optimum complementarity between these two publications will result in bringing closer their editorial staff and thus enable them to take full advantage of their respective resources.

Public information

12010 In order to reach the various circles where opinions are formed, the Office of Public Information will make use of the media, as natural intermediaries, and of the Organization's institutional partners such as the National Commissions, NGOs and UNESCO Clubs and Associations. The Office will work to enlist new partnerships with, among others, the specialized media, parliamentarians, municipal authorities, local NGOs and representatives of civil society in order to increase the impact and broaden the scope of its action. The main focus will be on the production of written and audiovisual material designed to promote the ethical role of UNESCO while giving its action a higher profile: *UNESCOPRESS*, press kits, production or co-production of radio and video programmes, etc. The Experimental Radio Production Programme (ERPP), set up in 1997 and chiefly intended for the Organization's priority target groups, will be extended to the general public in this biennium. Special events are planned for 1998, to celebrate the fiftieth anniversary of the Universal Declaration of Human Rights. The Office will continue to assist the various units of the Secretariat and Member States in organizing, at Headquarters and in the field, information and public awareness campaigns on priority themes and major conferences or projects organized jointly by UNESCO and other organizations belonging to the United Nations system.

Part III

Support for Programme Execution

13001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/(decrease) in resources		Recosting	Total appropriation	
\$	\$	\$	%	\$	\$	\$	
1. Bureau for External Relations							
Personnel	14,227,800	15,273,600	1,045,800	7.4	949,800	16,223,400	97,400
Activities	3,743,800	3,530,900	(212,900)	(5.7)	118,800	3,649,700	
2. Bureau for Relations with Extrabudgetary Funding Sources							
Personnel	3,575,400	2,719,700	(855,700)	(23.9)	367,600	3,087,300	3,000,000
Activities	940,900	821,500	(119,400)	(12.7)	33,800	855,300	
3. Bureau of Conferences, Languages and Documents							
Personnel	27,747,300	25,957,500	(1,789,800)	(6.5)	1,322,100	27,279,600	734,500
Activities	3,975,800	3,760,600	(215,200)	(5.4)	194,000	3,954,600	
Total, Part III	54,211,000	52,063,800	(2,147,200)	(4.0)	2,986,100	55,049,900	3,831,900

Bureau for External Relations

13002 The Bureau for External Relations is responsible for relations between the Secretariat and Member States - and their National Commissions - Associate Members, non-Member States, observers and territories. It also has the task of liaising with the United Nations, its Specialized Agencies, programmes and organs, and with other international intergovernmental and non-governmental organizations. In 1998-1999, efforts will be made to strengthen co-operation with Member States, particularly through greater consultation and co-ordination with National Commissions as focal points for the Organization's action in those countries. Efforts will also be made to keep regularly updated the analyses, information and data on each of the countries in all of UNESCO's fields of competence, in order to respond appropriately and rapidly to their needs. Broader consultations will also be organized with permanent delegations on issues of major interest that relate to the functioning of the Organization and its activities.

13003 Since the twenty-sixth session of the General Conference, the National Commissions have been given greater responsibility both for programme design, execution and evaluation and for the mobilization of intellectual communities, institutions and organizations that co-operate at the national level in UNESCO's activities. For many years, the Secretariat has endeavoured to supplement the efforts of Member States to

improve the functioning of the National Commissions - in particular in new Member States and in the least developed countries - by providing them with technical or financial assistance designed to improve their working conditions and build their capacities. Further efforts to provide mutual information and to ensure fuller co-ordination of action must still be made by both the Secretariat and the National Commissions themselves to enable them to meet their commitments more effectively. That being said, one of the main difficulties today lies in the definition of an appropriate strategy to encourage broader and more direct participation by National Commissions in programme execution, in accordance with the lines of emphasis laid down in the Medium-Term Strategy.

13004 New measures are accordingly being considered during the current biennium to strengthen the role of the National Commissions, to ensure that they work more in tandem with field units, particularly in respect of decentralization, and to encourage greater interaction with the Secretariat. These measures concern: (i) the establishment of a standing committee composed of Secretaries-General of National Commissions and of members of the Secretariat (at and away from Headquarters), which will be required to draw up such a strategy and monitor its implementation; (ii) the preparation of a directory of National Commissions, containing factual information about their structure, members, activities, etc., so that, with their co-operation, their distinctive characteristics and respective needs can be taken more fully into account; this publication, which will be nothing short of a Who's Who of National Commissions, will provide the Secretariat with a new working tool and will make it possible to develop exchanges of information and experience among National Commissions; (iii) the preparation of a half-yearly bulletin on the National Commissions' most recent achievements and future projects.

13005 With regard to the participation of National Commissions in the preparation of the programme, regional and subregional consultations will be organized as part of the process of preparation of document 30 C/5 (28 C/Resolution 13.1 and 150 EX/Decision 5.1). It is also planned to help strengthen the functions of National Commissions in some key areas linked to programme execution, fund-raising and eliciting the support of partners in civil society. To that end, the Commissions' regional conferences will focus increasingly on discussion of regional strategies and the adoption of plans of action that will be implemented in the Member States by the National Commissions themselves, in close co-operation with the Secretariat. Similarly, the training seminars held at Headquarters and in the regions will be re-oriented in order to make them more interactive. Lastly, efforts will be made in the Secretariat and in Member States to encourage closer contacts between the National Commissions and UNESCO Clubs, Centres and Associations in order to develop greater synergy between their activities.

13006 Co-operation with the UNESCO Clubs, Centres and Associations movement will be strengthened, and support will be provided for their initiatives, pilot projects and activities, particularly in the context of the implementation of the World Plan of Action on Education for Human Rights and Democracy, the Integrated Framework of Action for Peace, Human Rights and Democracy, and the commemoration in 1998 of the fiftieth anniversary of the Universal Declaration of Human Rights. In close co-operation with the World Federation of UNESCO Clubs, Centres and Associations (WFUCA), a feasibility study will be conducted on the organization, during the 2000-2001 biennium, of a 'Summer University' on the theme of culture and democracy as the bedrock of peace and development. Steps will also be taken with a view to instituting a 'UNESCO Club Prize', which might be awarded in 1999 during WFUCA's fifth World Congress.

13007 In 1998-1999, efforts will also focus on strengthening further relations with intergovernmental organizations with a view to facilitating the devising of joint strategies and frameworks for complementary action. Collaboration with the organizations of the United Nations system will require a reinforced contribution to system-wide efforts and activities, in particular through: greater concertation on policy and programme issues through the appropriate inter-agency co-ordination mechanisms; constant dialogue and exchange of experience on reform and rationalization processes at the Secretariat and intergovernmental levels; timely and well co-ordinated inputs to the follow-up to major global conferences, both in terms of policy and of operational action at country level - the latter with the active involvement of field units; and active participation in system-wide initiatives, such as the Special Initiative on Africa, the Decade for the Eradication of Poverty, the Decade of the World's Indigenous People, the Human Rights Education Decade, the Decade for Elimination of Racial Discrimination, the celebrations of the fiftieth anniversary of

the Universal Declaration of Human Rights and of the International Year of the Ocean (both in 1998), to cite but a few. Closer and more substantive co-operation will also be developed with interregional, regional and subregional intergovernmental organizations in view of their increased role in prevention of conflicts, peace-building, governance and democratization processes and their contribution in the promotion of a culture of peace.

13008 Co-operation with non-governmental organizations and foundations will be pursued in line with the new policy and modalities defined in the 1995 Directives, the major objective of which is to achieve new synergies and diversify and revitalize UNESCO's co-operation with existing and new partners through flexible and regularly reviewed relationships based on merit, effective results, concrete action and networking. Field-level co-operation will be enhanced through the indispensable partnership between national NGOs, National Commissions and UNESCO field units. Collective consultations and co-operation with NGOs will also be re-energized.

13009 As a continuation of the strategy adopted during the last biennium, which sought to form new partnerships with civil society, the already well established co-operation with parliamentarians, and with interparliamentary unions and groups in particular, will be continued. Contacts will also be maintained with community associations and movements, town councils, etc., with a view to promoting widespread dissemination of UNESCO's message. Furthermore, as part of the celebrations of the year 2000, various initiatives are planned such as Bethlehem-2000, Nazareth-2000, Valencia-New Millennium, and a celebratory programme comprising a world telethon to raise funds for projects in the field of youth and the environment, which will be implemented in partnership with the 'Millennium Foundation', among others.

13010 To bring the Organization into closer contact with its Member States, fresh impetus will be given to the decentralization process in order to respond flexibly and swiftly to their requests and, in particular, to strengthen co-operation with National Commissions, other national partners, institutional partners of the United Nations system and NGOs. Field offices in each region are increasingly required to implement multisectoral activities. Together they form an intellectual network of expertise covering a wide range of UNESCO activities which serves the region as a whole. Therefore the evaluation of the profile and activities of each unit will be continued with a view to improving their complementarity still further, and thereby enabling them to respond more effectively to the most pressing needs of the Member States and the region they serve. Efforts will be made, in particular, during the current biennium to gear the decentralization of structures more closely to the decentralization of the programme. In addition, field offices' management capabilities will be improved, through the general introduction of computer technology and the training of administrative personnel. Special procedures will be laid down to enable these offices to act swiftly in emergency situations.

Bureau for Relations with Extrabudgetary Funding Sources

13011 The Bureau, the focal point for relations with funding sources and development institutions, will be reorganized in order to strengthen its capacity to mobilize extrabudgetary resources to implement priority activities in Member States. Taking into account the new trends and current policies in the area of international development co-operation, it will endeavour to strengthen co-operation with sister institutions of the United Nations system, development banks, intergovernmental organizations, in particular the Commission of the European Communities, bilateral institutions and private funding sources. Specific strategies will be developed in areas where synergistic potential has been identified, and consultations will be organized with the various potential partners to sensitize them to the Member States' priorities and encourage their commitment to the pursuit of common goals. Within that framework, account will be taken of the themes identified at the major United Nations conferences on the elimination of poverty, on women, on environment, on governance and on support for democratic processes. Increased attention will also be paid to the need for greater complementarity between multilateral and bilateral assistance and for a new distribution of responsibilities between the United Nations Specialized Agencies and the beneficiary countries in the management of development programmes.

13012 The Bureau will continue to work closely with units at Headquarters and in the field responsible for the identification, preparation and implementation of development co-operation activities, to ensure that the projects submitted to external funding sources actually reflect beneficiary countries' priorities; that they are in fields in which UNESCO's intervention can 'add value', with particular emphasis on 'upstream' activities such as sectoral analysis, the formulation of policies and strategies, and feasibility studies; and, lastly, that they are accompanied by guarantees of high-quality implementation. A vast effort has been made by the Secretariat firstly to reinforce the capacities of divisions at Headquarters and of field units to identify and prepare projects and mobilize resources, and secondly to train Headquarters and field staff in the methods of needs analysis, project development and project management. Wherever possible, the execution of these projects will be entirely decentralized. Adaptable and flexible procedures will be used, particularly in the case of the least developed countries and countries in emergency situations.

Bureau of Conferences, Languages and Documents

13013 The Bureau of Conferences, Languages and Documents will continue efforts made in recent years to rationalize its activities with a view to reducing costs and improving productivity. Among the new orientations under consideration, priority will be given to the widespread use of information technology for the production and management of documents (establishment of an integrated follow-up system) and for the transmission of documents within and outside the Secretariat. The possibility will be examined of using distance translation and interpretation in order to reduce to a minimum the staff sent to meetings away from Headquarters. Computerized terminology databases will be developed in UNESCO's various fields of competence.

13014 The reduction in internal resources will be compensated for by more regular use of subcontracting arrangements with external translators and printers. In this context it is important to take into account the requirements of quality and observance of time limits which must be respected for work relating both to the governing bodies and to the Secretariat. Efforts will also be made to optimize the use of UNESCO's conference rooms by outside users. To that end measures will be taken to publicize UNESCO's conference facilities.

Part IV

Management and Administrative Services

14001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/(decrease) in resources		Recosting	Total appropriation	
\$	\$	\$	%	\$	\$	\$	
1. Office of the Assistant Director-General for Management and Administration							
Personnel	1,214,400	1,214,400	-	-	49,500	1,263,900	-
Activities	49,600	49,600	-	-	1,700	51,300	-
2. Bureau of the Comptroller							
Personnel	6,824,000	6,462,600	(361,400)	(5.3)	499,600	6,962,200	3,087,000
Activities	1,109,900	1,029,100	(80,800)	(7.3)	41,000	1,070,100	
3. Bureau of Personnel							
Personnel	11,301,000	11,105,900	(195,100)	(1.7)	531,500	11,637,400	-
Activities	2,350,300	2,300,900	(49,400)	(2.1)	119,200	2,420,100	
4. Bureau of Documentation, Informatics Services and Telecommunications							
Personnel	5,524,300	5,013,900	(510,400)	(9.2)	424,800	5,438,700	1,010,000
Activities	6,069,000	5,453,400	(615,600)	(10.1)	212,700	5,666,100	
5. Bureau for Support and Services							
Personnel	9,858,100	9,194,100	(664,000)	(6.7)	458,900	9,653,000	1,193,500
Activities	3,225,300	3,007,000	(218,300)	(6.8)	531,100	3,538,100	
Total, Part IV	47,525,900	44,830,900	(2,695,000)	(5.7)	2,870,000	47,700,900	5,290,500

14002 The above provisions are to cover the following units:

1. Office of the Assistant Director-General for Management and Administration
2. Bureau of the Comptroller
3. Bureau of Personnel
4. Bureau of Documentation, Informatics Services and Telecommunications
5. Bureau for Support and Services

14003 In 1998-1999 the **Bureau of the Comptroller** (BOC) will further streamline working methods through informatics support that will enable additional decentralization to programme sectors at Headquarters and to field offices. Such decentralization will be achieved through delegation of authority and responsibility while insisting on full accountability. Informatics support for such action is already coming on-line from local area networks and enhanced communication facilities. Systems improvements will include a direct electronic payments authorization facility for programme sectors and a LAN contracting and payroll system for temporary assistance at Headquarters. For field offices, a new financial management software will enable budgetary control and accounting work to be more efficiently carried out on LANs or stand-alone PCs. Financial data will be transmitted to and from Headquarters electronically. Accounts examination of field offices will be selectively outsourced to local and professional firms of accountants.

14004 As regards the longer term situation, there is a growing awareness of the advantages to be gained from replacement of UNESCO's existing mainframe financial and payroll computerized systems with a new integrated system that would eliminate also the need to maintain a growing number of independent LAN systems developed in recent years. Such an integrated system would require new working methods, common databases and networks built on user/server technology. The mapping out of the new business processes will require considerable staff inputs from experienced users, working with expert analysts and engineers during 1998-1999, in order to draw up a coherent and comprehensive definition of longer term needs that would be the basis of a series of contracts to implement the systems change.

14005 In 1998-1999, the **Bureau of Personnel** (PER) will provide proactive services in the human resources field: recruitment, human resources planning and training through the optimum use of computerized databases on staff. Further computerization of routine aspects of administrative work is envisaged in order to streamline personnel administration. It will pursue its efforts to develop and implement the training programme for personnel to enhance their skills in accordance with needs established in the 'Training Handbook' issued in 1996. The Bureau will continue in its efforts to rejuvenate the Secretariat through the Young Professionals programme bearing in mind the need to improve the gender and geographical balance of personnel.

14006 As regards the **Bureau of Documentation, Informatics Services and Telecommunications** (DIT), the Information Resources Development Plan (IRDP), which comes to an end in 1997, has laid the groundwork for modernizing the information system and made it possible to put in place the necessary infrastructure for a new way of working. With extensive use now being made of new technologies, such as electronic mail and the Internet, there is a need to apply these new tools to making the Organization more effective and productive. For this purpose, a Master Plan has been drawn up containing guidelines for developing UNESCO's information system in the years ahead, in which computerization should underpin the reforms that are still needed to secure the requisite gains in effectiveness, efficiency, quality and productivity. This Master Plan is expounded in document 29 C/34, to be submitted to the General Conference for consideration at its twenty-ninth session.

14007 The **Bureau for Support and Services (BSS)** will continue to make improvements in the management and security of the Organization's immovable and movable property at Headquarters. With regard to the Headquarters buildings, the Renovation Plan has reached its mid-way point and a mid-term review has been carried out. This review has revealed that more urgent works, affecting mainly safety, need to be undertaken. A revised plan will be submitted in document 29 C/47 to the General Conference at its twenty-ninth session. As concerns the technical services, this Bureau will concentrate on adapting its operations to a general policy of increased outsourcing. Similarly the status of the Restaurant Services will be considered. The work on introducing a computerized management system for building maintenance, furniture, purchases and stocks will be continued and completed in 1998-1999.

Part V

Maintenance and Security

15001

	Regular budget						Extrabudgetary resources
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/decrease in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Personnel	14,665,300	13,719,200	(946,100)	(6.5)	983,600	14,702,800	4,298,600
Activities	18,475,400	17,887,200	(588,200)	(3.2)	713,200	18,600,400	
Total, Part V	33,140,700	31,606,400	(1,534,300)	(4.6)	1,696,800	33,303,200	4,298,600

15002 This Part of the budget covers the budget allocations for the Secretariat's maintenance, security, and telecommunications services at the Organization's Paris Headquarters. Expenditure primarily concerns the maintenance and upkeep of the buildings, the operation of technical installations, provision for supplies and materials, furniture and equipment, communications and safety and security services.

Part VI

Capital Expenditure

16001

	Regular budget						Ressources extra-budgétaires
	1996-1997	1998-1999					1998-1999
	28 C/5 Approved	29 C/5 proposals	Increase/(decrease) in resources		Recosting	Total appropriation	
	\$	\$	\$	%	\$	\$	\$
Activities	1,618,900	1,618,900	-	-	93,000	1,711,900	185,000

16002 This Part of the budget comprises the provisions made for: (a) renovation of Headquarters premises; and (b) amortization of the construction costs of premises for the International Bureau of Education (IBE).

Part VII

Anticipated Cost Increases

17001

	Regular budget					Extrabudgetary resources	
	1996-1997	1998-1999				1998-1999	
	28 C/5 Approved	29 C/5 proposals	Increase/(decrease) in resources		Recosting		Total appropriation
	\$	\$	\$	%	\$	\$	\$
Anticipated Cost Increases	15,704,000	12,897,600	(2,806,400)	(17.9)	-	12,897,600	-

17002 The proposed budget for 1998-1999 for Parts I to VI of this document amounts to \$502,741,000 at the same price levels and rates of exchange as those applied for the establishment of the budget for 1996-1997, i.e. the price levels prevailing on 1 January 1996. In line with the recommendations of the Executive Board (150 EX/Decision 5.1, para. 76 (a) (ii)), the cost increases arising from inflation and statutory factors, during the period 1 January 1996 to 31 December 1999, have been determined as follows: (i) an amount of \$35,561,400 representing the recosting requirements for 1996-1997 has been added to the budgets under the various Parts and Chapters, thus bringing the proposed budget under Parts I to VI to \$538,302,400; (ii) a provision of \$12,897,600 for Anticipated Cost Increases, which are expected to occur during the course of budget execution in 1998-1999, has been made in this Part of the budget, the use of which is subject to the prior approval by the Executive Board.

17003 The actual budgetary requirements for meeting the increases arising from inflation and statutory factors in staff costs and in the costs of goods and services are estimated at \$20,797,600. However, following the wish expressed by Members of the Executive Board to limit nominal budgetary increases to the minimum, the Director-General proposes to absorb an amount of \$7,900,000 through severe austerity measures during programme execution. This is tantamount to a temporary return to the concept of 'semi-full budgeting', under which no provision is made for increases in staff costs and in the prices of goods and services occurring in the second half of the financial period. The amount proposed under this Part has accordingly been reduced to \$12,897,600.