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Scientific and Cultural Organization

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ex

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Item **3.1** of the provisional agenda

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

PART I

SUMMARY

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference.

The first part of this report contains the main results achieved during the first 18 months of the 2003-2003 biennium, corresponding to document 31 C/5.

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MAJOR PROGRAMME I – EDUCATION

Overall assessment

1.   Three contemporary developments have set the context for the work of the Education Programme in the 2002-2003 biennium. The first is a greater commitment by the industrialized countries to help the poorer parts of the world. The Monterrey consensus reached at a summit in Mexico in March 2002 articulated this new attitude. The geopolitical shift created by the terrorist attacks in the United States in September 2001 is a second major influence on UNESCO. Finally, the gradual globalization of commerce, ideas and technology is having an impact on the world of education.

2.   The Monterrey consensus has facilitated UNESCO's priority task of coordinating the drive to Education for All (EFA) worldwide, notably by spawning the Fast-Track Initiative (FTI). The FTI provides enhanced funding to countries ready to make rapid progress towards the completion of primary school by all children. UNESCO has participated in the design of the FTI through the Education Task Force of the G-8 and is now co-convenor, with the World Bank, of the FTI donors group. By working closely with partners in these forums UNESCO has influenced the evolution of the FTI so that it now applies to a greater range of countries and builds on EFA plans.

3.   These intensive discussions between EFA partners at the global level have had a positive influence on the coordination of EFA planning at the national level as donors have worked with governments to pursue the expansion of education through the United Nations Development Assistance Framework. Having a national Poverty Reduction Strategy Paper (PRSP) is an important criterion for accessing funding from the Fast-Track Initiative. The steady work that UNESCO has done during the biennium to help countries make plans for achieving EFA has facilitated the inclusion of education in PRSPs.

4.   Alongside these developments the architecture for the coordination of the EFA movement has become significantly more effective. The two meetings of the Working Group on EFA held in 2002 and 2003 were more productive than similar events in the previous biennium. They have led to the collaborative development of an international strategy to operationalize the Dakar Framework. Similarly the High-Level Group on EFA, which the Director-General convenes annually, had a successful meeting in Nigeria in 2002 and will come together again in November 2003 in Delhi. An independent *EFA Global Monitoring Report* of high quality, now published annually, is a key mechanism for giving sharper focus to the work of the High-Level Group.

5.   The *Monitoring Report* also facilitates the task of maintaining the global visibility of EFA through advocacy and political action. In this regard the Global EFA Week is the high point of the year. In 2003 it set a new record for the world's largest simultaneous lesson when 1.5 million people, including Members of the Executive Board, took part in a lesson on girls' education organized by the Global Campaign for Education.

6.   Individual EFA partners tend to concentrate on particular elements of the EFA agenda such as the universal primary education or gender equality. Early in the biennium this narrowing of focus was a matter of concern to UNESCO. However, as time has passed the Dakar Framework for Action, with its six goals, has reasserted its value, not least because Member States are at different stages of development. In particular, as countries reach the goal of universal primary education their focus turns to secondary education and skills training for their young people. This gives added relevance to UNESCO's work on the reform of general secondary education, which was the subject of an international conference in Oman in late 2002, and its Revised Recommendation on Technical and Vocational Education 2001.

7.   UNESCO continues to develop its capacity to help Member States achieve the particular Dakar goals that are of most importance to them. "Flagship programmes", such as the United Nations Literacy Decade and the United Nations Girls' Education Initiative, enhance the profile of particular goals within the overall Dakar Framework. The 2003 meeting of the Working Group on EFA reviewed the range of flagship programmes and revealed that teamwork between partners has improved significantly over the biennium. UNESCO itself is responsible for leading both the United Nations Literacy Decade (2003-2012) and the United Nations Decade for Education for Sustainable Development (2005-2014).

8.   As a result of these activities the cohesiveness and dynamism of the international campaign for EFA has been greatly enhanced in 2002-2003. Whilst many individual countries will still struggle to reach the EFA targets, they can now count on a well-coordinated framework of support, both nationally and internationally. In response to this encouraging development a number of bilateral donors of extrabudgetary funds have agreed to a basket-funding approach to UNESCO's EFA work. Early results are promising.

9.   UNESCO makes its strongest contribution to the advancement of world education through long-term programmes such as EFA. However, it must also stand ready to mitigate the effects of disasters and wars by helping in reconstruction efforts. Following the geopolitical upheaval that began on 11 September 2001, UNESCO has been engaged in helping Afghanistan rebuild its shattered education system at all levels. A massive logistic operation, led by UNICEF, allowed the schools of Afghanistan to reopen in March 2002. UNESCO is helping to consolidate this achievement by working closely with government and civil society to develop an education system that accords with the aspirations of the Afghan people. To this end UNESCO has supported a High Commission on Education made up of distinguished Afghans from inside and outside the country. Its comprehensive set of recommendations for the future of education in Afghanistan will be shared with the General Conference in October 2003.

10.   In the same spirit the education programme now has a range of activities in Iraq. In this case UNESCO was able to make a fast start by building on its work with the Oil for Food Programme and taking advantage of the expertise of the numerous staff associated with it.

11.   The realities of terrorism and measures to prevent it have also given a new focus to the debate on educational quality, a topic that will feature at a Ministerial Round Table during the General Conference. UNESCO continues to be distinctive in its emphasis on the inculcation of positive values as a key criterion for an education of quality. However, it has been good to expand the scope of UNESCO's work on quality by teaming up with the Organisation for Economic Co-operation and Development (OECD) to expand the work of the Programme for International Student Assessment (PISA) beyond the OECD countries.

12.   The concept and reality of globalization both unite the world, as the word implies, and also create divisions. This dilemma is particularly acute in higher education and UNESCO's programme has faced it in two ways. First, following the major World Conference on Higher Education of 1998, there was a follow-up conference in June 2003 to assess the progress made in implementing the Conference's recommendations and to identify important new trends. Second, UNESCO has created the Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education as a mechanism for bringing together individuals and organizations with diverse perspectives in order to find practical answers to the challenges of globalization.

13.   Sport is global expression of human solidarity and UNESCO is its focal point within the United Nations system. After a Round Table of Ministers of Physical Education and Sport in

January 2003 the Executive Board has placed the development of a legal instrument against doping in sport as an item on the agenda of the General Conference. To prepare the ground, the Director-General convened an expert meeting on the topic in June 2003.

14.   In organizational terms the major development in the Education Sector over the biennium has been the implementation, on an experimental basis, of proposals made to the Executive Board for better integrating the work of UNESCO's six education institutes with that of the rest of the Secretariat (Headquarters and field). Significant progress has been made. Draft document 32 C/5 shows that programme integration has dramatically improved and the contributions of each institute to the main lines of action (MLAs) of the programme are now explicit. Programme integration has been particularly notable in ICTs. Creating effective coordination for the Sector's work in HIV/AIDS will take more time.

15.   The improvement in programme integration has been achieved without interfering with the intellectual and administrative autonomy that gives the institutes their special role within UNESCO. The main challenge has been implementing these arrangements "on an experimental basis" because of the ambiguity this creates. The time is ripe for the Executive Board to make these arrangements permanent after revising them as it sees fit.

16.   Well over 65% of the regular budget of the Education Sector is decentralized to the field. During the biennium the education programme has made significant improvements in the procedures for coordination between the field and Headquarters, notably by giving the field offices a larger role in the definition, planning and budgeting of activities within the overall programme.

Programme I.1:
Basic education for all: meeting the commitments of the Dakar World Education Forum

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Subprogramme I.1.1	9,835,214	7,637,597	78
Subprogramme I.1.2	10,552,849	7,347,144	70
Programme I.1	**20,388,063**	14,984,741	**74**

I.1.1: Coordinating the follow-up of the Dakar Framework for Action

`01111` **Main line of action 1:**
Policy research, monitoring and information dissemination in regard to education for all

17.   UNESCO's activities under this main line of action contributed to improved **educational policy formulation and evidence-based decision-making in Member States**. The EFA Observatory at the UNESCO Institute for Statistics (UIS) held regional workshops that included capacity-building activities to help national statisticians in monitoring EFA and developing national indicators. A comprehensive review of the gender aspects of all data collected by UIS has been completed, and a report on indicators for monitoring the gender goal of EFA has been submitted as a contribution to the *EFA Global Monitoring Report* 2003. Reports on country progress and monitoring issues and analysis and case studies for each of the six Dakar goals were prepared for the *EFA Global Monitoring Report 2003*, as well as data tables for the report's statistical annex. The Observatory worked on the development of new indicators on early childhood, life skills,

quality and literacy. Measures of primary completion are being worked on in partnership with the World Bank and proxy indicators based on enrolment have been agreed.

18.   Adult education perspectives are integrated into the EFA vision through UIE-organized international seminars on **lifelong learning** and the promotion of intercultural learning, gender equality and democratic citizenship. Research work by the International Institute for Educational Planning (IIEP) helped to strengthen the human and institutional capacities involved in defining policy, particularly in the field of education planning. IBE helped improve the quality of education, in particular through support for curriculum reform and the reinforcement of high-level coordination and policy dialogue. IBE also helped to strengthen the human and institutional capacities involved in defining policy in the field of teaching through its two basic programmes "capacity-building" and "resource bank/observatory of trends".

19.   The **capacity for evidence-based decision-making** in Member States was supported through the dissemination of applied research and information in the form of more than 470,000 documents, including copies of the *EFA Global Monitoring Report 2002*, the brochure *Education and UNESCO*, thematic studies on EFA, the newsletter *Education Today*, over 15,000 copies of multimedia CD-ROMs and posters at major international conferences and to National Commissions, Delegations, Ministers of Education, IGOs, NGOs, etc. The dissemination of information on the education website considerably increased: 8, 208,459 page views during the past 18 months (January 2002-June 2003), as compared to 3,875,753 in the previous 18-month period. IIEP disseminated the results and conclusions of its research work, publishing 36 studies and six information letters.

01112 **Main line of action 2:**
National and regional education strategies and EFA action plans

20.   UNESCO continued providing support to Member States in the **preparation of national EFA plans** through in-country technical assistance as well as training seminars provided to groups of countries. Over 40 countries were assisted in analysing the principal issues confronting their education systems and preparing EFA action plans. Technical and financial assistance have been mobilized to help countries in Africa and South Asia, particularly LDCs, in this task. Regional seminars together with support to countries in South-East Europe and the Baltics have sensitized these countries to EFA objectives and helped them to adapt their implementation strategies. Four international technical seminars have enabled Member States from various regions to address together thematic issues regarding EFA implementation. Assistance was offered particularly in the context of the Fast-Track Initiative to Nigeria, Mozambique and Pakistan, on policy simulation models. In Nigeria the Japanese-funded Education Sector Analysis project contributed to the government's effort to streamline education policy formulation at federal and State levels, improve donor coordination and ensure harmonization with the EFA initiative.

21.   UNESCO also reinforced the **mobilization of extrabudgetary resources** in line with its regular programme in order to address the huge needs for technical support at the country level and to this end developed an EFA-focused extrabudgetary policy and programme on "Capacity-Building for EFA". Approximately US $5.5 million, mobilized in 2002 under this programme, is financing 26 projects worldwide, with special emphasis on LDCs. A significant amount has been decentralized to field offices and institutes which provide technical support in the areas identified as priority by countries themselves. Most of these ongoing projects support the preparation and revision of national EFA plans, but some also go to technical support for implementation. The approach has proven successful in strengthening in-house cooperation while addressing each country's specific needs. Some of these 26 projects will be selected for evaluation in connection

with the termination of activities scheduled for the end of 2003. More funds are being mobilized for the same programme this year which will finance projects, selected in a similar way, for implementation in 2004.

22. IIEP's training programmes and study and research activities helped to **reinforce the management and administration capacities of Member States' education systems**, with special emphasis on the training of Afghan professionals. Regional consultations and policy dialogues organized by UIE in Africa, Asia, Europe and Latin America and the Caribbean sensitized government planners, researchers and NGOs to the need to ensure the integration of lifelong learning and adult education in education strategies, national EFA plans and subregional initiatives.

23. UNESCO continued to provide support for **countries in crisis and reconstruction** through capacity-building and basic support aimed at restoring the functioning of the education system in Afghanistan, the Palestinian Autonomous Territories, Iraq, the Russian Federation (Chechnya), the Great Lakes region and West Africa. In Afghanistan, UNESCO's contribution has enabled the High Commission for Education for Afghanistan to complete its work and propose a vision for the development of the education system. In Iraq, under the Oil for Food Programme, UNESCO supported access to education and its qualitative improvement, notably in northern Iraq. Particular attention was devoted after the recent conflict to ensure the holding of examinations at school level so that children do not lose a school year. A situation analysis of the Iraqi education system facilitated the work of all partners working towards its reconstruction and a needs assessment exercise for secondary, vocational/technical and higher education is under way. UNESCO is also taking part in the UNDG initiative, led by the World Bank, for preparing the needs assessment required for the upcoming donors' conference for Iraq. IBE provided support for some 30 Afghan education officials (Tehran, September 2002) and provided technical assistance to the Afghan Ministry of Education. IIEP's project on education in situations of emergency has greatly expanded with the publication of a work on education during and after emergency situations and the carrying out of eight case studies and five policy-related studies. IIEP also supported Afghan reconstruction activities.

01113 Main line of action 3:
EFA activities in the E-9 countries

24. Awareness of the importance of early childhood care and education has been increased in the E-9 countries, most of which have included provisions in their EFA national action plans. Preparations for the fifth meeting of the E-9 Ministers of Education (Cairo, 19-21 December 2003), organized by the Ministry of Education in Egypt with support from UNESCO Headquarters, contributed to this. "National Case Studies on Early Childhood Services Provision", provided by the E-9 countries, served, as background material for a synthesis report *Early Childhood Care and Education in the E-9 Countries: Status and Outlook* which will be the main working document of the meeting. The evaluation report of UNESCO's support to the E-9 countries is under way. The report and its recommendations will be examined by the Ministers during the Cairo meeting who will make recommendations on the future strategy of the E-9 initiative.

25. Teacher training was a priority during this biennium, with major actions carried out in Egypt, Indonesia, Nigeria and Bangladesh. As regards the EFA gender parity/equality goal, a plan of action for girls' education was finalized in November 2002 in Egypt and girls' education was the subject of collaboration in Nigeria. IIEP carried out several studies and investigations in the E-9 countries, in particular Brazil, India and Mexico, and worked with the National Institute of Educational Planning and Administration (NIEPA), established in India, on the running of a training seminar in Bangladesh. With regard to human resources training, IIEP is supporting the creation of a training

institute for education planning in Nigeria and has signed a cooperation agreement with a training institute in Mexico.

01114 **Main line of action 4:**
Forging EFA partnerships and coordinating the EFA global initiative

26.   **UNESCO strengthened its international coordination role** through organizing the third and fourth meetings of the Working Group on EFA (UNESCO, Paris, 22-23 July 2002 and 2003) and the second meeting of the High-Level Group on EFA (Abuja, Nigeria, 19-20 November 2002). The communiqué of the second meeting of the High-Level Group called on UNESCO to strengthen its international coordination role and on governments and agencies to push forward the EFA agenda with more vigour. Participants at the third meeting of the Working Group debated core issues such as planning and implementing EFA, strengthening partnerships, the *EFA Global Monitoring Report*, financing EFA and communication and advocacy. The fourth meeting reviewed progress towards EFA goals and developed a shared understanding of EFA flagship programmes. It also prepared for the third meeting of the High-Level Group. Document 166 EX/7 (Report by the Director-General on the implementation of and follow-up to the Dakar Framework for Action) provides a full description of the progress towards achieving the goals set at Dakar. Following the recommendations of the first High-Level Group, the UNESCO-convened international Editorial Board (January 2002) helped establish an international authoritative analytical *EFA Global Monitoring Report*, facilitated by UNESCO. Substantial funding assistance was received from DfID and from Sida. The *EFA Global Monitoring 2002: Education for All: Is the World on Track?* was published in November. The 2003 report on gender and EFA is well under way and will be published shortly before the third High-Level Group meeting (New Delhi, 11-12 November 2003). UIE and IBE both contributed to the preparation of the *EFA Global Monitoring Report 2002*.

27.   IICBA has been working with the African Union (AU) and with other United Nations agencies on educational aspects of the New Partnership for Africa's Development (NEPAD). UIE contributed to the overall monitoring of the Dakar Framework for Action, focusing on achievements and exchange of information and experiences on literacy, non-formal education, adult and lifelong learning. In June 2003 the Institute organized a broad consultation to review and amend a new policy inquiry by the World Bank on adult and non-formal basic education in the context of the Dakar Framework and the Millennium Development Goals. Based on an evaluation of priority needs in Africa, carried out by IBE, two intensive inter-training seminars on policy dialogue were organized for high-level ministerial teams from eight countries in West Africa, in conjunction with the Association for the Development of Education in Africa (ADEA), IIEP and the World Bank Institute.

28.   The capacities of civil society organizations were increased through the implementation of a **capacity-building programme in support of EFA** in 11 countries in sub-Saharan Africa. The regional Collective Consultation of NGOs (Malawi, 30 September-2 October 2002) prepared civil society input to MINEDAF VIII. African Ministers of Education and African NGOs were brought together to strengthen policy dialogue, especially concerning the future of EFA at a special session during MINEDAF VIII. UNESCO joined hands with key civil society partners in education to organize the 2003 annual meeting "Towards Comprehensive Visions and Approaches to Education for All" in Porto Alegre, 19-23 January 2003, just before the World Social Forum and in conjunction with the World Education Forum. Dialogue on alternative discourse and practices continues through the Collective Consultation of NGOs on EFA and with the support of the UNESCO Virtual NFE Library and Civil Society Forum. UNESCO and its NGO partners co-facilitated the preparation of civil society contributions from all regions to the CONFINTEA V Mid-Term Review in September 2003 and to the *EFA Monitoring Report*, assessing civil society

participation in education policy processes and making proposals on how to strengthen partnership with governments.

I.1.2: Strengthening inclusive approaches to education and diversifying delivery systems

01121 **Main line of action 1:**
Strengthening formal education through inclusive and innovative approaches

29.   UNESCO continued to support Member States in reforming education for **early childhood and primary education** age-groups in order to achieve universal primary education by providing technical assistance in the development of national policies, strategies and programmes. Capacity-building of educational personnel in Member States was facilitated primarily through workshops and seminars. The technical and professional capacity of personnel was enhanced through the provision of teaching/learning materials to cater for the influx of children and teachers in refugee camps in Angola. Capacity-building in Member States for early childhood and family education resulted from the establishment of a regional network to promote strengthening family support, and the monthly UNESCO policy briefs on early childhood education dealing with controversial and challenging issues. Governments are increasingly more involved in policy-related activities in this area.

30.   UNESCO contributed to strengthening primary education through: coordination of an inter-agency group on a major education development programme in Madagascar; informing primary education decision-making through studies on languages of instruction, in Chad and Niger; case studies on local governance in Pakistan and the United Republic of Tanzania; studies on the performance of Grade 3 in Bangladesh, Cuba and the United Republic of Tanzania; and initiating the process for the preparation of a local governance toolkit to guide the decentralization process. In the context of the United Nations Literacy Decade (UNLD), reading for all children is being enhanced through training of teacher trainers and preparation of a multimedia training package, the strengthening of the book sector and support to African reading associations. The institutionalization process is advancing in guidance and counselling with the assistance of the Malawi-based Centre for Guidance, Counselling and Youth Development in Africa through the regional training for trainers of trainers, national training of trainers, and advocacy and support to national policies and programme implementation.

31.   Over two thirds of the expected results of this main line of action have been achieved. Active follow-up to meetings held in the previous biennium marked programme implementation. Focusing on EFA goals, 32 countries received technical and financial support to assist reforms in early childhood and primary education through policy development, research and assessment of performance or capacity in targeted areas, sharing of good practices, regional and subregional consultations. Launching of the flagship The Right to Education for Persons with Disabilities: Towards Inclusion increased advocacy for inclusive education. About 1,125 educational personnel received training as trainers in macro-policy development, and technical and operational skills in early childhood, primary and inclusive education and guidance and counselling services to enhance sustainability of development strategies. As part of strengthening the book sector, national book policy/law were approved in Malawi and Mongolia and Mozambique established its Textbook Approval Board and operational guidelines. National capacities and policies on inclusive education were strengthened through advocacy and technical support given to Member States to reach out to children with special needs and girls through regional, international, inter-agency and experts meetings. Gender equality was promoted under UNGEI through the provision of technical assistance to improve national policies and programmes for gender equality in basic education. The inclusion of gender equality and equity elements in national EFA plans was ensured through

regional cooperation networking and national capacity-building. UNESCO engaged 26 countries with the UNGEI initiative through research and seminars. Policy briefs, documents, publications, operational guidelines and multimedia training materials prepared, proved useful to the Member States that received them while up-to-date UNESCO websites provided ready access to information.

01122 **Main line of action 2:**
Promoting literacy and non-formal education through the diversification of delivery systems

32.   Political commitment to literacy was strengthened following the international launching of the **United Nations Literacy Decade (UNLD)** at the United Nations Headquarters (13 February 2003). Major advocacy activities to promote literacy for all through international, regional and national launches were carried out in close collaboration with Member States, United Nations partner agencies, NGOs and civil society. UIE developed an e-learning platform for literacy training and training courses were launched. In preparing the UNLD International Plan of Action, approved by the fifty-seventh session of the United Nations General Assembly, a series of wide global consultations promoted an expanded vision of literacy, which was all inclusive, in and out of school and for children, adolescents, youth, adults and the aged, girls and boys, women and men. The expanded vision of literacy helped all stakeholders begin to revisit literacy policy, strategy and programme and to incorporate and expand literacy and non-formal education in EFA national plans. In close cooperation with Headquarters, UIE worked on the articulation of the Dakar Framework for Action and the United Nations Literacy Decade. UIE, in partnership with UNICEF, has given continuing support to literacy programmes in Kosovo and Afghanistan through technical advice, training and capacity-building focusing on literacy for women.

33.   In many Member States, **literacy and non-formal education** projects focused on the marginalized population groups and related basic education projects to livelihoods issues. Activities carried out at the community level combining functional literacy and skills training for income generation and micro-enterprise development helped ensure sustainable livelihoods for marginalized communities. Activities were also designed for subregional consultation for examining effective ways of linking literacy programmes to poverty eradication. Educational programmes for women were encouraged through gender-sensitive literacy and non-formal education projects designed to contribute to developing a framework for integrating gender into community education. Under these projects, manuals with gender sensitivity were developed and revised, and the manual for training or orientation to ensure that educational personnel become more gender sensitive was developed.

34.   Member States' capacities to develop policy and programmes to respond flexibly and efficiently to the socio-economic and educational needs of **nomadic children** were strengthened through an IIEP/IICBA/UNICEF project in East Africa. An FAO/IIEP study on education and rural development led to the publication of six case studies and one synoptic study which provided the foundations for the launching of the New Flagship Programme on Education for Rural People run by UNESCO.

35.   Access to education for children in difficult circumstances was improved through support to five centres for **children in difficult circumstances** in Bamako (Mali) and the launching of the "White Book of our Future" project in Honduras. Burkina Faso was supported in the elaboration of its national action plan for the education of disadvantaged children. International visibility of all forms of violence against children and understanding the causes of the problem and its impact on children and societies was ensured through a seminar on the theme of children and violence, organized in collaboration with the University of Nice. Under its Cooperative Programme with the

World Food Programme, UNESCO started preparation of a regional school feeding strategy for West Africa in order to tackle hunger and extreme poverty as obstacles to EFA.

Programme I.2:
Building knowledge societies through quality education and a renewal of education systems

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Subprogramme I.2.1	5,029,427	3,313,807	66
Subprogramme I.2.2	3,550,719	2,563,802	72
Programme I.2	**8,580,146**	**5,877,609**	**69**

I.2.1: Towards a new approach to quality education

01211 **Main line of action 1:**
Education for a culture of peace and human rights

36. The introduction of peace, human rights and democracy education into EFA national plans has been supported through a range of activities in operational projects worldwide. Major emphasis has been on capacity development in the area of human rights education policies and methodologies. In this regard, a particularly useful product is the elaboration of guidelines for the evaluation of the impact of **human rights and peace education** programmes. Regional networks of human rights experts continue to be supported and cooperation with the Committee on the Rights of the Child continues.

37. A culture of peace, intercultural understanding, non-violence and history textbook revision have all been promoted under this main line of action. A series of booklets on non-violence is close to completion. Major effort has been put into the work of **textbook revision**, the most significant being an expert meeting on Textbook and Learning Materials: Components of quality education that can foster peace, human rights, mutual understanding and dialogue (Paris, 12-13 December 2002) that helped to design the way forward for UNESCO in this important area. The first step related to the review of Israeli and Palestinian textbooks was completed. Less progress than is desirable has been made with regard to the issue of textbooks in the Palestinian Autonomous Territories and Israel, however. This is due to the ongoing political situation during the entire biennium. UNESCO has undertaken a review of science and mathematics textbooks in Iraq. IITE contributed to the promotion of international understanding and tolerance through the production of several publications including International Research on ICTs in History Education, ICTs in Teaching/Learning Foreign Languages and Education, Art and ICTs.

38. Activities in favour of **cultural diversity and multilingualism** in education resulted in the production of training tools related to the preparation of orthographies for unwritten languages and educational materials related to linguistic diversity. In addition, a pamphlet on linguistic diversity was an important complement to a presentation at the Johannesburg WSSD parallel event on education. Work on education for indigenous peoples has proceeded well and will culminate this biennium with an expert group meeting on this subject. A special session on languages was held during MINEDAF VIII.

39. The **Associated Schools Project** continued to grow and increase its visibility over the biennium. Its ongoing programme of work with schools and the materials developed for flagship projects continue to be much appreciated. To ensure that ASP changes with UNESCO and national educational priorities a global review was conducted and the report is in the final stages of editing. This will be one of the inputs into the International Congress to be held later this year, which will mark the fiftieth anniversary of ASP.

01212 **Main line of action 2:**
Education for a sustainable future

40. Following the World Summit on Sustainable Development (WSSD) (Johannesburg, 26 August-4 September 2002) the United Nations General Assembly declared a **Decade of Education for Sustainable Development (2005-2014)** and designated UNESCO lead agency. A publication based on the proceedings of a parallel event at the World Summit, "Education for a Sustainable Future: Action, Commitments and Partnerships" has been prepared. The second year of the biennium has been devoted to preliminary preparations for the Decade, including a Framework for the International Implementation Scheme. UIE's CREFELD project on environmental training for teachers and multiplicators that groups the countries bordering the Lake Chad, continued training trainers with a view to educating local rural populations and schools.

41. As regards **physical education and sport**, this area has had a very busy agenda, including a ministerial-level round table, which pointed the way to additional emphasis on physical education, the possibility of fixing an international year for physical education and sport, and a proposal for UNESCO to develop an international instrument against doping in sport. A world encyclopedia on traditional games and sports has been finalized and a draft strategy for UNESCO's work in support of physical education has been elaborated. Quality indicators are being developed within the framework of the Monitoring Learning Achievement (MLA) project, with a primary focus on secondary education during this biennium. Work focuses at the country level and has been undertaken in collaboration with partners, particularly UNICEF, which pays the bulk of the necessary funds at country level.

01213 **Main line of action 3:**
Promoting science and technology education

42. The capacities of policy-makers and curriculum planners/developers from 12 Member States of the Arab States region were enhanced through a regional training workshop organized by Headquarters in cooperation with UNESCO-Beirut (May 2003). Similar workshops are planned for Africa, Latin America/Caribbean and Asia/Pacific. INGOSTE (International Network of Government Offices in Science and Technology Education) has been strengthened and increased to 130 members. A manual on guidelines for policy-making in STE, aimed at strengthening capacity in this field, was developed and is about to be published. Over 150 Ministries of Education, 75 specialized institutions and eight NGOs received orientations towards the way forward in STE through an international framework for action in science, technology and mathematics education produced by UNESCO in cooperation with CASTME in 2002. Two types of exemplary teaching/learning materials were produced and ready for printing: a package of methodologies for the teaching of integrated science/technology and a guide on technology education. Public awareness and understanding of STE was promoted in over 100 countries through dissemination of six STE thematic posters. The results of an analysis based on a survey of STE in over 30 countries will be out in September 2003. The knowledge base of national coordinators, teachers and students of the SEMEP countries has been strengthened through training workshops, summer schools,

campaigns, exhibitions and provision of new teaching/learning materials. Access of science and technology educators to scientific, technological and environmental information in over 175 countries was increased through the production and dissemination of three double issues of *Connect* in seven languages, as well as the redesigned STE website.

01214 **Main line of action 4:**
Preventive education in response to the HIV/AIDS pandemic

43. Activities under this main line of action encouraged and enhanced preventive education policies concerning HIV/AIDS. Most of the work is undertaken with support from UNAIDS. Using a school health approach, activities have focused on advocacy and capacity development. A wide range of issues has been dealt with: advocacy, impact of HIV/AIDS on education systems, policies and strategies, life skills education, gender and culture sensitive curricula and training and capacity-building (namely in school health approaches). The modalities ranged from research to the preparation of training modules, on the basis of networking, clearing houses, etc., targeting in and out-of-school children and youth. Training modules have been prepared and significant effort has been devoted to assisting countries in considering how to include attention to the pandemic and school health in EFA national plans. Youth and gender have been special target areas. "Cultural sensitive" approaches for education projects directed towards caring for the infected and affected, preventing the spread of the epidemic and protecting the most vulnerable have been promoted.

44. The inter-agency flagship school-health programme – FRESH (Focusing Resources on Effective School Health) – has promoted the integration of preventive education in EFA national action plans through a series of workshops in the framework of the preparation of such plans. Regional and national workshops for training of policy- and decision-makers on school-based activities to reduce risk and vulnerability to HIV/AIDS have also contributed to this objective. IICBA has concentrated on developing teaching and learning materials on HIV/AIDS for use in the classroom, with particular emphasis on teacher education institutions. UIE's activities enhanced capacity-building in prevention work for special groups at risk in three regions. IIEP launched its information-exchange service under which the most recent documentation and research studies on HIV/AIDS are collected regularly and made available to education partners. IBE collected, analysed and placed on its website a large amount of educational material and numerous examples of "good practice".

01215 **Main line of action 5:**
Promoting the use of information and communication technologies for education

45. A study of an annotated listing of computerized directories and databases of open and distance learning courses worldwide has been developed. This listing will be disseminated through the Education website and included in the 32nd edition of *Study Abroad*. In addition an annotated listing of information resources concerning quality assurance and accreditation of open and distance learning in higher education has been elaborated. Capacity-building towards the development of a policy framework on the international dimensions of quality assurance, accreditation and the assessment of learning outcomes in ICT-assisted tertiary education has been carried out under the auspices of the Forum on Quality Assurance (para. 55). Events under the Forum and a follow-up meeting in Oslo improved dialogue between partners from the private and public sectors on the international dimensions of borderless higher education. Developing countries received support aimed at capacity-building for policy analysis and decision-making in the area of ICTs for lifelong learning and in designing quality and cost-effective educational software derived from educational needs.

46.   Support was provided to Member States promoting the use of new technologies to achieve EFA goals. A new UNESCO-UNITWIN Chair in New Technologies for Education for All was set up (Kiev, Ukraine); studies were elaborated and published on modalities to best integrate new technologies into education systems, with focus on developing countries and countries in transition.

47.   IICBA has been strengthening African Member States' capacities to utilize information and communication technologies for education in affordable and cost-effective ways. The Institute supported the Africa-to-Africa capacity-building joint programme of Sudan University of Science and Technology (SUST) and Pretoria University for the M.Ed. in the Use of Information and Communication Technologies for Education. It is hoped that the programme can be transplanted to more African universities in 2004. The IIEP study on the virtual university yielded implications for general policy and planning. IITE carried out international research aimed at enhancing capacities of Member States for the ICT application in education and disseminated their results. IESALC encouraged the development of virtual higher education through national and subregional studies.

I.2.2: Renewal of education systems

01221 **Main line of action 1:**
Reorienting general secondary education

48.   UNESCO facilitated international **policy dialogue on secondary education reform** through the organization of an International Conference on Secondary Education for a Better Future (Oman, December 2002), an inter-agency meeting (Paris, March 2002), and two regional seminars (Asia/Pacific and Latin America/Caribbean) on secondary education reform, which enabled an important exchange of information and experience. The Oman Conference led to a set of policy recommendations which are being disseminated to Member States to assist them in their strategies for secondary education reform. UNESCO contributed to enhance the international exchange of innovative best practices through the setting up of two websites and of online forums, on secondary education reform. In the field of **inclusive practices** at secondary level, a book of best practices was published with the contribution of IWGDD and will be distributed worldwide. Workshops organized by the Cairo Office and educational material produced and disseminated contributed to the promotion of the use of NICTs at secondary level.

49.   IIEP completed two studies and began a third on development policies and strategies for secondary education. The use of ICTs at secondary level were promoted in Eastern Europe in collaboration with IITE through a workshop on multimedia in education in Vilnius (25-29 November 2002).

01222 **Main line of action 2:**
Technical and vocational education and training for citizenship and work

50.   The political commitment of Member States to implement the **Revised Recommendation concerning Technical and Vocational Education 2001** was secured through publishing this instrument together with the ILO normative instrument on vocational training in six official languages for wide dissemination, and organizing subregional seminars for high-level education policy-makers and decision-makers to assist them to reform their TVET systems in accordance with these international standards have been held (in Asia and Eastern Europe). Two other subregional seminars will be held in Latin America and West Africa in September and December respectively, in collaboration with ILO. A monograph on guidance and counselling has been published in collaboration with partner NGOs (IAEVG and IAC), and an interactive training module is being

developed. A series of studies on national initiatives to integrate environmental education in technical and vocational schools in five selected developing countries in Asia has been undertaken and the findings will be further examined to identify the training needs in a workshop to be organized in India in September 2003 with the participating institutions. An East African subregional workshop will be held in Zambia in August 2003 to adapt the existing material on entrepreneurship and enterprise education for the English-speaking East African context.

51.   The CD-ROM "Education, Work and the Future" has been updated. The CD-ROM containing the 12 curricula renewed with UNESCO's assistance in the framework of the extrabudgetary projects in Nigeria and Bahrain is about to be produced. The **UNESCO-UNEVOC International Centre in Bonn** has been effectively contributing to promoting information sharing among TVET stakeholders in the world through the UNEVOC network, UNESCO-UNEVOC Bulletin and the E-Forum. The UNESCO Office in Beirut together with ILO, UNRWA and ABEGS developed and disseminated in the Arab States an *Educational Guide for the Introduction and Development of Technology Education in General Education* with a view to better orienting education and training to the world of work. IITE organized international research on ICTs in technical and vocational education and training.

`01223`   **Main line of action 3:**
Reform, innovation and internationalization in higher education

52.   Under this main line of action activities directed towards ensuring the implementation of the Declaration and the Framework for Priority Action adopted by the World Conference on Higher Education (WCHE, Paris, 1998) contributed to the renewal of systems to meet the challenges of globalization and of the learning society and to the strengthening of the cooperation in the field of quality assurance and accreditation. The major activity was the mid-term assessment of progress achieved in the implementation of WCHE orientations, designed and conducted in synergy with the world higher education community.

53.   The synthesis report on Trends and Developments in Higher Education since the World Conference on Higher Education (1998-2003) was presented at the Meeting of Higher Education Partners (Paris, June 2003) which brought together over 400 participants. The plenary sessions provided an opportunity to introduce recent initiatives for the reform and renewal of higher education; the four commissions examined new developments in higher education, the contribution of higher education to development, the evolution of higher education structures and systems, and internationalization. Participants recommended that UNESCO continue to focus its WCHE follow-up action on serving as a platform for dialogue, and for the exchange and sharing of experience and information on salient aspects of higher education in the twenty-first century; and on assisting Member States in capacity-building, and in the formulation of policies and strategies on higher education.

54.   The **UNESCO Forum on Higher Education, Research and Knowledge**, launched during 2002-2003, provides a platform for scholars, policy-makers and experts to interact and engage critically with higher education and research issues, regionally through five Regional Scientific Committees and globally through the Global Scientific Committee, a global think-tank concerned with strategic higher education and knowledge concerns and policies, and through a major annual global event, gathering experts and policy-makers to share and debate specific themes. The Forum has a focus on developing countries, where Africa and Latin America and the Caribbean are prioritized areas. The Regional Committees have met (in Dakar, Bangkok, Buenos Aires, Cairo and Paris) and established research agendas focused on higher education reform, trade in education,

research training and management, internationalization, and development of national knowledge systems.

55.   The first **Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education** (Paris, 17-18 October 2002) brought together a wide range of higher education stakeholders to discuss burning issues related to globalization and higher education, such as trade in educational services and different forms of borderless higher education. The Forum agreed that assuring the quality of new forms of higher education provision requires a substantial effort in capacity-building at national and regional level and proposed an Action Plan to the Director-General. A follow-up conference on "Higher Education and Globalization: Implications for North-South Dialogue" (Oslo, 27-28 May 2003), brought together some 200 participants to discuss the implementation of the Global Forum Action Plan. As regards reform and innovation in higher education, the IIEP research programme analyses developments in higher education to help countries formulate their institutional policy. IITE contributed to reinforcement of national capacities to reform higher education policies through a seminar for high-level experts on policy formulation and practical usage of ICTs for higher distance education in Africa. IESALC contributed to strengthening national capacities for policy-making in the region through national studies that contributed to an analysis of higher education in each country. *Globalization and the Market in Higher Education: Quality, Accreditation and Qualifications* was published. To encourage and facilitate international student mobility the 32nd edition of *Study Abroad* is scheduled to be released later this year, with listings from some 3,000 institutions. The new software programme developed for the preparation of the Study Abroad database includes a searchable database, as well as a web interface to permit institutions and organizations to enter data directly. A feasibility study, undertaken in cooperation with the Commonwealth of Learning and the University of Surrey, focuses on describing and analysing the extent, impact and regulation of transnational, private and for-profit provision of tertiary education.

56.   The **internationalization of higher education and research** through new partnerships across the academic community was reinforced as the UNITWIN/UNESCO Chairs Programme continued to expand with some 536 established UNESCO Chairs and UNITWIN Networks in May 2003 established at universities in 113 Member States, involving over 1,000 host and partner institutions of higher education. The World Forum of UNESCO Chairs (Paris, 13-15 November 2002), on the tenth anniversary of the UNITWIN/UNESCO Chairs Programme, assessed the progress achieved by the programme and adopted a strategy for future development. In order to strengthen academic solidarity an international movement "Academics across borders" will be launched in cooperation with other United Nations agencies and programmes.

`01224` **Main line of action 4:**
Improving teacher education and the status of teachers

57.   Teacher education and teacher shortages as a fundamental development issue continued to be a priority internationally. UNESCO strengthened capacities of Member States in sub-Saharan Africa to improve the quality of teaching and increased the number of qualified teachers needed to achieve the EFA goals and strengthened teacher-training institutions through pro-active assessments of main institutions and resulting plans for improvement; disseminating new policy-oriented indicators; identifying teacher and qualification, shortages, drop-outs, gender inequities; and raising awareness of the importance and professionalism of the teacher profession. By mid-2003, missions to 39 out of 46 sub-Saharan African countries had taken place in close liaison with national authorities, as the opening phase of the carry-over initiative "National capacity-building for lead teacher-training institutions in Africa". The flagship partnership "Teachers and Quality" was launched with a South-East Asia subregional work-session scheduled for August 2003, to establish

a process of dialogue between governments and teachers' associations in planning reforms to bring teacher training in line with national EFA and poverty reduction goals. The Pacific subregion has endorsed the ILO/UNESCO suggestion that minimum standards be developed for entry into the teaching profession across national borders. Groundwork was carried out in 2003 by UNESCO Apia. A similar initiative will start up in Latin America. The ILO/UNESCO study *A Statistical Profile of the Teaching Profession*, released on World Teachers' Day 5 October 2002, drew worldwide attention in the press to the declining status and working conditions of teachers, and the subsequent devastating effect that this trend, if unchecked, will have on the possibility of achieving the Millennium Development Goal of universal primary education by 2015.

58.   IICBA promoted the improvement of teacher education institutions in a number of Member States through degree programmes combining distance education with short face-to-face courses. IICBA has also been doing substantive work on developing teaching and learning materials for use by teacher educators and teachers in the classroom. Encouraging the use of ICTs and distance education, IITE prepared and disseminated a set of materials on training and retraining of teachers in ICT application in education.

| 01225 | **Main line of action 5:** |
| | **Development of new norms and standards** |

59.   Bearing in mind the key importance of constitutional and legislative foundations of the right to education, UNESCO has initiated activities aimed at providing **technical assistance** in the process of developing and/or modernizing national legislation on education. A policy framework and guiding principles similar to those that exist increasingly in the business world was recognized as an important tool by the Quality Assurance Forum (para. 55). In order to advance educational ethics and values as well as access to quality distance education IITE carried out international research and disseminated information materials.

60.   Under the auspices of the **Inter-Agency Network for Education in Emergencies (INEE)**, a consultative process has been initiated to establish norms and standards for educators and managers of programmes dealing with displaced populations and countries in crisis, conflict and post-conflict reconstruction.

61.   UNESCO promoted normative action in the field of the right to education by disseminating *The Right to Education: An Analysis of UNESCO's Standard-setting Instruments* and collaborated with professional bodies in generating public debate on the right to education and encouraging reflection on key issues such as universal access to education. A Round Table on Constitutional/Legal Bases of the Right to Education as a Fundamental Human Right, organized during MINEDAF VIII resulted in a concrete set of recommendations. Technical assistance has been provided to Member States (Lithuania and Indonesia) for modernizing national legislation. UNESCO's active participation with the United Nations Committee on Economic, Social and Cultural Rights (CESCR) led to prominence being given to the right to basic education for all as a priority of EFA. The first meeting of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education organized at UNESCO Headquarters, Paris, 19 May 2003, was a major step in that direction. A website on the right to education, launched by UNESCO on this occasion, presents UNESCO's work in the field of the right to education.

MAJOR PROGRAMME II – NATURAL SCIENCES

Overall assessment

62.   During the period under review the major trends and developments of the various programmes of the natural sciences were directed towards the three strategic objectives relating to the Natural Sciences Sector and broader strategic thrusts of the Medium-Term Strategy. Programmes in hydrology and the water sciences, basic and engineering sciences, science policy, ecological sciences, earth sciences and the platform on coastal regions and small islands all have direct and indirect bearings on promoting principles and ethical norms to guide scientific and technological development and social transformation, improving human security by better management of the environment and social change and enhancing scientific, technical and human capacities to participate in the emerging knowledge societies. All also have significant components of science and technology education. The greatest focus in terms of human and financial resources was on the principal priority of water resources and associated ecosystems. Follow-up to major conferences continued, with particular reference to the 1999 World Conference on Science, the 2002 World Summit on Sustainable Development and, most recently, the Third World Water Forum in Kyoto in March 2003.

63.   Many of these activities took place in the context of strengthened interdisciplinary and intersectoral cooperation and partnership. Strong partnerships with governmental, international and non-governmental institutions and organizations are essential for the work of UNESCO in science and technology, and such partnerships were continued and developed with various international organizations and activities. These include the International Council for Science (ICSU), International Council for Engineering (ICET – combining WFEO and UATI) and the World Water Assessment Programme (WWAP). Intergovernmental programmes in science – IGCP, IHP, MAB and IOC – all continued their traditions of international partnership and cooperation. Of the eight United Nations Millennium Development Goals, the reduction of extreme poverty, gender equality, the environment and sustainable development have direct and important relevance for science and technology. Other MDGs in universal primary education, infant and child mortality, maternal mortality and reproductive health have less direct but equally important connections with the natural sciences. Science, engineering and technology are vital in the reduction of poverty, and promoting the participation of women and minority groups will be of increasing importance in terms of human resources in science and technology. The Natural Sciences Sector looks forward to continued and expanded activities in these areas with the return of the United States.

64.   As already reported, the World Summit on Sustainable Development was held in Johannesburg in August-September 2002, 10 years after the landmark United Nations Conference on Environment and Development. The results of this Summit, taken together with those of the Monterrey and Doha meetings and the pursuit of the Millennium Development Goals, constitute the essence of the international development agenda for the years to come.

65.   The principal results of relevance to UNESCO were:

- The reaffirmation of the Millennium Development Goals, in particular those concerning poverty eradication, water and education.

- The setting of new commitments, targets and timetables with regard to water, sanitation, oceans, biodiversity, energy, small islands and Africa.

- The recommendation to the United Nations General Assembly to launch a United Nations Decade on Education for Sustainable Development (subsequently adopted in resolution 57/254) from 2005-2014, with UNESCO as the lead agency.

- The approval of "type 2 partnerships" involving multiple stakeholders (including the private sector) in new initiatives to implement Agenda 21 and the Johannesburg Plan of Implementation.

66.   After the Summit, the attention of the international community was focused on the eleventh session of the United Nations Commission on Sustainable Development (CSD) (New York, 28 April-9 May 2003), which monitors the follow-up to WSSD and in which UNESCO and more specifically the Sector fully participated. This session was devoted entirely to determining a new methodology and programme of work for the "Johannesburg Decade". It was decided to work henceforth in two-year cycles, whereby the first year is dedicated to reviewing progress and obstacles, and the second year to policy options for action, negotiated by governments. It was also decided that each two-year cycle would be devoted to a "thematic cluster". The 2004-2005 period will be devoted to "water, sanitation and human settlements", the 2006-2007 cycle to "energy, industrial development, atmosphere and climate change" and the 2008-2009 cycle to "agriculture, rural development, land, drought, desertification and Africa". The CSD process, as in the past, needs to be reflected in the implementation of UNESCO's own programme and budget. Of particular note for the immediate future is the emphasis in 2004-2005 on water. UNESCO can be seen as very well positioned with regard to this theme, which has finally reached the top of the international sustainable development agenda, not only through the Johannesburg Summit but also as a Millennium Development Goal.

67.   The beginning of the 2002-2003 biennium saw the entry of the Sixth Phase of the International Hydrological Programme: Water interactions: systems at risk and social challenges (2002-2007), providing the most important vehicle to implement actions corresponding to the principal priority "water resources and associated ecosystems". IHP-VI encompasses the strategic objectives of document 31 C/4 in its design, and it has the flexibility to adapt to evolving priorities. Through the mechanism of the IHP-VI Theme Advisory Boards that met for the first time in September 2002, the programme was reviewed in the light of the MDGs and the just adopted WSSD Plan of Implementation, resulting in a sharper focus on the relevant aspects. Numerous major themes and sessions for which the Organization was responsible during the Third World Water Forum (Kyoto, March 2003), ranging from groundwater and ecohydrology to water and education and water and cultural diversity, provided an outstanding opportunity to display the ample scope of IHP. The first issue of the World Water Development Report was presented at the Forum by the United Nations system-wide World Water Assessment Programme (WWAP), led and hosted by UNESCO. Moreover, IHP is operating with a wide and growing range of partnerships, as illustrated by the recent establishment of two Type 2 partnerships: with the European Space Agency for the application of earth observation technologies to water resources assessment, especially in Africa, and with the International Association of Hydrogeologists for the management of shared international aquifers; and the proposed establishment of a Water Cooperation Facility jointly with the World Water Council, the International Court of Arbitration and the Universities Partnership for Transboundary Waters. UNESCO, along with UN-DESA, was designated as lead agency on behalf of the United Nations system for the celebration of the International Year of Freshwater 2003.

68.   Among the wide range of follow-up activities to the World Conference on Science, one of the main ones involved the preparation of a draft proposal on the establishment of a new International Basic Sciences Programme and its submission to the Executive Board. If launched, such a programme would constitute a principal UNESCO follow-up action in the basic sciences that will help to attain strategic goal 6 of document 31 C/4. Activities related to capacity-building in science

and technology have focused on encouraging networking among research and academic institutions both on a regional and international level, and have supported research, education and training in basic and engineering sciences as well as in technological applications. In this regard, the creation of an International Centre for Synchrotron Light for Experimental Sciences and Applications in the Middle East (SESAME) under the auspices of UNESCO has been significantly advanced. Inaugurated in Jordan by the Director-General and King Abdullah in January 2003, SESAME has secured the necessary support of many States in the region and beyond. UNESCO has continued to play its role as facilitator in this crucial start-up phase. Another important event was the meeting held in Montevideo, Uruguay, on 12 May 2003 to relaunch cooperation with the scientific networks in Latin America. A clear outcome of the meeting was the need and will to reactivate these scientific networks and to strengthen their links with the Organization.

69.   Seeking to resume its leading role in the proposition of advisory and technical upstream services to Member States for the design and elaboration of national science policies, strategies and plans, meetings were held with all agencies working in this field: United Nations agencies, other intergovernmental regional organizations, development banks and funds, national institutions and universities with a view to harmonizing methodologies used in conducting country reviews and strengthening cooperation by conducting joint reviews. The Science Sector and the UNESCO Institute for Statistics carried out an international review of S&T statistics and indicators with the aim of assessing policy information needs in science and technology among the Member States and the international community. Institutions such as the World Bank, OECD, Eurostat, NSF and ALECSO took part in this review. The Organization initiated international cooperation in the area of science legislation: an international round table on "Science, Technology and Innovation: Parliamentary Perspective" was held in Helsinki, in January 2003. The meeting paved the way for the constitution of an inter-parliamentary network on S&T. At the invitation of the Canadian National Commission for UNESCO and the Canadian Parliament a follow-up meeting was held in Ottawa from 13 to 15 June 2003, in cooperation with the Inter-Parliamentary Union.

70.   Since October 2001, the World Network of Biosphere Reserves has increased by 36 new sites, including sites from three countries new to the network. With deletions from the list and boundary changes as a consequence of the periodic review process, there is now a total of 440 biosphere reserves in 97 countries. UNESCO contributed to the observance of three international years: the International Year of Ecotourism, for which a presentation was made at the Ecotourism Summit in Quebec; the International Year of Mountains, for which a CD on mountain ecosystems was produced; and the International Year of Freshwater, involving joint activities with the Ramsar Convention on World Wetlands Day. Capacity-building continued apace, with the graduation of the first cadre of students from the Regional post-graduate Training school on Integrated Management of Tropical Forests in Kinshasa, Democratic Republic of the Congo, and a round table of the UNESCO-Cousteau Ecotechnie Chairs to encourage greater synergy between them. In research, the project on developing a science base of the ecohydrology paradigm continued with the IHP, and, with ICSU-SCOPE, a new project has been initiated on emerging ecosystems. During the period the Intergovernmental Council for MAB has met once, and its Bureau twice.

71.   The programmes of earth sciences continued to pursue strategic objectives 4 to 6 of document 31 C/4. Fifty-three projects of the "International Geological Correlation Programme" (IGCP) provided a global geoscientific and political forum for the improvement of cooperation in the fields of geo-environment and made research results available for more than 3,000 scientists. Geological projects served as a platform to promote interdisciplinary cooperation and communication, to improve human security and a better management of the abiotic environment through the exchange of scientific research findings by a series of focused meetings, workshops and field trips. Geodata and space activities contributed successfully to goals related to environmental sustainability and the global partnership for development. With its new "Space Education Project",

UNESCO has furthered its contribution in the field of remote sensing and outer space. The enhancement of national and regional capacity in natural disaster reduction was pursued through cooperative projects in the Middle East, South-East Asia and Latin America; all projects contributed to the Millennium Development Goal of eradication of poverty. The participation of UNESCO in the Asian Conference on Disaster Reduction held in Kobe, Japan, in January 2003 has provided the Organization with the opportunity to underline its commitment to disaster prevention in this geographical area and to the 10-year review process of the Yokohama Strategy and Plan of Action on disaster reduction.

72. The exchange of knowledge through active intersectoral cooperation is the hallmark of the first 18 months of the 2002-2003 biennium for the Environment and Development in Coastal Regions and in Small Islands (CSI) platform. This has been advanced through field projects, university chairs/twinning and the Internet-based forum by the promotion and development of "wise practices", which serve to address the 31 C/5 principal priority of water resources and their associated ecosystems. CSI promotes a grass-roots approach to address needs through on-the-ground field project activities and within cross-cutting initiatives, Small Islands Voice (SIV) and Local and Indigenous Knowledge Systems in a Global Society (LINKS). Moreover, in the preparations leading up to the review of the Programme of Action for the sustainable development of SIDS (Barbados+10) in 2004, CSI continues to coordinate UNESCO's response in close collaboration with concerned programmes in field offices and Headquarters. CSI contributes to the enhancement of scientific, technical and human capacities within coastal and island communities by strengthening their equitable access to information. The trilingual, Internet-based "Wise Coastal Practices for Sustainable Human Development" forum, which connects more than 13,000 people, promotes the continual exchange and review of wise practices for sustainable coastal and small-island living. In addition, the Small Islands Voice global and youth forums, launched in late 2002, expand the exchange of information throughout civil society and young islander circles.

Overall assessment of the Intergovernmental Oceanographic Commission

73. The Intergovernmental Oceanographic Commission received recognition for outcomes from the programme approved by the General Conference: (a) the Partnership Conference of the African Process, held in September 2002, at Johannesburg, approved a Programme of Intervention which will contribute to the operational phase of the African Process, in the framework of the Environmental Component of NEPAD; (b) the World Summit of Sustainable Development (WSSD), through its Plan of Implementation issued a clear mandate to strengthen the activities of UNESCO/IOC to build national and local capacity in marine science and the sustainable management of oceans and their resources.

74. The African Process for the Development and Protection of the Coastal and Marine Environment in sub-Saharan Africa with the participation of African Member States was successful in developing a technical process that delivered a set of action-oriented projects to address the major degradation affecting the coastal and marine environment of sub-Saharan African countries. The Partnership Conference, which brought together African States and the donor community, approved this integrated Programme of Intervention and endorsed the initial Portfolio of Project Proposals in September 2002. Furthermore, the African Process was included into the Plan of Implementation for WSSD (para. 56(i)).

75. IOC was fully engaged in promoting the Oceans and Coasts agenda in the process leading to Johannesburg, joining in this effort a wide coalition of IGOs, NGOs and other partners, including participation in a series of Type-II Partnerships. The Plan of Implementation (para. 34(d)) approved at WSSD calls on Member States to take actions to "strengthen the ability of the Intergovernmental Oceanographic Commission of the United Nations Educational, Scientific and Cultural

Organization, FAO and other relevant international, regional and subregional organizations to build national and local capacity in marine science and the sustainable management of oceans and their resources".

76. During the period of 18 months under review, the IOC has participated in all sessions of the Informal Consultative Process (ICP) on Oceans and the Law of the Sea, established by the United Nations General Assembly in 1999, assuming an important role and being clearly recognized as the focal point in Ocean Sciences and Ocean Services for the United Nations system. Last year, after evaluating the performance of the ICP process, the fifty-seventh session of the General Assembly of the United Nations, decided to extend its mandate for another three years. This is an important development that should have a positive impact on the governance of the ocean.

Programme II.1:
Science and technology: capacity-building and management

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Subprogramme II.1.1	1,869,095	1,106,128	59.2
Subprogramme II.1.2	4,440,742	3,031,815	68.2
Programme II.1	**6,309,837**	**4,137,943**	**65.6**

II.1.1: Follow-up to the World Conference on Science: policy-making and science education

77. UNESCO played an active role in contributing to the follow-up to the World Conference on Science (Budapest, 1999). Assistance was provided to Member States in formulating their national **science and technology policies** in Bahrain, Lebanon, Nigeria, Mozambique, Senegal, Congo and Uganda. Technical advice to the Peruvian Science and Technology System was provided as well as technical assistance to the Uruguay National Directorate for Science, Technology and Innovation (DINACYT).

78. **Seminars and training activities** contributed to this effort. In particular, an international seminar on "Future Directions for National Reviews on Science, Technology and Innovation in Developing Countries" and a "Consultative Meeting on International Partnerships for Promoting Science Policies for Development", were held in Paris in cooperation with IDRC (Canada) in April 2003, with the participation of other United Nations agencies, universities and international associations. Progress was also realized in the area of **science legislation**. An international round table on "Science, Technology and Innovation: Parliamentary Perspective" was held in Helsinki, in January 2003. Representatives from around 50 National Parliamentary Commissions on S&T participated in the meeting which represents the first act in the constitution of an inter-parliamentary network on S&T.

79. The Organization also assisted in the establishment of three regional networks of **women scientists**: in Latin America through the UNESCO Chair on women, science and technology in Argentina, in Africa through a UNESCO Chair in Burkina Faso with the support of the Japanese Government and in the network of women Arab scientists. In addition an international network on "Water, women and decision-making" was launched in France in June 2003.

80. A meeting on "Science as an instrument for peace in the Middle East" has been organized in Naples, Italy, in June 2003, in cooperation with ECSITE (European Collaborative for Science,

Technology and Industry Exhibitions), the City of Naples, the Governor of the Region Campania and other local universities and institutions, to strengthen the cooperation between Israeli and Palestinian scientific institutions, with a view to the establishment of a science centre at the Al Quds University, in Jerusalem, in cooperation with the Bloomfield Science Museum of Jerusalem.

81.   An important endeavour for UNESCO is the development of quality Science and Technology indicators. The Science Sector in collaboration with the UNESCO Institute of Statistics (UIS) carried out an international review of S&T statistics and indicators with the aim of assessing policy information needs in science and technology among Member States and the international community. A first meeting was held in Montreal, Canada, from 2 to 5 April 2002, followed by an international meeting on the review of S&T statistics and indicators.

82.   Efforts have also focused on the **popularization of science and technology** in Latin America and the Caribbean through the Red-POP as well as on the dissemination of interactive virtual education programmes in the region. The UNESCO Kalinga Prize for the Popularization of Science has been awarded to scientists from Venezuela. In November 2002 the first **World Science Day for Peace and Development** was celebrated worldwide. The celebration involved many partners such as governmental, intergovernmental and non-governmental organizations, UNESCO's National Commissions, scientific and research institutions, professional associations, the media, science teachers and schools.

83.   Within the framework of **University Industry-Science Partnerships** (UNISPAR), assistance is being provided to Bahrain and Saudi Arabia, for the setting up of technology parks attached to their university systems. A cooperation aimed to promote the optimization of the technology transfer was started with ALECSO.

84.   An international project "Avicenna Virtual Campus" was launched on 17 March 2003. The project was approved in September 2002 by the European Union. This project aims at reducing the science and technology gap within the Mediterranean region through the use of ICTs by means of developing 14 centres for the production of science and technology courseware.

85.   The Encyclopaedia of Life Support Systems (EOLSS), the largest body of knowledge relative to sustainable development was launched by the Director-General at WSSD in Johannesburg, South Africa, on 3 September 2002.

Basic and engineering sciences

86.   In its capacity as a clearing house to the follow-up to the World Conference on Science, UNESCO prepared an analytical report entitled "Harnessing Science to Society" (http://www.unesco.org/science/wcs/report_wcs.pdf). It provides an evaluation of a wide range of follow-up activities carried out at national, regional and international levels including those by the Organization's programmes and its partners. A new Framework Agreement, signed by UNESCO and ICSU in June 2002, designates **ICSU** as UNESCO's principal partner in fostering and carrying out follow-up to the WCS. The Agreement concentrates on seven main lines of action to be jointly pursued. Some 70% of ICSU/UNESCO activities planned for the biennium have thus far been completed, or are being carried out or launched. Many other activities in the capacity-building and the environmental sciences are reported in the appropriate paragraphs of the present document. UNESCO continued to issue WCS Newsletters online (http://www.unesco.org/science/wcs/newsletter). In the wake of the meeting of an ad hoc Expert Committee (19-20 May 2003), the Director-General prepared and submitted to the Executive Board a proposal on the establishment of IBSP that highlights a region-specific approach and the role of

national, regional and international centres of excellence or benchmark centres in the basic sciences, and science education.

II.1.2: Science and technology capacity-building

02121 **Main line of action 1:**
Capacity-building in mathematics, physics and chemistry

87.	Programme activities in mathematics, physics and chemistry have focused on **capacity-building in advanced research and teaching** in close collaboration with international centres of excellence and regional networks. Special attention has been paid to developing countries, in particular Africa and to women scientists. Innovative approaches and techniques in mathematics and science education have been encouraged. Enhanced capacity for research resulted with the training of about 4,000 scientists and specialists from developing countries, especially women and young researchers, in various branches of mathematics, physics and chemistry (especially ecological and water chemistry) conducted through over 90 courses, workshops and schools. Upgrading of knowledge among scientists in various countries in Africa has been pursued through international workshops on microscience experiments and didactical materials. Enhanced public understanding and appreciation of mathematics are expected as preparations are well under way for the travelling international exhibition on "Experiencing Mathematics". Proposed primarily for the purpose of promoting public understanding and raising awareness of physics, preparations for the World Year of Physics 2005 are proceeding. Also, women are being enabled to participate in international conferences in physics through the IUPAP Working Group on Women in Physics.

02122 **Main line of action 2:**
Capacity-building in the biological sciences and biotechnologies

88.	UNESCO has facilitated research and fostered new partnerships with the international scientific community to enhance and strengthen work already ongoing with traditional partners in the life sciences. Some 500 young scientists have benefited from UNESCO assistance and UNESCO-supported activities to develop their know-how, acquire training in novel technologies and scientific advances and participate in meetings and workshops in the biological sciences and biotechnologies. National capacities in research and application of novel technologies have been strengthened through training opportunities like workshops supported by UNESCO and developed in collaboration with scientific institutions and organizations, in the fields of microbial, plant and aquatic biotechnologies, molecular biology and bioinformatics. Fellowships were provided by UNESCO and on a cost-shared basis with the American Society for Microbiology (ASM) and the International Union for Microbiological Societies (IUMS). Development of digital reference and teaching material and dissemination through UNESCO support in collaboration with scientific partners have ensured a greater accessibility of scientists from developing and least developed countries to the life sciences.

02123 **Main line of action 3:**
Capacity-building in engineering sciences and technological research
and their applications to developmental issues

89.	Following the recommendations of the World Conference on Science in 1999 and the first World Engineer's Convention in 2000, the engineering sciences and technology programme focused in engineering education on information, advocacy, teaching materials and methods,

professional development, accreditation, gender issues, indicators, the application of engineering and technology to sustainable development and poverty eradication, as well as the sharing of experience and best practices in these fields. Specific activities included the development of an "Engineering A Better World" series of learning and teaching materials in the engineering sciences, the launch of an "International Survey on Engineering Education, Accreditation and Quality Assurance" and expert workshops on "Women and Gender Issues in Engineering, Science and Technology", "Accreditation – Engineering Issues and Professional Practice" and "Engineering and Technology for Poverty Eradication".

Promoting sustainable and renewable energies through the World Solar Programme 1996-2005

90. The contribution of the Organization to the promotion and use of renewable energies has continued in the framework of the World Solar Programme 1996-2005, focusing on development of human resources, stimulation of advocacy and raising awareness for sustainable and renewable energies and the provision of related policy advice. Particular efforts were made towards the development of human resources through the field implementation of the Global Renewable Energy Education and Training Programme (GREET) to improve the use, maintenance and management of renewable energy projects and to contribute to the transfer of technological know-how. Concurrently, countries were advised to further support the definition of renewable energy national strategies, research and experimentation pilot projects aiming at selected developmental purposes. Regional networks were encouraged to promote regional partnerships and the transfer of technological know-how. The regional training activities implemented within the African Chapter of the GREET Programme as well as the UNESCO exhibition on renewable energy organized in collaboration with the World Solar Commission and several national and international partners on the occasion of the World Summit on Sustainable Development held in Johannesburg, have helped to enhance capacities and raise awareness on the value of the use of renewable energies.

Programme II.2:
Sciences, environment and sustainable development

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Subprogramme II.2.1	4,302,974	3,249,689	75.5
Subprogramme II.2.2	2,628,043	2,071,248	78.8
Subprogramme II.2.3	1,178,086	919,084	78.0
Subprogramme II.2.4	976,290	779,533	79.8
Subprogramme II.2.5	2,861,100	2,236,539	78.2
Programme II.2	**11,946,493**	**9,256,095**	**77.5**

II.2.1: Water interactions: systems at risk and social challenges

02211 **Main line of action 1:**
Water resources and related ecosystems: assessments and sustainable management at different scales

91. Significant progress was made both in the execution of the components and syntheses involved in the activities of the MLA. Valuable informative and methodological elements have been produced. For instance, a "Data Synthesis System for Pan-African Water Resources" and a "Manual

on Glacier Mass Balance Measurement" were completed; a strategy using existing experimental basins to address water quality processes and hydrological and ecological processes connected with extremes (floods, low flows) has been developed; and the first draft of the "Hydrogeological Map of the World" with a supporting database was presented. WWAP undertook the development of indicators and conducted seven case studies throughout the world, including river basins, lakes and urban settings in order to draw real world examples for its global assessment. The resulting **World Water Development Report** was presented as planned at the third World Water Forum (Kyoto, Japan) and constituted a high point of the Organization's coordinating role in this area. Further strengthening of the international network of research and capacity-building centres was carried out, including the start-up of a regional water centre of arid and semi-arid regions for LAC in La Serena, Chile, with Flemish funding, the establishment of a global network on water resources in arid and semi-arid zones (G-WADI) and the initiative with the Netherlands for setting up the International Groundwater Resources Assessment Centre (IGRAC). A number of other proposals for regional centres are being processed. Hydrology for the Environment, Life and Policy (HELP) has ongoing studies in 25 pilot basins on integrated water resources management, working with numerous international partners such as the International Network of Basin Organizations and is setting up regional coordinating units. Through the cross-cutting project FRIEND, low flow/drought and flood analysis has been carried in several regions. A UNESCO-WMO international programme on floods is being set up to face this pressing issue.

02212 **Main line of action 2:**
Water interactions and security

92.   Through the project "From Potential Conflict to Cooperation Potential" (PC→CP) an integrated methodology for water-related conflicts has been developed; a major conference on this topic was held in Delft in November 2002. A water cooperation facility initiative has been launched with the objective of helping to facilitate resolution of water conflicts. The knowledge on the relationship between water and ethics has been enhanced. Concerning the use of ICTs, the UNESCO Water Portal has been significantly expanded to provide worldwide sources of information and access to other web-based sources; the International Year of Freshwater website was established by UNESCO, as well as the Water Portal of the Americas with UNESCO as a major player. The interrelationship between water and cultural diversity is now firmly established both as a research area and as an issue; the concepts of virtual water are increasingly used in water assessment. The UNESCO-IHE Institute for Water Education is now established and the process of initiating and revitalizing water educational cooperation with UNESCO-IHE and other stakeholders has started, including the launching of GOUTTE of Water to help this process.

02213 **Joint IHP/MAB**
Main line of action 3:
Land-water interactions: towards sustainable management

93.   This represents a unique area pooling the networks of the IHP and MAB for research and capacity-building. A vigorous programme to further develop the ecohydrology approach has been undertaken, including the launching of an integrated large-scale site in Poland in November 2002. Also, the holding of a key joint IHP/MAB workshop on "Ecohydrology: From Theory to Action" in Wierzba, Poland, in May 2003 allowed to refine the theory of ecohydrology and identify sites, mainly biosphere reserves, to demonstrate its value to ecosystems and society. An innovative urban groundwater model is under development, incorporating the specificities of the urban environment in a novel fashion. Concerning centres for urban water management, the Belgrade-based International Research and Training Centre on Urban Drainage has been reactivated, and the

Regional Centre on Urban Water Management – Tehran, was established, resulting in a strengthened UNESCO regional and international network on urban water management issues with a growing capacity to undertake work. Approaches for improved urban water management strategies including elements such as guidelines for water and environment urban water development, considering anthropogenic effects on the urban water cycle, and a firmer grasp of the urban water conflicts process are being developed; strategies for urban flood control were improved in Jakarta. The development of the ecosystem approach has been actively pursued in various settings, including: the assessment of the role of groundwater as regulators of wetlands systems has been undertaken. Additional activities in support of the MLA objectives include collaboration with UNU and ICARDA to study and promote "Sustainable Management in Marginal Drylands" in eight countries of northern Africa and Asia for which an international workshop was held in Alexandria (Egypt) in September 2002; the execution of the interdisciplinary project "Volga Vision" for the Volga River Basin with the participation of IGCP, IHP, IOC, MAB and MOST; joint MAB and IHP inputs for the 2002 International Year of Mountains at the Bishkek Global Mountain Summit (Kyrgyzstan, October-November 2002); a joint IHP/MAB workshop on "Mountains and Freshwater Resources" at the Third World Water Forum in Kyoto (Japan) in March 2003; and collaboration with the "Mountains Research Initiative" of IGBP-IHDP-GTOS to study and assess the impact of global change on mountain environments in all world regions using biosphere reserves as monitoring sites.

II.2.2: Ecological sciences

02221 **Main line of action 1:**
Biosphere reserves: the ecosystem approach in action

94.   During the first 18 months of implementation of document 31 C/5, the development of the World Network of Biosphere Reserves was guided by the International Coordinating Council of the MAB Programme and its Bureau, which met respectively in March 2002 and November 2002. Twenty new biosphere reserves were designated, thus increasing the World Network to 440 biosphere reserves in 97 countries. Not only the quantity but also the quality of the biosphere reserves was improved. This was done through the periodic review process, which evaluated the functioning of some 50 biosphere reserves designated more than 10 years ago. The process was facilitated by the support to national or local workshops. It was followed, in the case of two Member States, by the delisting of sites which did not respond to the biosphere reserve criteria. In order to improve the management of biosphere reserves and help them to better respond to the ecosystem approach, a survey on institutional mechanisms was launched, which will be followed by the meeting of a task force of legal and institutional experts, constituted after consultation of Member States, and foreseen at the end of 2003. With the support of the Secretariat, the first Transboundary Biosphere Reserve (TBR) in Africa was established by Benin, Burkina Faso and Niger (the "W" Biosphere Reserve) following the recommendations for the establishment and functioning of TBR approved by the MAB Council in 2000. Developments of BRIM included methodological research on socio-economic monitoring, through a workshop hosted by Germany; abiotic and biotic monitoring methodologies were also being elaborated.

95.   The **regional networks** continued to progress with, *inter alia*, a major meeting of EuroMAB at the invitation of the Italian authorities in 2002, the VIIth meeting of the IberoMAB network in June 2002 in Rio de Janeiro (Brazil), the meeting of the REDBIOS-Network, which includes Spain, Cape Verde, Mauritania, Morocco and Senegal, in December 2002 in Mauritania. The ASPACO project, in Asia and the Pacific, which is promoting conservation and development and is financed by Japan, has entered in the third year of its implementation. Finally, a new MAB regional network

was established, the South and Central Asia MAB (SACAM) Network which comprises eight countries: Bangladesh, Bhutan, India, Islamic Republic of Iran, Maldives, Nepal, Pakistan and Sri Lanka.

96.   The UNESCO-MAB/UNEP-GEF regional project on "Strengthening scientific and technical capacities for effective management and sustainable use of biological diversity in dryland biosphere reserves in West Africa" was approved by the GEF Council in May 2003. This project concerns six biosphere reserves: Pendjari (Benin), Mare aux Hippopotames (Burkina Faso), Comoé (Côte d'Ivoire), Boucle de Baoulé (Mali), the "W" region (Niger) and Niokola Koba (Senegal). The project, amounting to $6.5 million with some $4 million co-financing, is being implemented by UNESCO-MAB for the period 2003-2007.

97.   As foreseen during 2002, special focus was put on ecotourism and mountain activities. 2002 was the **International Year of Ecotourism**, for which MAB prepared a special brochure for distribution at the World Ecotourism Summit in Quebec City in May 2002. UNESCO's participation to this event emphasized the role of biosphere reserves as pilot sites for developing sound ecotourism practices. In this respect, comparative studies in implementing sound ecotourism policies are being undertaken in several biosphere reserves. The MAB Programme also made several contributions to the **International Year of Mountains in 2002** and provided inputs to the "Bishkek Global Mountain Summit" in Kyrgyzstan from 29 October to 1 November 2002. One follow-up to the Summit is the "Mountain Research Initiative", a joint endeavour of the International Geosphere-Biosphere Programme (IGBP), the International Human Dimension Programme on Global Change (IHDP) and the Global Terrestrial Observing System (GTOS), to be carried out together with UNESCO-MAB so as to study the impact of global change on mountain environments and mountain communities using biosphere reserves in mountains all over the world.

02222   **Main line of action 2:**
Capacity-building in ecosystem science and management

98.   To respond to the expected results on biodiversity education, UNESCO has continued to develop with the Convention on Biological Diversity a global initiative which consists in the development of knowledge networks and demonstration projects. In cooperation with the United Nations Convention to Combat Desertification (UNCCD), the UNESCO-MAB Education Kit on Combating Desertification was tested in 18 desertification-affected countries in 2002. Thanks to funding provided by Italy and Monaco, the kit will be reprinted in English, French and Spanish and translated into Arabic, Chinese and Russian.

99.   Twenty-five Young Scientists Awards were awarded during the biennium, the majority to developing countries. The regional postgraduate Training School on Integrated Management of Tropical Forests "ERAIFT", located in the Democratic Republic of the Congo (DRC), continued to develop in a satisfactory way, receiving substantial new extrabudgetary funding from the EU and Belgian funds-in-trust. The academic year 2002/2003 was marked by the graduation of the first 41 DESS students from DRC and Congo/Brazzaville.

100.   A meeting of all the UNESCO-Cousteau Ecotechnie Chairs was organized in March 2002 at UNESCO in order to take stock of experiences gained in promoting interdisciplinary education in the field of environment and sustainable development. Most of the Ecotechnie Chairs, as well as universities linked to the Arab Region Ecotechnie Network participated actively in the World Forum of UNESCO Chairs (November 2002). The designation of additional Ecotechnie Chairs is under preparation, including at leading universities in the United States.

II.2.3: Cooperation in earth sciences and natural hazards reduction

02231 **Main line of action 1:**
International cooperation in earth sciences

101. The **International Geological Correlation Programme (IGCP)** held two Scientific Board meetings where 36 new project proposals were assessed, including three under the new framework of the "Young Scientists Project". Fifty-three projects concerning global scale problems reported on successful transfer of geo-information, new findings and exchange of experience especially between scientists from developing and developed countries. Projects served, among others, geo-environmental management, hydrogeological processes, natural hazard, modelling and forecasting of environmental and climate change and capacity-building. At its last session in February 2003, the IGCP Board decided to enlarge the scope of expertise by adding a new working group on hydrogeology.

102. In the framework of **capacity-building**, 50 participants from developing countries (including 19 women) were sponsored to enhance their knowledge in earth sciences through courses and workshops in Germany, Greece, Turkey, Czech Republic, Netherlands and Spain. Four lecturers were sponsored for international training courses on geochemical methods in geothermal exploration (Yemen) and geological parameters for environmental protection (Oman). The cooperation with the Commission of the Geological **Maps** of the World (CGMW) included the Structural Map of the Indian Ocean, the digital/GIS version of the Metallogenic Map of South America and the Geodynamic Map of the Mediterranean.

103. The **Mineral Deposit Modelling Programme** supported the World Summit for Sustainable Development process, and its new activities were reflected in its new name "Mineral Resource Sustainability Programme" (MRSP). In the framework of its data handling networks in Africa **PANGIS** (Pan-African Network for Geological Information System) and in South-East Asia **SANGIS** (South-East Asian Network for Geological Information System), UNESCO sponsored the training of geoscientists in the transformation of geoscientific data into information for decision-makers.

104. During the past 18 months UNESCO co-chaired the IGOS (Integrated Global Observing Strategy) Partnership with ESA (European Space Agency) and NOAA (National Oceanic and Atmospheric Administration, United States). IGOS completed in cooperation with the Geological Applications of Remote Sensing (GARS) programme the theme study on geo-hazards. UNESCO further strengthened its cooperation with space agencies through its election in 2002 as associate member of CEOS (Committee on Earth Observation Satellites) and is participating in the first Summit on Earth Observation, taking place in July 2003 in Washington.

105. In the framework of the newly launched "Space Education Project" (SEP), UNESCO organized in early 2002 an international essay contest for high school students on the theme "Space and Daily Life", in cooperation with the European Space Agency, and an expert workshop on "Bridging Space and Education" in March 2003. The first objective was to identify and select space projects. An information session on best teaching practices for possible implementation in schools in developing countries will be organized during the 32nd session of the General Conference.

02232 **Main line of action 2:**
Natural disaster preparedness and prevention

106. Enhancement of national and regional capacities in **natural disaster reduction** was accomplished through the cooperative United States Geological Survey, European Union and UNESCO Programme on Reduction of Earthquake Losses in the Expanded Mediterranean Region (RELEMR) and the Programme for Assessment and Mitigation of Earthquake Risk in the Arab Region (PAMERAR). Scientists from Morocco were trained in the field of seismic risk assessment. Two workshops were held, one on Reference Events on/near the Dead Sea Rift (Paris, France) and one on Seismic Analysis and Earthquake Hazard Assessment in the Mediterranean Region (Antakya, Turkey). The Asian Programme, Reduction of Earthquake Losses in the Asian Region (RELSAR) was further enhanced through a workshop on Reduction of Losses from Earthquakes in the South Asian Region (Kathmandu, Nepal). In addition, the Libyan project for a national seismic network progressed in capacity-building where technicians were trained in Jordan, Egypt and Morocco. In Central America, a seminar was held on the advancement of the project "natural hazard zonation of the Rio Samala Basin and risk analysis of San Sebastian" and other national pilot projects in Guatemala. The implementation of pilot projects started in Costa Rica, Guatemala, El Salvador, Honduras and the Dominican Republic. They will terminate in June 2003. UNESCO-Jakarta has collaborated with other institutions for the organization of the third International Workshop on "Earthquakes and Megacities (EMI), Reducing Vulnerability – Increasing Sustainability of the World's Megacities", held in Shanghai, China, October-November 2002.

II.2.4: Towards sustainable living in coastal regional and on small islands

02241 **Main line of action 1:**
Enhancing sustainable living in coastal regions and on small islands:
mainstreaming integrated approaches and intersectoral cooperation

107. The parameters of equitable and sustainable management of coastal and small island resources were explored, advanced and, in some cases, rewritten through a series of events and ongoing field project activities. Workshops were held to elaborate strategies to further coastal and small island sustainable development issues. Together with Headquarters staff, field office colleagues in Apia, Dar es Salaam and Kingston collaborated in the organization of the Small Islands Voice interregional workshop in Palau, November 2002. A second workshop, for the Asia-Pacific University Twinning (UNITWIN) network, held in Thailand, November 2002, which focused on "wise practice agreements for the prevention and management of conflicts over coastal resources and values" was supported by the efforts of colleagues from all sectors in Bangkok, Jakarta, New Delhi and Apia Offices. Both workshops served to further the strategic objective of promoting principles and ethical norms to guide scientific and technological development, and social transformation. These intersectoral meetings brought together a variety of stakeholders and key policy-makers from educational institutes, community groups, governmental and non-governmental organizations, commercial enterprise, and relevant UNESCO National Commissions and regional field offices. A conceptual framework for equitable and sustainable management – including elements of an ethical code of practice – has been developed with projects in India, Indonesia, Jordan, Latvia, Mozambique, Nigeria, Philippines, Russian Federation, Senegal, South Africa, Thailand and Uruguay.

108. Many small islands and coastal communities continue to lack the infrastructure required for advanced information and communication technologies. With this in mind, the wise practices, guidelines and principles that raise awareness and serve to strengthen sustainable living in coastal

and small island regions – with broad application in other regions – have been distributed through a variety of media. A coastal resource management book highlighting practical lessons learned in Ulugan Bay, Philippines, was produced; the CSI publication Indigenous Parks and People was translated into Thai; and the trilingual, Internet-based "Wise Coastal Practices for Sustainable Human Development" Forum (www.csiwisepractices.org), which was redesigned to improve user accessibility, continues to enhance and influence global dialogue on sustainable living issues in coastal and small island settings. Moreover, the capacity of small islands and coastal regions to partake in the emerging knowledge society and to improve their means of sustainable living has been advanced by field projects and the training of students through the UNITWIN/UNESCO Chairs Network. A UNITWIN network among five European universities to promote wise coastal practices was established at the University of Cadiz, Spain, in September and a planning workshop involving the Universities of Bologna (Italy), Riga (Latvia), St Petersburg (Russian Federation) and Aveiro (Portugal) was held in Cervia, Italy, in November 2002, with support of the UNESCO Venice Office.

02242   **Main line of action 2:**
Advance actions on priority areas of Small Island Developing States
and effective contribution to implementing Barbados+5 and other
multilateral agreements and action plans

109. The sustainable development capacity of small islands was further strengthened through intersectoral field project activities in a dozen eastern Caribbean islands, as well as in Cuba, Haiti, Jamaica, Papua New Guinea (Motu Koita, Port Moresby and Trobriand Islands) and Samoa. This is in addition to the increase in local, regional and interregional Small Islands Voice activities, as reported within the cross-cutting theme projects.

110. The exchange of knowledge on managing coastal conflicts through regular forum discussions and two key workshops reports has advanced concepts like "coastal stewardship" and "social contracts" as a practical response to quell conflict. In an effort to ensure that information reaches its intended audience, an abridged version in Creole and French of Haiti's coastal environment and fisheries laws was produced (http://www.unesco.org/csi/pub/info/haiti.htm) so that the local fishers understand the legislation that govern them. A study on the evolution of village-based resource management in Vanuatu between 1993 and 2001 was completed, and the small islands web line (www.unesco.org/csi/smis/smallislands.htm) was expanded to assist small islands with the identification and prioritization of national, regional and global actions in preparation for Barbados+10 in 2004. In addition, a series of booklets entitled "Wise practices for coping with beach erosion" and tailored to the specific requirements of 10 selected eastern Caribbean islands, was produced (http://www.unesco.org/csi/wise2b.htm) and hard copies dispatched to the islands for their free distribution needs.

II.2.5: UNESCO Intergovernmental Oceanographic Commission

02251   **Main line of action 1:**
Reducing scientific uncertainties about coastal and global ocean processes
in the context of marine ecosystems

111. As a contribution to the **present carbon cycle observation system** and within the IGOS Partnership, the Integrated Global Carbon Observation Theme is in final revision and should be published in mid-2003. A Watching Brief produced by IOC is available on the CO_2 Panel website.

The Brief is updated monthly with news and references to peer-reviewed scientific articles. IOC and SCOR will co-host an international symposium on ocean carbon sequestration, to be held in 2004.

112. As part of the **research, monitoring and assessment for improved understanding of the responses of the marine ecosystem to global change**, advances were made in the production of a comprehensive IOC/GLOBEC review and scientific framework for the use of environmental indices to help hindcast/nowcast and forecast changes in the abundance and distribution of pelagic fish in selected areas. A website with a database on marine benthos and environmental conditions from selected coastal areas of the world is under preparation and will be available in 2004. The GEOHAB implementation plan will be finalized in 2003. The working group on nutrient inputs to coastal marine ecosystems met for the first time and will publish its results in 2004.

113. **Capabilities of Member States for Integrated Coastal Area Management** were increased through studies of human communities and ecosystem interactions. In particular, the IOC Guide No. 42 on methodological approaches to ICAM was published in French and widely disseminated during 2001. English and Spanish versions were published in 2002. A guide on submarine groundwater discharges in the coastal zone will be published at the beginning of 2003 together with IHP. A new series focusing mainly on the aspects of coastal area management is being created as the ICAM Dossiers. The first issue addressing the Role of Indicators for ICAM was published in June 2003.

02252 **Main line of action 2:**
To further develop, within the Global Ocean and Global Climate Observing Systems (GOOS and GCOS), the monitoring and forecasting capabilities needed for the management and sustainable development of the open and coastal ocean

114. The new Internet servers for the **Global Ocean Data Assimilation Experiment** (**GODAE**) provided by the United States and France are working well, and provide access to data and products. GODAE Strategic and Implementation Plans have been published on the web, and the GODAE Bureau in Melbourne is well-established and operational. There are already 800 Argo floats deployed in the world oceans and commitments have been made by funding agencies to enable the planned total of 3,000 to be reached within the 2003-2005 time period. Funds have been obtained for the Argo coordinator, employed by IOC, who now works in the IOC/WMO JCOMMOPS centre in Toulouse. The Argo science team is steering the project.

115. Plans for the **ocean carbon observing system** were published on the GOOS website and as a GOOS report. Ships are making carbon observations along selected tracks. Plans have been agreed for a network of time series stations at which carbon measurements will be made at buoys or by ships over long-time scales (decades).

116. The design plan of the **integrated coastal GOOS design to guide Member States in GOOS implementation** was completed in September 2002. It was published in initial form on the GOOS website in February 2003, and published in hard copy in time for the IOC Assembly (24 June 2003). Work by a consultant based at the University of Delaware (United States) also continued with the object of cataloguing national contributions to GOOS.

117. In the area of **building the capacity of developing countries to participate in and benefit from GOOS** the GOOS-AFRICA proposal for the African Process has been directed in part at increasing access to and training in the use of remotely sensed data. The GOOS Capacity-building Panel has made access to and training in the use of remotely sensed data one of the key elements of its strategy. The IOC Assembly in June 2003 decided to adopt a strategy for remote sensing for

capacity-building in support of sustainable development, and adopted a resolution to that effect. This will use as a key element of its capacity-building programmes (including for GOOS) the UNESCO Bilko programme for providing learning about the interpretation of remotely sensed data. Plans are being made for the Bilko coordinator to visit Mozambique to investigate requirements for capacity-building. As affiliates of CEOS and members of the IGOS partnership, IOC and GOOS are working with the space agencies to improve access and training. A CEOS-led meeting to develop plans for capacity-building in Africa is being planned for 2 and 3 October 2003 in Stellenbosch, South Africa.

118. Continued efforts were made to improve the **functioning of the newly formed regional GOOS bodies**. Some of the regional bodies are much more advanced than others, for example those around Europe and the United States, and require little attention. Most effort has gone into building GOOS in the Caribbean, the Mediterranean, the Black Sea, the Indian Ocean, the Pacific islands region, and South-East Asia. The GOOS Regional Forum in Athens in December 2002 paved the way for successful development of a proposal for funding by the European Commission. A new Memorandum of Understanding between the IOC and the CPPS paved the way for development of a regional GOOS alliance for the South-East Pacific. The new GOOS body was formed during a meeting in Cartagena, Colombia, at the end of May 2003.

119. The IOC Perth (GOOS) Office played a key role in bringing together the **Indian Ocean GOOS** countries, building on previous successful meetings in Perth and Delhi. The key event for the last six months of 2002 was the convening of the first Indian Ocean GOOS Conference, which took place in Mauritius (4-9 November 2002), and at which the MOU on IOGOOS was signed by nine nations. Planning is now under way for an Indian Ocean climate conference to develop an Indian ocean observing system for climate.

02253   **Main line of action 3:**
To further develop and strengthen the IODE (International Oceanographic Data and Information Exchange) system as a global mechanism to ensure open and full access to ocean data and management of relevant information for all

120. UNESCO has sustained efforts to improve the application of new technologies and system to facilitate the **submission of, and access to, ocean data and information**. IODE is involved in two projects that aim at developing a marine XML, which will support the tracking of data from collection through to the generation of integrated global and regional datasets: the ICES-IOC Study Group on the Development of Marine Data Exchange Systems using XML (SGXML), and the EU-funded project, marine XML: a pre-standardization development for marine data interoperability using XML. The second session of the SGXML was held in Gothenburg, Sweden, on 26 and 27 May 2002. The Group developed a Vision for SGXML: "The ICES/IOC SGXML will utilize or establish international standards to promote the seamless exchange of data from distributed data sources, by using a single parameter dictionary, well-defined and explicitly tagged metadata, and a common XML data structure, packaging all content and providing to the client datasets and software tools that are platform independent or web-enabled". The EU-funded marine XML project commenced in February 2003 and will continue for two years.

121. The 17th session of the IOC Committee on International Oceanographic Data and Information Exchange (IODE) was held at UNESCO Headquarters between 3 and 7 March 2003. The Committee noted *inter alia* the considerable progress made in cooperation in GOOS and JCOMM, the new IODE Group of Experts on Biological and Chemical Data Management and Exchange Practices (GE-BCDMEP), the new Global Ocean Surface Under way Profile Programme (GOSUD), the development of a marine XML, the Marine Environmental Data Inventory (MEDI),

the training system OceanTeacher, the dynamic content management system BeeBox, and the regional networks ODINAFRICA and ODINCARSA. The Committee strongly supported the establishment of an IODE Project Office and recommended that the offer of the Government of Flanders and the City of Ostend to host the Office in Ostend, Belgium, be accepted. During the 22nd session of the IOC Assembly (24 June-2 July 2003), through resolution 6, the IOC adopted its new Oceanographic Data and Information Exchange policy, providing a new framework for the timely, free and unrestricted exchange of oceanographic data, essential for the efficient acquisition, integration and use of ocean observations gathered by the countries of the world for a wide variety of purposes.

122. As part of UNESCO's efforts to ensure **access for all to ocean data and information capacity-building**, three new data centres have been established in 2002 as part of the "Ocean Data and Information Network for Africa" ODINAFRICA network. The "Ocean Data and Information Network for the Caribbean and South American regions" ODINCARSA project has started for the Caribbean and South American region. Four training courses have been held in Africa, two in the Caribbean and South America and one in the Islamic Republic of Iran. Internet access to oceanographic data and information centres in developing countries has been provided within the framework of the ODINAFRICA project. OceanTeacher development has continued and has received wide acclaim. Within the framework of ODINAFRICA support to 20 partner institutions in Africa has continued during 2003. Within the framework of ODINCARSA support was provided for the production and mailing of a newsletter and website (bilingual English/Spanish), for the study and development of a regional union library catalogue, and for the development of a regional ocean expert database.

123. The efforts to develop a **global referral system for ocean data and information** have continued. OceanPortal has reached 3,500 sites in December 2002. OceanPortal will be adopted by IAMSLIC as a major web reference tool in 2003. The GEMIM will revise the category scheme of OceanPortal in 2003. The IODE programme has developed the MEDI metadata authoring tool to encourage data collectors and scientists to produce metadata descriptions for their datasets. The tool is browser-enabled and operates in a client-server configuration. Clients can access MEDI on a local network or over the Internet. MEDI uses the Directory Interchange Format (DIF) developed by NASA's Global Change Master Directory (GCMD). In conjunction with the ODINAFRICA project, IODE is developing a metadata directory of marine dataset held in African institutions.

124. The development of **regional ocean community portals** also progressed in Africa and the Caribbean/South America regions to enable them to collect, edit and publish relevant information on the two portals (http://www.africanoceans.net and http://www.portaloceanico.net) as well as to publish a paper-based newsletter. Both Internet-based portals were launched in April 2003 and visits are increasing rapidly.

OCMAP: regional bathymetric charts

125. The ninth Session of the Consultative Group on Ocean Mapping and the nineteenth session of the GEBCO Guiding Committee in April 2003 strongly supported the national efforts of IOC member states on implementation of Ocean Mapping and GEBCO programmes. The GEBCO Centenary Conference entitled "Charting the Secret World of the Ocean Floor: The GEBCO Project 1903-2003" took place in Monaco in April 2003 and was attended by more than 180 participants from 28 countries.

126. The 2003 session of the Officers of the International Coordination Group for the **Tsunami Warning System** in the Pacific took place in Honolulu, United States, from 10 to 13 February 2003. Two issues of the Tsunami newsletter were published and the ITSU website was redesigned.

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

Overall assessment

127. A number of major trends can be observed in the execution of the programme of the Sector of Social and Human Sciences (SHS) over the first 18 months of this biennium. In particular, three important developments can be delineated. First and foremost is the consolidation of the structure of the Sector. Second is the rigorous consultative process, which has accompanied the restructuring of the Sector and the resulting institutionalization of the consultative process. Third, and most significant, is the concerted effort by all staff to critically analyse the mission statement of the Sector and to contextualize the actions of SHS in the broader framework of the vision and mission of the Organization.

Restructuring of the Sector

128. During the period under review, the implementation of reforms initiated by the Director-General considerably changed the landscape of SHS – from one characterized by an expansive and ambitious array of activities, to one focused around a limited number of judiciously selected areas: ethics of science and technology (principal priority of the Sector), the other priorities on promotion of human rights and the struggle against discrimination; foresight, philosophy, human sciences and human security; and management of social transformations. This realignment is providing critical mass in these areas, concentrating staff and available budget resources around a few actions, instead of a sprinkling of small activities with relatively small allocations.

129. The new structure of SHS, which was implemented progressively over the period under review, has facilitated its role in achieving desired results as reported below under the different Main Lines of Action.

130. The implementation of the reform of SHS has come about through a rigorous internal and external consultative process, involving not only the staff of the Sector, both at Headquarters and in field offices, and relevant units of other programme sectors, but also the traditional partners and stakeholders of the Sector. Four staff consultations, including two retreats, have been held thus far – in July 2001, in May 2002, in October 2002, and in June-July 2003. These periodic consultations, including the staff retreat, involving all the Professional staff of the Sector, both from Headquarters and field offices, and including Directors and Heads of selected field offices, have helped to consolidate the reforms and to engender a common understanding of the future direction of the Sector. Consultations with the partners and stakeholders of the Sector – policy-makers; universities; specialized research centres; "think tanks"; networks and professional associations; relevant governmental and non-governmental organizations, including National Commissions for UNESCO; and civil society organizations – have also led to the greater involvement of these partners in various facets of programme implementation as an intrinsic feature of UNESCO's action.

131. Consultations at various levels have helped to shape the emerging priorities of the Sector at both the international and the regional levels in each of the domains of work of the Sector. In that regard, the development of sectoral strategies in priority areas has united the staff and units of SHS both at and away from Headquarters during the period under review, and consolidated the Sector's cooperation with the other programme sectors and with selected offices in the UNESCO field office network.

132. At the international level, consultations have helped clarify or develop further the Organization's strategic approaches in such areas as ethics of science and technology; promotion of human rights; struggle against racism and discrimination; advancement of women and gender

equity; the rights of migrants; UNESCO's role in promoting democratic governance; the role of philosophy in UNESCO's action. It also contributed to the centrality of desirable **social transformations** as an underlying theme in all of the Sector's actions.

133. However, the development of such strategies in the various domains of the Sector's action has to be seen as work in progress with a varying degree of urgency and importance. Some of these draft strategies, e.g. on human rights, have already been presented to the Executive Board (at its 165th and 166th sessions), or will be presented to it in the near future, e.g. on the struggle against racism and discrimination (at the 167th session), and on the advancement of women and gender equity (at a future session).

134. At the regional level, the development of draft **regional strategies** for SHS activities and action has been completed or is at an advanced stage, as a result of the intensive consultations including all the major traditional constituencies and stakeholders of the Sector. The regional consultation for Asia-Pacific was held in Bangkok (Thailand) on 10-12 December 2001; for the Arab States, in Beirut (Lebanon) on 14-15 May 2002; for Africa, in Nairobi (Kenya) from 26 to 29 August 2002; and for Latin America and the Caribbean, in San José (Costa Rica) from 9 to 11 September 2002. The last of the regional consultations – for Central and Eastern Europe – was held in Moscow (Russian Federation) from 23 to 25 April 2003. Participants in all the regional consultations were leading scholars in the areas of the Sector's mandate, representatives of civil society organizations, officials of National Commissions, and a cross-section of selected policy-makers from countries of the regions concerned. The successful conclusion of this consultative process was a major achievement for the Sector. The results of this process will help to strengthen the relevance and legitimacy of the Organization's action.

135. Nevertheless, it should also be noted that the Sector's strategies, both at the international level and in any region, are conceived as flexible instruments which should be sensitive to the requirements of UNESCO's Medium-Term Strategy, and can respond to rapidly changing regional and world situations.

136. As part of the reform process within SHS, a sustained effort was made during the period under review to systematically contextualize the actions of the Sector in the broader framework of the **vision and mission of the Organization**. As formulated in draft document 32 C/5, SHS can best contribute to realizing them by "advanc[ing] knowledge, standards and intellectual cooperation in order to facilitate social transformations conducive to the universal values of justice, freedom and human dignity", [1] and to search and provide evidence-based policy tools for priority areas.

137. In so doing, the Sector has been able to identify key elements for its international and regional strategies and to appreciate better the need to address in a realistic fashion, essential operational questions and issues, especially in as far as they relate to achieving efficiency, focus in programme delivery, attaining desired results, and providing indicators to measure those results.

138. The process of reflection continued throughout the past 18 months and was punctuated by questions touching on thorny issues to determine future direction against an objective assessment of present and past achievement.

139. The reform process of SHS, and the culture of consultation which underpins it, is expected to enhance the Sector's organizational performance as well as its relevance, legitimacy and specificity.

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[1] See Major Programme III – Social and Human Sciences, in the Draft Programme and Budget for 2004-2005 (32 C/5), p. 131, paragraph 03003.

140.   It should also be stated that the process of reflection has helped programme implementation in several essential ways – by delineating the Sector's unique identity or role; by identifying the relevance of its work vis-à-vis that of other programme sectors or agencies of the United Nations system; and by serving as a guide in permitting more coherent resource allocation – all of which are fundamental for the sustainability of the Sector's action and the relevance of its programme proposals.

141.   Nevertheless, it should also be stated that the Sector needs to strengthen efforts towards achieving efficiency, focus in programme delivery and the attainment of desired results in particular by ensuring high levels of professional competence and commitment.

Programme III.1:
Ethics of science and technology

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Programme III.1	**2,212,600**	**1,644,658**	**74.3**

03101   **Main line of action 1:**
Ethics of science and technology and bioethics

142.   The SIBI Award 2002 that the Scientific Committee of the International Society of Bioethics (SIBI) awarded to UNESCO (Gijón, Spain, 4 October 2002) "in recognition of its sustained and meritorious work in the field of bioethics" encouraged UNESCO to pursue its activity in bioethics. The Organization continued, in particular, to promote ethical reflection at the international level on the life and health sciences, in part through the work of the International Bioethics Committee of UNESCO (IBC) and of the Intergovernmental Bioethics Committee (IGBC). IBC completed and made public its reports on "Ethics, Intellectual Property and Genomics", "Human Genetic Data: Preliminary Study by the IBC on their Collection, Processing, Storage and Use" and "Pre-implantation Genetic Diagnosis and Germ-line Intervention", and it held its ninth and tenth sessions (Montreal, Canada, 26-28 November 2002 and Paris, 12-14 May 2003). IGBC held its third session (Paris, 23-24 June 2003), at which it adopted recommendations.

143.   As part of the promotion of principles and ethical standards to guide progress in the life and health sciences, UNESCO developed its action along several main lines:

(a)   Preparation of an international declaration on human genetic data.

(b)   Possibility of drawing up a universal text on bioethics. At the request of the Director-General, IBC undertook an in-depth study on the feasibility of an instrument on bioethics, on the purposes it should pursue and on the fields it could cover. The results, reflected in the "Report of the IBC on the Possibility of Elaborating a Universal Instrument on Bioethics" (13 June 2003) and endorsed by IGBC, show how timely an international instrument on bioethics would be and reflect IBC's preference for a non-binding instrument, such as a declaration, reaffirming the major basic principles of bioethics.

(c)   UNESCO continued to foster implementation of the Universal Declaration on the Human Genome and Human Rights, by promoting the dissemination of the Declaration

with the assistance of IBC members and through support, for example, of national and/or regional initiatives and by continuing to work with the United Nations within the framework of the Ad Hoc Committee on an International Convention against the Reproductive Cloning of Human Beings. Furthermore, in accordance with the wishes expressed by the General Conference, the Organization launched an international consultation concerning the evaluation of the Declaration (see report by the Director-General, document 166 EX/5), the early results of which were notified to IBC and IGBC.

144. In March 2003 the Director-General convened the first meeting of an inter-institutional committee on bioethics, made up of organizations of the United Nations system and other intergovernmental organizations concerned, the main tasks of which are to avoid duplication, encourage debate and information exchange, in addition to improving coordination between the various activities and entities assumed by international organizations.

145. The establishment of this inter-institutional committee on bioethics, the creation of a Latin American bioethics network, the updating of the database on existing bioethics committees and institutions, the publication and circulation of works on bioethics (in particular, Women's Rights and Bioethics and the Proceedings of the Round Table of Ministers of Science on Bioethics, together with the proceedings of the IBC sessions), the updating of the Internet site, follow-up to the International Conference on Bioethics in the Central and Eastern European Countries (Vilnius, Lithuania, 11-12 November 2002) and to the Round Table of Ministers of Science on Bioethics (Paris, 22-23 October 2001) are all activities undertaken that make for international cooperation, national capacity-building in bioethics, and the promotion of bioethics.

146. Priority was given to activities regarding the principal priority of the Social and Human Sciences Sector for document 31 C/5 – **Ethics of science and technology** – in keeping also with strategic objective 4 of the Approved Medium-Term Strategy (31 C/4) "Promoting principles and ethical norms to guide scientific and technological development and social transformation".

147. UNESCO has emphasized ethical reflection and reinforced its role as an international intellectual forum in the framework of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) to consider the crucial challenges raised by the advance of science and technology, as highlighted in particular by the World Conference on Science (Budapest, Hungary, 1999).

148. As a follow-up to the World Conference on Science, which accorded priority status to the ethical dimensions of advances in science, UNESCO and COMEST intensified actions and efforts to promote ethical reflection on scientific knowledge and technology at the international level. COMEST, through the Social and Human Sciences Sector (SHS), pursued intersectoral cooperation with the Natural Sciences Sector (SC), notably on the ethics of outer space and fresh water, through the International Hydrological Programme (IHP) and the Research and Education Network on the Ethics of Water (RENEW). Within the framework of the project on the teaching of ethics run by the COMEST working group on ethics in research training, cooperation with SC and the Education Sector (ED) has also been initiated on ethics as part of the science curriculum. UNESCO and COMEST also reinforced their working relationship with the International Council for Science (ICSU) on the ethical issues of science and technology for sustainable development and with the United Nations Committee on Peaceful Uses of Outer Space (UN-COPUOS) on the ethics of space activities.

149. COMEST also participated in the World Summit on Sustainable Development (Johannesburg, South Africa, 2002); in the International Conference on "Ethical and Social Responsibilities in

Science and Technology" (Alexandria, Egypt, 2002); in the International Conference "From Conflict to Cooperation in International Water Resources Management: Challenges and Opportunities" (Delft, Netherlands, November 2002); in the Third World Water Forum (Kyoto, Japan, March 2003); and other events.

150. Major COMEST meetings took place in the Bibliotheca Alexandrina (Alexandria, Egypt, October 2002), at UNESCO Headquarters (Paris, December 2002), and in the Palais de la Découverte (Youth Forum on Trust in Science, Paris, December 2002), introducing new initiatives on the ethics of the information society, the ethics of education, and the ethics of environment and sustainable development towards a "New contract between science and technology and society". In this regard, COMEST has launched a study on the "precautionary principle" and is working towards a plan of action on ethics of science and technology towards sustainability. However, the precautionary principle and its applications in diverse fields is the object of some controversy with different views being held in various parts of the world. The project aims at reducing the gaps in the understanding of the principle and hopefully in achieving some degree of consensus. In addition, the recommendations of COMEST on the ethics of outer space, fresh water and energy have been presented to the Executive Board of UNESCO (165th session, October 2002). Member States and concerned international bodies will be consulted on the implementation of these recommendations at the international and national levels.

151. UNESCO is pursuing its action on the ethical dimensions of space activities as well as of freshwater management and use. The ongoing cooperation between UN-COPUOS, UNESCO, COMEST and the space community has been reinforced. The COMEST Sub-Commission on the ethics of outer space was convened in Jaén, Spain (June 2003) and a workshop on the ethics of space activities will be held during the International Astronautical Congress (IAC) in Bremen, Germany (2 October 2003). COMEST actively participated in the International Year of Freshwater 2003, ensuring presentations during the Third World Water Forum (Kyoto, Japan, March 2003) and associating the RENEW nodes in addition to various other initiatives. The third Egyptian RENEW node was launched by the Egyptian Minister of Water Resources and Irrigation in 2002. UNESCO is currently working on a new updated edition of the COMEST booklet on the ethics of fresh water use that will be the first COMEST publication illustrating the new visual identity of COMEST in line with the COMEST communication strategy developed in 2003.

152. Following the World Summit on Sustainable Development (WSSD), the United Nations General Assembly declared a Decade of Education for Sustainable Development starting in 2005. Contributing elements for the action plan to be drafted by UNESCO will be the "Declaration on Science and the Use of Scientific Knowledge" and the "Science Agenda – Framework for Action", adopted by the World Conference on Science, which mandated COMEST to play an important role pertaining to the teaching of scientific ethics, addressing in particular young scientists. Following two meetings of a COMEST working group in this area (January and May 2003), a report on the teaching of ethics has been issued.

153. The new Avicenna Prize for Ethics in Science has been created by the Executive Board (165th and 166th sessions) on the initiative of the Islamic Republic of Iran. The international jury of the first prize to be awarded in 2003, composed of three members of COMEST, met at UNESCO Headquarters (1-3 September 2003). The Islamic Republic of Iran offered to sponsor the first prize to be awarded in the current biennium.

154. COMEST's actions underlined the Organization's lead in the international debate concerning the ethical and social responsibilities of science and technology, taking into account the importance of the private sector as an essential partner in this new paradigm, and in the ongoing dialogue between NGOs, IGOs and governments.

03102 **Main line of action 2:**
Human sciences and philosophy

155. The very existence of UNESCO, its underlying tasks and its ideals of culture and peace are linked to the universal quest of the philosophical spirit. The idea of universalism thus informs the celebration of **Philosophy Day** at UNESCO, every third Thursday of November, as a highlight of the annual cultural activities. The first Philosophy Day at UNESCO, on 21 November 2002, was a success both within UNESCO House and throughout the world, with over 50 countries simultaneously marking that celebration of wisdom and reflection. At UNESCO Headquarters, some 60 eminent philosophers of a variety of backgrounds, languages and cultures were brought together to dialogue with a large audience. The major institutions of the discipline, such as the International Federation of Philosophical Societies (FISP), the International Philosophy College and the Intergovernmental Agency of the Francophonie, together with the various UNESCO Chairs in philosophy around the world, extensively backed this new initiative of UNESCO's philosophy programme.

156. The elements needed for democratic knowledge-based society-building are among the main concerns of UNESCO's interdisciplinary "**Pathways of Thought**" in philosophy and human sciences. Following the International Symposium "Society, Knowledge and Know-how" (*Société, connaissance et savoir-faire*), held in Naples, Italy, in December 2001, a major effort has been made to increase worldwide participation in this reflection. In September 2002, national, regional and international partnerships combined with extrabudgetary contributions to assemble in Rio de Janeiro, Brazil, and Porto Novo, Benin, some 150 scholars from 40 different countries in every geographical region at two symposia respectively entitled "The Horizons of Memory" (*Horizons de la mémoire*) and "The Encounter of Rationalities" (*La Rencontre des rationalités*). Each of these symposia addressed complementary cognitive dimensions of the global transformation under way posing the philosophical dilemmas they raise between universality and diversity, tradition and modernity, and freedom and justice.

157. The above three symposia have each led to a special issue of the international quarterly review *Diogenes*. March 2002 saw the French publication of the results of the Naples Symposium in issue number 197: *Quels savoirs pour quelles sociétés?*, which was followed by an English version ("What Knowledge for What Societies?") in March 2003, with other language versions under way. "The Horizons of Memory", issue number 201, is already available in French. "The Encounter of Rationalities", number 202, is at press.

158. The initiatives in philosophy of intellectuals worldwide remain very lively and this is reflected, in particular, in the ambitious programme of the **International Centre for Human Sciences** (Byblos, Lebanon). The Centre's general purposes are to study the diverse aspects of relations between human individuals and their natural and social environment, coexistence between peoples with different cultures, languages, faiths and social systems, the encounter of civilizations, the safeguarding and promotion of peace and security at the international, regional and national levels, with special attention to the Mediterranean world. The concentration of the Centre's activities on a vast research programme concerning "Democracy and culture" is covered in a separate document (167 EX/9).

159. The **International Council for Philosophy and Humanistic Studies (ICPHS)** has been strengthening its intellectual ties with UNESCO, particularly through the Pathways programme and World Philosophy Day, leading to greater programme concentration and synergy. The Council has also been implementing the initial stage of the current Medium-Term Strategy Framework Agreement it signed with UNESCO in May 2002 according to plan, aiding: (a) the preparation,

updating and digitization of scientific information and research tools (scholarly directories, abstracts and bibliographical indexes and, more recently, digitized resources, etc.) by specialized member organizations and other partners in the fields of philosophy and the humanities; (b) the organization of several specialized meetings, particularly in and among countries in transition; (c) worldwide dissemination of scientific information and tools, with special attention to the eastern and southern regions of the globe.

160. In addition, ICPHS has established a new partnership with the European Union, in which it acts as a bridge to the developing world in connection with such projects as "Hyper-Learning", itself concerned with digitization of scientific data.

161. It should moreover be noted that, at its last biennial General Assembly held in Porto-Novo, Benin, in September 2002, a new member, the International Union of History and Philosophy of Sciences, joined ICPHS. The international review, *Diogenes*, published by ICPHS with the support of UNESCO, celebrated its 50th year of uninterrupted publication on 21 January 2003. That was the occasion for a commemorative appraisal assembling a great many international figures at UNESCO Headquarters, with the presentation of the special volume of the review on forms of Shamanism and its issue 200, offering a juxtaposition of various disciplinary and cultural perspectives on the question of the "dialogue of civilizations".

Programme III.2:
Promotion of human rights, peace and democratic principles

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Programme III.2	2,325,649	2,121,225	91.2

03201   **Main line of action 1:**
Promotion of human rights and the struggle against discrimination

162. To raise awareness and disseminate information on human rights standards and procedures, several publications were issued or are being finalized: (a) Third volume of the manual on human rights for universities *Human Rights: International Protection, Monitoring, Enforcement* is being printed; (b) *A Guide to Human Rights*, final stage of preparation of an updated and revised edition; (c) *Human Rights: Questions and Answers*, final stage of preparation of an updated and revised edition; (d) *Major International Instruments. Status as at 31 May 2003*, dedicated to the tenth anniversary of the World Conference on Human Rights (Vienna, Austria, June 1993), prepared for the first time in three languages (English/French/Spanish); (e) *The World Directory of Human Rights Research and Training Institutions* (sixth edition), preparation of an updated and revised version.

163. The preparation of a draft UNESCO overall strategy on human rights had benefited from a number of consultations with partners within and outside the United Nations system, including representatives of the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the International Labour Office (ILO). In March 2003, a meeting with representatives of NGOs with consultative status with UNESCO also took place on 22 and 23 May 2003, a consultation with leading international NGOs working in the field of human rights was held in cooperation with the International Federation for Human Rights (FIDH). The purpose of the meetings was to discuss the main lines of action in the draft strategy and explore the

possibilities of cooperation in its implementation. A consultation with representatives of leading research and training institutions from all regions of the world was held in Maastricht, Netherlands, on 13 and 14 June 2003, focusing also on the elaboration of UNESCO's research agenda to promote human rights.

164. UNESCO launched the preparation of the World Forum on Human Rights to be organized in Nantes (France) in cooperation with the City of Nantes in February 2004. Bringing together all categories of actors involved in the field of human rights on an equal footing, the Forum will provide a platform for exchange of knowledge, general reflection, intensive debate and exchange of "good practices".

165. UNESCO has significantly strengthened its cooperation and interaction with United Nations bodies, programmes and specialized agencies. A Memorandum of Understanding between UNESCO and OHCHR was signed on 5 February 2003, defining modalities and areas where cooperation will be further strengthened. The Organization participated in the 59th session of the Commission on Human Rights and took part in the 30th session of the Committee on Economic, Social and Cultural Rights (CESCR).

166. UNESCO is actively pursuing the follow-up to the World Conference against Racism (Durban, South Africa, 31 August-8 September 2001).

167. UNESCO has launched a series of studies for the sake of a better understanding of the **evolution of phenomena of racism, discrimination, xenophobia and related intolerance** in the various societies. These studies aim in particular to offer conceptual frameworks for the formulation of anti-discriminatory policies. A series of regional consultations were organized to discuss the results of the studies and define the specific nature of the individual regions, together with the priorities to be taken into consideration, in particular in Bangkok, Thailand (2-3 December 2002), Moscow, Russian Federation (20-21 March 2003) and Dakar (13-15 February 2003).

168. In line with 164 EX/Decision 3.4.2, UNESCO strengthened its cooperation with the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the Commission on Human Rights. A fruitful partnership has been established with the new Anti-Discrimination Unit set up by OHCHR to ensure the follow-up to the Durban Conference. A workshop on "Implementation of the Third Decade for Action to Combat Racism and Racial Discrimination: Development of a publication to combat racism and foster tolerance" was held jointly at UNESCO Headquarters on 19 and 20 February 2003. The meeting facilitated the definition of new guidelines for the development of teaching materials corresponding to the new international context.

169. UNESCO has also developed a close partnership with UNAIDS in connection with the extrabudgetary project on promotion of human rights and reduction of HIV/AIDS-related stigmatization and discrimination in youth organizations. The following activities have been carried out or are in progress: translation into English, French, Spanish and Russian and dissemination of the publication *HIV/AIDS and Human Rights: Young People in Action*; development of an Internet site for young people on the rights of the individual and HIV/AIDS and of a "guide to resources" for instructors in this field; organization of a series of regional workshops on HIV/AIDS and the rights of the individual for young people and youth organizations; creation of a small-grants fund in collaboration with UNAIDS to fund local or regional action plans drawn up by youth organizations during the regional workshops.

170. As part of its efforts to find new partnerships, UNESCO has established cooperation relations with certain European municipalities engaged in the fight against racism and discrimination. UNESCO took part in the third Conference for the European Charter for Human Rights in the City,

which took place in Venice on 9 and 10 December 2002. Some cities that signed the Charter, such as Nuremberg (Germany), have expressed an interest in establishing, under UNESCO auspices, an international coalition against racism and discrimination.

171. On 21 March 2003, UNESCO made a special effort to mark the International Day for the Elimination of Racial Discrimination by organizing various awareness-raising activities (meetings with young members of UNESCO Clubs, debates on the processes and mechanisms of discrimination, showing of documentary films, live performances, plays, exhibition of posters against racism, etc.). An international meeting of experts "Renew the action of UNESCO against racism, racial discrimination, xenophobia and related intolerance" was also organized by UNESCO in cooperation with the Asia-Pacific Human Rights Information Centre (HURIGHTS OSAKA) and the International Movement against Discrimination and Racism (IMADR), in Osaka, Japan, on 4 and 5 June 2003 to discuss the results of the regional consultations and of the studies undertaken in order to finalize UNESCO's draft integrated strategy.

172. Furthermore, the UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence was awarded in October 2002 to Ms Aung San Suu Kyi of Myanmar.

173. In order to build a gender programme in the Social and Human Sciences relevant to the needs of Members States, consultations were held with appropriate parties (researchers, NGOs and representatives from different United Nations agencies) in Africa, Latin America and Asia. Particular emphasis is placed on **gender equality and gender-based violence**.

174. International cooperation was strengthened through participation in and contribution to numerous meetings in that area, such as the "Violence against women" Conference (University of Sydney, Australia, 18-22 February 2002), the "Supplementary Human Dimension Meeting on Preventing and Combating Violence against Women" (Vienna, Austria, 18-19 March 2002), the Association of Women in Development (AWID) International Forum on Women's Rights and Development (Guadalajara, Mexico, 3-6 October 2002), the Fifth European Ministerial Conference on Equality of Men and Women (Skopje, Macedonia, 22-23 January 2003), the theme of which was Democratization, Conflict Prevention and Peace Building: the Perspectives and the Roles of Women.

175. National capacity was strengthened in research, education and training, and in increasing women's participation in democratic processes through support to: (a) the Nairobi (Kenya) Workshop on "Engendering the Inter-Congolese Dialogue" in the Great Lakes region, Nairobi, from 15 to 19 February 2002; (b) the Third International Colloquium on French-language feminist studies, Toulouse, France, from 17 to 22 September 2002; (c) the creation of UNESCO Chair on Gender Studies, Faculty of Social Sciences, University of Chile, Santiago, Chile, March 2003; (d) capacity-building workshop for Ugandan lawyers and judges on applying international human rights standards in adjudicating cases of gender-based violence against women, July 2003.

176. Awareness about the importance of gender equality increased through publications such as the English and French language versions of *Women and Peace in Africa: case studies on traditional conflict resolution practices* published for the General Conference (2003), the French language versions of *Male Roles and Masculinities* published for the General Conference (2003), the Spanish language version of *Education for a Culture of Peace in a Gender Perspective*, and *Promoting women's participation in conflict resolution to build a culture of peace*.

03202 **Main line of action 2:**
Promotion of peace and democratic principles

177. As part of the follow-up to the plan of action of the first meeting of directors of research and training institutions on peace (November 2000 – http://www.unesco.org/securipax/whatagenda.pdf), the elaboration of ethical, normative and educational frameworks for the promotion of human security and the prevention of conflicts at their source was begun in cooperation with high-level regional experts, training and research centres and universities including: the Latin American Academy of Social Sciences (Costa Rica) and FLACSO-Chile for the Latin America and the Caribbean region; the Institute for Security Studies (ISS, South Africa) and UNDP's "African futures" programme (AFCEN-UNDP) for the Africa region; and the Korean National Commission for UNESCO and the University of Korea for East Asia. In the process of developing these frameworks, care was taken to ensure better coordination with regional initiatives in the domain and particular attention was paid to promotion of respect for human rights, policies in support of sustainable development, and the combat against poverty and extreme poverty. These frameworks were validated in Seoul (Republic of Korea) for the East Asia region on 16 and 17 June 2003, on the occasion of the International Conference on Human Security in East Asia. These frameworks will likewise be validated at the regional expert meetings to take place in Santiago (Chile) for Latin America and the Caribbean in August 2003, and in Addis Ababa (Ethiopia) for the Africa region in November 2003.

178. A series of works was published and widely disseminated to Member States and to networks and institutions working in this field. These publications are also available in digital format from http://www.unesco.org/securipax/.

179. Renewed reflection on contemporary forms of violence, such as terrorism, and their impact was launched with a view to raising public awareness of the historical, socio-economic and cultural factors underlying this phenomenon and of its consequences.

180. The UNESCO Prize for Peace Education 2002 was awarded to the City Montessori School in Lucknow, India, in recognition of its efforts to promote the universal values of education for peace and tolerance at a time when such values are under serious challenge. The UNESCO Prize for Peace Education 2003 was awarded to Father Emile Shoufani (Israel) in recognition of his personal attitude and his action ever imbued with dialogue, peace and tolerance, and of his constant endeavour to reconcile Arabs and Jews. An honourable mention of the Prize went to Ms Yolande Mukagasana (Rwanda/Belgium) in recognition of her courageous and lucid combats to contribute to a culture of peace as both a victim and a witness of genocide in Rwanda in 1994.

181. With respect to **reconciliation and reconstruction in the Middle East**, UNESCO is called upon, in view of its ethical and intellectual role, to devise an integrated strategic approach in order to contribute to reconciliation and the promotion of peace in the Middle East, and in particular: (a) to rebuild and lastingly install trust between Palestinians and Israelis; (b) to strengthen the human and institutional capacities of the populations concerned; (c) to lend support to Palestinian women in their crucial role in improving the present situation. A series of small meetings with partners (intellectuals, NGOs, women, young people, media, development agents, etc.) consisting of Palestinians on the one hand and, on the other, Israelis has already been held. This incipient dialogue has enabled the needs voiced by civil society to be identified with a view to embarking on in-depth reflection on the peace agenda and the post-conflict situation in the Middle East. At the same time, activities are planned in order to give broad support to Palestinian women, who have a crucial role in improving the situation in all social, economic and political dimensions.

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Programme III.3	3,793,420	3,061,893	80.7

Programme III.3:
Improvement of policies relating to social transformation and promotion of anticipation and prospective studies

03301 **Main line of action 1:**
Social transformations and development

182. Work under this main line of action focused on the statutory 8-year evaluation, conducted during 2002 of the first phase of the MOST Programme (1994-2001). The results of the evaluation are reflected in the comprehensive set of recommendations adopted at the sixth session of the Intergovernmental Council of the Programme (UNESCO Headquarters, from 19 to 21 February 2003) presented at the 166th session of the Executive Board. The emphasis of MOST during its second phase (2002-2009) shall be on improving the relation between policy-making and social science research. This implies the strengthening of MOST's governing bodies and functional structures as well as mechanisms enhancing the programme's visibility.

183. Work on the theme of **international migration** has particularly focused on increasing the acceptance of the 1990 International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families through scientific research; the analysis of the exercise of migrants' rights and of existing national, regional and international legal instruments; and coordinated activities at inter-agency, international and national levels to promote the ratification and implementation of the Convention. Regional research networks on migration have also been created and revitalized, producing a series of policy-oriented studies on the human rights of migrants. Some 30 country-reports on migrants' rights in Africa, the Arab States, the Asia-Pacific region and Central and Eastern Europe will have been prepared by the end of 2003. They will provide specific recommendations on measures regarding the implementation of the United Nations Convention.

184. In the field of **urban development and governance**, two comparative and international research networks – on "City Words" and on "Cities, environment and gender" – pursued their analysis: one book was published by each network and one seminar was organized for the second network. The project "Growing up in cities" has continued its work and published the handbook "Creating better cities with children and youth".

03302 **Main line of action 2:**
Social science research, training and knowledge-sharing

185. The objectives of the MLA are improved knowledge sharing, broader access to knowledge and strengthened capacity. Progress towards these goals has been made building on institutional partnerships – especially with the International Social Science Council (ISSC) and with key partners in the field of urban development; as well as with the interdisciplinary UNITWIN/UNESCO Chairs programme in the social sciences, and important dissemination vehicles, such as the International Social Science Journal (ISSJ).

186. A new Framework Agreement (FA) was signed between UNESCO and the International Social Science Council (ISSC) for the Medium-term Strategy for 2002-2007. It designates the latter as a partner of first choice for the execution of projects in the social and human sciences of UNESCO. In December 2002, the "World Conference on Social Science and Social Policy in the twenty-first Century" was convened by ISSC at Vienna, Austria, to celebrate ISSC's 50th birthday, in cooperation with and under the co-sponsorship of UNESCO, the Austrian Ministry of Education, Science and Culture and the Austrian National Commission. The "Vienna Declaration" adopted at this conference stresses the need for dialogue between social science researchers and other stakeholders, to press for the recognition and application of research findings in the policy process. A selection of papers from the conference will be published in issue No. 177 of ISSJ.

187. Capacity-building in North and South was increased, with institutions better prepared to cope with complexity and corresponding needs of the learning society, through consolidation and extension of the interdisciplinary UNESCO Chairs and UNITWIN Networks in the social sciences and on sustainable development.

188. In addition, ISSJ has produced six issues (No. 171-176) during the first 18 months of the biennium. Editorial work has concentrated on raising the profile of ISSJ and better integrating it with the range of actions within the Secretariat.

189. In the area of urban development, cooperation with professional bodies, such as the International Union of Architects (IUA), IsoCarp and the International Federation of Landscape Architecture (IFLA), has continued. The UNESCO-ITESO Chair in Mexico advanced its work in the course of an international seminar on adequacy of training programmes, social requirements and development of professional employment.

03303 **Main line of action 3:**
Promotion of UNESCO's role as a forum of anticipation and future-oriented thinking

190. Throughout the 2002-2003 biennium, UNESCO continued to promote future-oriented dialogue and debate in its fields of competence, notably through the Twenty-first Century Talks series. Two sessions of the Twenty-first Century Talks were thus organized during the first year of the biennium. The first, held on 18 June 2002, on the theme "Education for All: the unfulfilled promise", was one of the events aimed at promoting education for all and mobilizing the international community and UNESCO partners to fulfil pledges made at the Dakar Forum in April 2000, and was chaired by the Director-General. The second session was held in Barcelona (Spain) on 7 July 2002, in connection with the XIV International AIDS Conference. Organized with the help of the UNESCO Centre of Catalonia, and inaugurated by Mr Antonio Campos Muñoz, Director of the Carlos III Health Institute of the Spanish Ministry of Health and Consumer Affairs, this session focused on the theme "Twenty years after: what future for the fight against AIDS?". A special session of the Twenty-first Century Talks was held at UNESCO Headquarters on 28 January last, on the theme: "The Future of Water". This Talk, held on the occasion of the International Year of Freshwater and in the run-up to the Third World Water Forum in Kyoto, brought together four leading international experts: Mr Mahmoud Abu-Zeid, Egyptian Minister of Water Resources and Irrigation and President of the World Water Council (WWC), Mr Claude Allègre, member of the French Academy of Sciences and former French Minister of Education, Research and Technology, Mr Michel Camdessus, Chairman of the World Panel on Financing Water Infrastructure and former Managing Director of the IMF, and scientist and futurologist Charles Vörösmarty.

191. All three meetings received exceptional media coverage, and gave rise to numerous publications in the specialized media in different regions of the world. An article entitled "Winning the war against AIDS", which summarized the various issues examined during the Talk, was published by over 40 leading newspapers in different regions of the world. Two other articles, entitled "Education for All: the unfulfilled promise" and "Water is increasingly becoming a strategic issue", respectively, which summarized the Director-General's speeches at the opening of both Talks on education and water, were each published in more than 70 leading newspapers including the *International Herald Tribune* (Paris), *Al Hayat* (London), *A Folha de São Paulo* (Brazil), *South China Morning Post*, *Frankfurter Rundschau* (Germany), *The Hindustan Times* (India), *Ha'aretz* (Israel), *La Stampa* (Italy), *Le Figaro* (France), *Asahi Shimbun* (Japan), *Al-Ahram Weekly* (Egypt), *The Guardian* (Nigeria), *La Tribune de Genève* (Switzerland), *Danas* (Serbia and Montenegro), *Le Devoir* (Canada), *La Vanguardia* and *El País* (Spain).

192. In addition, the publication of new language versions of *Keys to the Twenty-first Century*, in Spanish, Arabic and Portuguese, heightened the awareness of the public and of decision-makers to major issues of the future. The UNESCO World Report *The World Ahead: Our Future in the Making*, which had already been published in French, English, Spanish, Polish and Catalan, was also published, during the course of the biennium, in Vietnamese and Arabic.

193. As regards the *UNESCO World Report*, reference should be made to cross-cutting theme 2, in paragraph #... of this document.

MAJOR PROGRAMME IV – CULTURE

Overall assessment

194. While the Culture Sector strived to pursue the three strategic objectives that concern it directly in the Medium-Term Strategy (31 C/4), namely objective 7, 8 and 9, the Sector's work was rendered even more challenging when faced with the urgent needs brought about by the conflicts in Afghanistan and Iraq. It was only possible to respond to the destruction and pillage of cultural heritage in these countries by urgent interventions in cases where UNESCO was able to forge innovative partnerships involving governments, private organizations and the scientific community in the field of cultural heritage.

195. The Sector pursued **strategic objective 7** on promoting the drafting and implementation of standard-setting instruments in the cultural field by the work on the Draft Convention for the Safeguarding of the Intangible Cultural Heritage. In June 2003, the draft convention was adopted by consensus by the meeting of intergovernmental experts for submission to the General Conference at its 32nd session.

196. Pursuant to 31 C/Resolution 26, experts convened in their personal capacity prepared a Draft Declaration concerning the Intentional Destruction of Cultural Heritage. The document is submitted to the 167th session of the Executive Board and subsequently to the 32nd session of the General Conference.

197. Considerable advances have been achieved as regards international normative action for the protection of cultural heritage. Accession of various new States Parties to the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property constitutes a major move forward in international cooperation for the safeguarding of cultural heritage and the 2001 UNESCO Convention on the Protection of the Underwater Cultural Heritage, received its first ratification. Innovative actions have also been taken

within the cooperation framework between UNESCO and the World Customs Organization to devise a draft export certificate specific to cultural property with a view to harmonizing standards for such certificates in order to improve the 1970 and 1995 UNIDROIT Conventions.

198. With regard to **strategic objective 8**, the safeguarding of cultural diversity and encouraging dialogue among cultures and civilizations, it is important to note that the United Nations General Assembly by resolution 57/249 welcomed the Universal Declaration on Cultural Diversity adopted by the General Conference at its 31st session, and the main lines of its Action Plan, and proclaimed 21 May "World Day for Cultural Diversity for Dialogue and Development".

199. At the request of a number of Member States, the Secretariat took forward the consideration of the opportunity of an international legal instrument on cultural diversity, which is the objective of the first paragraph of the Action Plan. The Executive Board at its 166th session analysed the Preliminary study on technical and legal aspects on the desirability of such an instrument and decided to inscribe this point on the preliminary agenda of the General Conference at its 32nd session.

200. Further to the proclamation by the United Nations General Assembly of 2004 as the International Year to commemorate the struggle against slavery and its abolition, a trans-disciplinary programme of activities involving all programme sectors has been prepared by the Secretariat.

201. The Global Alliance for Cultural Diversity was launched as a new experimental and evolving UNESCO initiative based on a system of flexible partnerships between committed public, private and civil society stakeholders, in cooperation with other concerned international organizations. Supporting diversity by strengthening local cultural industries as well as preventing piracy, the Alliance initiated 20 pilot partnerships projects in all regions.

202. The momentum created by the Universal Declaration on Cultural Diversity was paramount for further enhancing Member States' concerns for cultural issues in designing their development strategies corresponding to **strategic objective 9**, and with a view to enhancing linkages between culture and development. Apart from assisting national authorities in the design of their national cultural policy, UNESCO has been in a position to draw the attention of various international forums to the linkages between culture and development, the most important being the World Summit for Sustainable Development in Johannesburg, 2002.

203. UNESCO's work in the field of heritage conservation, with the involvement of local communities as well as design of integrated tourism management strategies for selected sites, was particularly successful, attracting extrabudgetary funding from numerous donors. The many activities initiated by Member States during the United Nations Year for Cultural Heritage, 2002, further proved that cultural heritage is a genuine factor in development processes.

204. Furthermore, the success of the programme in the field of crafts – where UNESCO participated in various regional crafts fairs and awarded the coveted UNESCO Crafts Prize – demonstrated the growing importance of crafts in national development plans. The immediate result is the increase in requests for capacity-building in design, production, and marketing, particularly with a view to improving the access of craftspeople and designers to the international market.

Programme IV.1:
Reinforcing normative action in the field of culture

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Subprogramme IV.1.1	1,068,900	1,014,794	95
Subprogramme IV.1.2	1,253,219	1,013,632	81
Programme IV.1	**2,322,119**	**2,028,426**	**87**

IV.1.1: Promotion of the Convention for the Protection of the World Cultural and Natural Heritage

04110 205. The World Heritage Committee adopted (at its 26th session, Budapest, June 2002) the following strategic objectives: strengthen the credibility of the World Heritage List; ensure the effective conservation of World Heritage properties; promote the development of effective capacity-building in States Parties; increase public awareness, involvement and support for World Heritage through communication. The Committee also revised its Rules of Procedure and its working and reporting method in order to give greater prominence to the decisions taken by the Committee. The Operational Guidelines for the implementation of the World Heritage Convention were also revised by the Committee and will enter into effect in March 2004.

206. The number of States Parties to the World Heritage Convention now totals 176 States Parties,[1] 12 of which have joined since October 2001. The total number of properties on the World Heritage List as of 5 July 2003 is 754 (582 cultural, 149 natural and 23 mixed). These properties are located in 128 States Parties (i.e. 48 States Parties do not have properties inscribed on the World Heritage List) and are regionally distributed as follows: Africa 60 properties, Arab States 56 properties, Asia/Pacific 149 properties, Europe and North America 382 properties and Latin America and the Caribbean 107 properties. One hundred and thirty two States Parties have submitted Tentative Lists of properties they may decide to nominate in future years. As for the List of World Heritage in Danger, the total number of properties as of 5 July 2003 is 35 (18 cultural and 17 natural).

207. As for effective conservation of World Heritage sites, 329 state of conservation reports of World Heritage properties (both on the World Heritage List and on the List of World Heritage in Danger) have been examined by the Committee since October 2001. To further assist States Parties in the conservation of World Heritage, a total of US $6,993,021[1] has been allocated as international assistance by the Committee (to 97 States Parties). Two Periodic Reports, one for Africa and another for Asia-Pacific States have been adopted by the Committee, as well as their respective Action Plans which include new regional programmes as follow-up to Periodic Reporting.

208. The International Congress "World Heritage 2002: Shared Legacy, Common Responsibility" (Venice, November 2002) and the nine associated workshops held to celebrate the 30th Anniversary of the World Heritage Convention gathered more than 600 experts from around the world to raise awareness of the World Heritage Convention and to discuss its evolution and future role. During the Venice Congress new partnerships were announced as part of the World Heritage Partnerships Initiative, which was launched on a trial basis for the period 2002-2007.

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[1] As of 20 June 2003.

209. The World Heritage Education Kit "World Heritage in Young Hands" has now been translated into more than 20 languages and a second edition has been published and commercialized. To maximize the use of these Kits eight teacher-training seminars have been organized. An International Conference on "World Heritage in Young Hands – a Dialogue among Civilizations" was held in Aswan/Cairo, Egypt, in February 2002.

IV.1.2: Meeting new demands in the area of standard-setting

04121 | **Main line of action 1:**
Draft convention concerning the protection of the underwater cultural heritage

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210. Following the adoption of the Convention on the Protection of the Underwater Cultural Heritage by the 31st session of the General Conference, an information and promotion kit about the new Convention in three languages was widely distributed. The first instrument of ratification was deposited with the Director-General by Panama on 20 May 2003. The Convention shall enter into force three months after 19 more instruments have been deposited. Two regional workshops on the subject were organized, in cooperation with UNESCO Kingston (June 2002), UNESCO Maputo (May 2003) and with the help of the ICOMOS-ICUCH Committee. A third workshop for Asia and South-East Asia and take place in mid-November 2003.

04122 | **Main line of action 2:**
Preparatory work for the implementation of the Second Protocol to the Hague Convention and follow-up to the implementation of the UNESCO and UNIDROIT conventions

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211. **The number of States Parties to the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two Protocols (1954 and 1999)** reached 105, the number of States Parties to the 1954 Protocol 87 and the number of States Parties to the Second Protocol 16. To make the Second Protocol enter into force, additional four acceptances, accessions, approvals or ratifications will be necessary. To facilitate the domestic implementation of the Second Protocol, the Secretariat commissioned a series of studies on institutional, military and penal aspects of this agreement.

212. Following the Recommendation adopted by the 10th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation (Paris, January 1999) the Secretariat organized an expert meeting on the elaboration of principles related to the settlement of disputes concerning cultural objects displaced in relation to the Second World War (Paris, December 2002). The results of this meeting were submitted, for consideration and eventual adoption, to the 12th session of the above Committee (Paris, March 2003), which decided to seek additional comments of UNESCO Member States.

213. Several regional conferences were organized in Lebanon, Russian Federation, Republic of Korea on the return of cultural property and the fight against its illicit trafficking in the context of the UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property 1970 – UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects 1995. Two Object ID training workshops took place in Jordan and Eritrea. Related information kits were elaborated and disseminated. The 12th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation was held at UNESCO Headquarters in March 2003.

04123 **Main line of action 3:**
Establishment of a conceptual and legal framework for a normative instrument
on the intangible heritage

214. An experts meeting took place in Rio de Janeiro in January 2002 with the aim of elaborating a working definition of the "intangible cultural heritage" and the objectives of a standard-setting instrument. Furthermore, two meetings of a "restricted drafting group" composed of legal experts were held in March and June 2002 as well as a meeting of experts on the terminology of the intangible cultural heritage for the purpose of producing a glossary. The material prepared in these meetings was the basis for the work of three intergovernmental meetings of experts in September 2002, February-March 2003, and June 2003. Their mandate was to define the scope, take forward the work on the preliminary draft text and enable progress to be made in the drafting of the preliminary draft convention for the safeguarding of the intangible cultural heritage. As a result, the draft convention adopted by consensus is ready for submission to the General Conference at its 32nd session.

04124 **Main line of action 4:**
UNESCO conventions and recommendations in the field of copyright and neighbouring
rights; follow-up of the implementation of the Florence Agreement and adaptation
of the concept of "fair use" to the digital environment

215. UNESCO continued to promote copyright, in particular through the formulation of draft legislation and the strengthening of procedures for the effective exercise of rights. It supported endogenous training of national expertise through the eight existing UNESCO Chairs and those of the UNITWIN/RAMLEDA network – 80 altogether – by strengthening national expertise in the various parts of the world and by producing new teaching aids. Technical assistance was provided for implementing standards for the protection of expressions of folklore in the Pacific Islands, and also for the establishment of a legal framework for protecting creativity, developing collective management and combating piracy, in Palestine. The publication of the e-Copyright Bulletin, in English, French and Spanish, and the publication of the Russian and Chinese printed versions significantly contributed to informing specialists and the public on topical issues.

216. In connection with the strengthening of the implementation of the 1980 Recommendation concerning the Status of the Artist, support was provided for the development of guidelines for social conventions and model provisions for national legislation governing relations between artists and employers (public and private). Moreover, initiatives involving NGOs specialized in the arts were undertaken for the creation of a world observatory on the status of the artist. A subregional meeting on the Social Rights of Artists for the MERCOSUR countries, Bolivia and Chile, was held in Santiago de Chile in November 2002.

217. Efforts made to encourage new accessions to the Florence Agreement and the Nairobi Protocol resulted in the completion of the Arabic version of the practical guide, which already existed in English, French and Spanish, and the carrying out of an exercise to evaluate their scope and adequacy at a global level. Finally, a fair balance between the entitlements of rights-holders and public interests in the digital environment was reaffirmed, essentially by identifying practices and needs of the communities concerned.

Programme IV.2:
Protecting cultural diversity and promoting cultural pluralism and intercultural dialogue

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Subprogramme IV.2.1	2,618,026	1,924,921	74
Subprogramme IV.2.2	2,616,700	2,017,170	77
Programme IV.2	**5,234,726**	**3,942,091**	**75**

IV.2.1: Safeguarding and revitalization of the tangible and intangible cultural heritage

04211 **Main line of action 1:**
Safeguarding of the tangible cultural heritage

218. Heightened international tensions during the biennium prompted the Organization to increase considerably its efforts for heritage preservation in pre-conflict and particularly post-conflict situations. This concerned **Afghanistan**, where the "carry-over" funds and the international seminar in Kabul (May 2002) enabled UNESCO to mobilize over $7 million for the sites of Jam, Heart and Bamiyan, the Kabul Museum and the protection of the traditional habitat. At its 165th session, the Executive Board set up an International Coordination Committee for the Safeguarding of Afghanistan's Cultural Heritage, whose first plenary session was held at Headquarters from 16 to 18 June 2003. Technical and scientific working groups had previously been organized on specific restoration projects.

219. In **Iraq**, the Sector took action before and immediately after the conflict in an endeavour to safeguard the country's heritage. Before the looting of the Iraqi Museum of Baghdad in April 2003, UNESCO strengthened its efforts to alert the international community to the need to protect Iraqi cultural heritage and about the risk of damage in case of armed conflict. Several measures were taken on learning of the pillage at the Iraqi Museum, UNESCO immediately alerted the governments of countries neighbouring Iraq, as well as the American and British authorities, to request their assistance in enforcing the control of borders to prevent the illicit traffic of Iraqi cultural property.

220. Three experts' meetings on Iraqi cultural heritage were organized by UNESCO (April 2003 and July/August 2003) to assess the situation and define the main lines of its coordination and emergency plan of action. The first meeting was convened by the Director-General at UNESCO on 17 April 2003, only one week after the looting of the Iraqi Museum. Some 30 international experts, as well as representatives of relevant governmental and non-governmental organizations, such as ICCROM, ICOM, ICOMOS and ALECSO, attended the meeting. The second meeting, held in London on 29 April 2003, was organized in cooperation with the British Museum and focused on the urgent needs for the rehabilitation of the Iraqi Museum in Baghdad.

221. The first two meetings resulted in a number of recommendations establishing urgent measures to protect Iraqi cultural heritage in general, fight against the illicit traffic of cultural property, prohibit the export of all artefacts of historical value from Iraq, and ban the international trade in objects of Iraqi cultural heritage. A special account for the Iraqi cultural heritage has also been opened for the rehabilitation of Iraqi cultural institutions, historic buildings and sites.

222. UNESCO was also invited to co-chair a meeting held in May 2003 at INTERPOL Headquarters in Lyon. It emphasized the need for worldwide cooperation in tracking down stolen cultural property and recognized the need to urgently set up a database of Iraqi stolen cultural property. The construction of the Iraqi stolen property database, undertaken in close consultation with INTERPOL and under the scientific leadership of UNESCO, was launched following the signing of a special agreement between the two institutions in Paris on 8 July 2003, within the existing UNESCO-INTERPOL Framework Agreement. This collaboration will also seek in the long term to establish international standards in cataloguing collections.

223. Two expert missions under UNESCO coordination visited Iraq in May and June, to carry out a preliminary assessment of the extent of damage and loss to cultural property in Iraq, and to provide an extensive assessment of the situation of the major monuments, archaeological sites and cultural institutions around the country to ensure an international coordination of efforts in the rehabilitation of the cultural heritage of Iraq. The conditions of museums, historic buildings, archives and libraries, and archaeological sites in the North and South of the country have been assessed. The assessments were made notably with the Director of the Iraqi Museum, the Director of Research, and the Director-General of the Iraqi Antiquities Department, and under the supervision of Ambassador Piero Cordone, the Advisor for Culture designated by the Coalition Provisional Authority.

224. On 23 May 2003, the United Nations Security Council issued resolution 1483, article 7 of which calls upon UNESCO to assist in taking "appropriate steps to facilitate the safe return to Iraqi institutions of Iraqi cultural property and other items of archaeological, historical, cultural, rare scientific, and religious importance illegally removed from the Iraq National Museum, the National Library, and other locations in Iraq", including by establishing a prohibition on trade in or transfer of such items and items with respect to which reasonable suspicion exists that they have been illegally removed.

225. A liaison expert has been recently appointed in Baghdad by the Director-General of UNESCO to ensure coordination between UNESCO, the Coalition Provisional Authority and the authorities responsible for Iraqi cultural heritage, in particular the Iraqi Department of Antiquities.

226. Finally, on 2 July 2003, the site of Ashur was inscribed on the UNESCO World Heritage List and on the World Heritage List in Danger. It is the second Iraqi site, after Hatra (1985), to be inscribed on the UNESCO World Heritage List.

227. On the basis of UNESCO's long experience in coordinating international efforts for the protection and rehabilitation of cultural heritage in post-conflict situations, a coordination meeting of UNESCO Member States was convened on 16 July to channel the offers of assistance towards a consolidated strategy for the rehabilitation and preservation of the Iraqi cultural heritage. The governments of Italy, Japan, Switzerland, Flanders and Turkey, generously offered their financial support for the implementation of field projects. Moreover, Italy contributed to the preparation of the UNESCO first experts' meeting in Paris in April 2003 and Japan financed the second UNESCO expert mission to Iraq as well as the third UNESCO experts' meeting in Tokyo on 31 July-2 August 2003. Switzerland's support enabled UNESCO to start the construction of the international UNESCO-INTERPOL database of Iraqi stolen cultural property. So far, other UNESCO Member States, such as Denmark, Germany, Greece, Hungary, Latvia, the Netherlands, Belgium, France, Norway, Poland, Spain, the Czech Republic and the United Kingdom, also expressed their willingness to contribute to the protection of the Iraqi cultural heritage, offering their financial support and/or technical assistance.

228. The third UNESCO experts' meeting was jointly organized by UNESCO and the Agency for Cultural Affairs of Japan in Tokyo from 31 July to 2 August 2003 and gathered 30 international experts to focus on the outcome of the two UNESCO assessment missions to Iraq, with particular regard to issues concerning the Iraqi Museum in Baghdad. The meeting recommended in particular to the Director-General of UNESCO that an international coordination committee for the safeguarding of Iraqi cultural heritage be established under UNESCO auspices based on its long experience acquired in Cambodia, Bosnia and, most recently, in Afghanistan. The establishment of an international coordination committee for the safeguarding of Iraqi cultural heritage is proposed to the 167th session of the Executive Board.

229. In **Palestine**, through extrabudgetary funds, *inter alia*, the Department of Antiquities was strengthened, for instance, by sending in an architect-restorer, and activities for the safeguarding of Nablus, Hebron, Bethlehem and Jericho were pursued, albeit in a difficult context, while grants were established for Palestinian students. In **Bosnia and Herzegovina**, the little bridge and the old Hammam of Mostar have been restored while the reconstruction of the Old Bridge, in partnership with the World Bank, will be completed by the beginning of 2004. In **Kosovo**, the museum in Pristina was restored and a high-level expert mission was sent there in March 2003 to prepare restoration projects. Other similar initiatives were organized between the **Democratic People's Republic of Korea** and the **Republic of Korea**, in **Cyprus**, in **Timor-Leste** with the World Bank, and also in several countries afflicted by war in Western and Central Africa.

230. Many other safeguarding projects financed by Member States were conducted in other parts of the world in pre- or post-conflict situations, with an emphasis on the resumption of intercultural dialogue and the preservation of sites which have many different cultural identities or are representative of the cultural heritage of minorities, in particular in several countries of Central Asia and the Caucasus, on Easter Island, in Benin, at Gorée, in Ethiopia, Mozambique, Tunisia and Mauritania, at Tyre in cooperation with the World Bank, in Egypt (Museum of Egyptian Civilization and the Valley of the Kings), the Islamic Republic of Iran, Pakistan, Indonesia, China and Cambodia. The 10th anniversary of the resumption of international safeguarding activities in Angkor will be celebrated next November in Paris in the presence of the President of the French Republic.

231. All these operational projects were accompanied by activities to train local specialists directly or with the support of regional specialist networks such as CENCREM, in the Caribbean, the African Heritage Schools and networks of specialists and museum curators. Under this heading, the new Integrated Management of Cultural Heritage initiative is currently being implemented by the Regional Bureau for Culture in Havana in cooperation with the Organization of Ibero-American States. Eight issues of *Museum International* were published, two of which are specifically devoted to new approaches to protecting heritage in the information society, and a significant effort was made to contribute to the enhancement of websites.

04212 **Main line of action 2:**
Safeguarding and revitalization of the intangible cultural heritage

232. As a follow-up to the first **Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity**, 14 action plans for the safeguarding and promotion of proclaimed Masterpieces are being implemented by Member States concerned, with the assistance of UNESCO and financed by the UNESCO/Japan Funds-in-Trust for the Safeguarding and Promotion of the Intangible Cultural Heritage. Five regional and subregional Workshops for the Promotion of the Proclamation of Masterpieces were organized by UNESCO in Japan (Tokyo, March 2002), Qatar (Doha, September 2002), Gabon (Libreville, March 2003), Tanzania (Zanzibar, June 2003) and

Malawi (Salima, June 2003). Four other workshops will be conducted in other regions during the Second Semester of 2003.

233. For the Second Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity, to be held at UNESCO Headquarters in November 2003, 65 candidature files (61 national and 4 multinational) have been registered. In the run-up to the registration, preparatory assistance was provided to more than 50 Member States for the preparation of candidature files, which allowed the States concerned to make an assessment of the situation facing their intangible cultural heritage, to proceed to a preliminary inventory of the heritage in danger of disappearing, and to elaborate national action plans for its safeguarding. The experience gained through the implementation of these activities relating to the Proclamation has had a considerable impact on national policy-making in Member States.

234. In March 2003 several scores of descriptive linguists and other specialists discussed the possible scope of UNESCO's future actions in the field of **endangered languages**. An enhanced online version of the World Atlas on Endangered Languages was launched in 2002, in cooperation with CI/INF, on the occasion of Mother Language Day. In 2002, nine short-form programmes on endangered languages were produced in partnership with Discovery Communications Ltd and the United Nations Works Programme, and internationally broadcast by Discovery Network in 2003. Six records have been published in the **UNESCO Collection of Traditional Music of the World**. At the same time, the Collection is going through a period of reorientation in consultation with relevant NGOs and publishers so as to enhance its international impact.

235. The project on **Women, the Intangible Cultural Heritage and Development** is being implemented in Iran and Cameroon and an expert meeting will take place at Headquarters in December 2003. The second awarding of the **Sharjah Prize for Arab Culture** is scheduled for September 2003. With the assistance of the Korean National Commission for UNESCO an updated version of the Guidelines for the Establishment of **Living Human Treasure Systems** was published. The UNESCO Regional Office for Culture, Havana, published two issues of the *Oralidad* magazine. UNESCO Phnom Penh supported the revitalization of four forms of traditional theatre, which were almost entirely lost during decades of conflict in Cambodia.

> **IV.2.2: Promotion of cultural pluralism and intercultural dialogue**

`04221` **Main line of action 1:**
Construction of cultural pluralism and strengthening of action in favour of indigenous peoples

236. The adoption by the General Conference, at its 31st session, of the **UNESCO Universal Declaration on Cultural Diversity** set the seal on a new commitment made by the Organization with a view to the defence of the "fruitful diversity of cultures", an objective laid down in its constitution. This Declaration, which responds to the challenges of globalization, raised in urgent terms the problem of the relationship between culture and development. It was in this context that it was mentioned during the World Summit on Sustainable Development (Johannesburg, August/September 2002) and that the General Assembly of the United Nations, in resolution 57/249 "Culture and development" (20 December 2002), invited all Member States, intergovernmental bodies, organizations of the United Nations system and relevant non-governmental organizations to ensure, in cooperation with UNESCO, the implementation of the Action Plan. Raising awareness of the principles of the Declaration has been based on a policy of widespread dissemination in all the official United Nations languages and in many national languages. In addition, the International Youth Parliament, in conjunction with UNESCO, has opened 10 regional workshops in order to

gather the comments of young people throughout the world, with a view to obtaining a "young people's version" of this Declaration. A series of publications has been produced with a view to explaining the basic concepts of the Declaration (No. 1 in the series: *UNESCO Universal Declaration on Cultural Diversity – a vision – a conceptual platform – a pool of ideas for implementation – a new paradigm* and No. 2: *UNESCO Universal Declaration on Cultural Diversity – comments and proposals*).

237. UNESCO has regularly been called upon in all regions of the world to contribute to a debate to define more clearly cultural policies based on mutual recognition of the values of diversity and the virtues of dialogue (for example, the Summit of the Francophonie on the dialogue of cultures, in Beirut, October 2002; the annual meeting of the Ministers of Culture of the International Network on Cultural Policy (INCP) Cape Town, October 2002; the symposium of the European Ministers responsible for Cultural Affairs of the Council of Europe, Strasbourg, January 2003; the World Social Forum, Porto Alegre, January 2003; the UNESCO-NEPAD International Seminar, Ouagadougou, March 2003; the "Stockholm+5" meeting of experts, Stockholm, May 2003; the Forum of Ministers of Culture of MERCOSUR, Asunción, May 2003; the Third International Congress on Culture and Development, Havana, June 2003).

238. Established by resolution 57/249 (20 December 2002) of the General Assembly of the United Nations, the **World Day for Cultural Diversity for Dialogue and Development** was celebrated at Headquarters on 21 May, in association with the NGO-UNESCO Joint Programme Commission for a meeting on "Dialogue of cultures for peace" and with the French-speaking group at UNESCO for a panel discussion on the theme "Cultural diversity, its challenges and the desirability of a convention". As a result of close interaction with the field offices it was possible to raise awareness among the general public in many Member States on the benefits of the synergy between diversity, dialogue and development at conferences and symposia organized in celebration of the Day.

239. In response to the Action Plan of the Declaration and to the request of the Executive Board, a study was undertaken to examine the desirability of a binding instrument that would follow up the Declaration. A **preliminary study of the technical and legal aspects of the desirability of a standard-setting instrument on cultural diversity** was submitted to the Executive Board at its 166th session (166 EX/28). By 166 EX/Decision 3.4.3, the Executive Board invited the Director-General to submit to the General Conference at its 32nd session a report relating to the preliminary study and the Board's observations and decisions thereon (see document 32 C/52).

240. The project "Towards a plural cultural identity in a region of intercommunity tension", implemented thanks to a contribution from Italy, seeks to create the conditions for acceptance of a wide diversity of cultural factors and for a peaceful relationship between communities. Young people of different backgrounds have been encouraged to participate in various activities: training workshops (**intercultural mediation**/management of cultural projects); publication of a training manual; publication and promotion of instructional brochures to awaken intercultural sensitivity; film on young people in the Balkans; presentation of multiculturalism in the urban fabric by means of noticeboards placed in local neighbourhoods.

241. As part of its **programme in favour of indigenous people**, UNESCO has supported pilot projects and case studies in the areas of cartography and the revitalization of cultural resources: in South Africa (San), in Gabon (Pygmies), in the Philippines (Lumad), in Colombia (Ticuna), in Samoa (Melanesians from the Solomon Islands), in Fiji (Banaban), in Argentina (Mapuche), in Bolivia (Uru de Iruitu) and in Mexico where activities relating to nine indigenous communities have been financed by Japanese extrabudgetary funds . The Secretariat has participated in the work of the United Nations carried out in the context of the International Decade of the World's Indigenous People, in particular, by making a substantial contribution to the meetings of the Permanent Forum

on Indigenous Issues in May 2002 and 2003 and to the Fellowships Programme for indigenous people. An inter-agency consultation workshop "Pygmy Peoples, Human Rights, Development and Cultural Diversity" was organized by the United Nations Office of the High Commissioner for Human Rights in conjunction with ILO and UNESCO (Yaounde/Mékas, Cameroon, November 2002). This subregional workshop, which was attended by pygmy organizations from six states in the region (Burundi, Cameroon, Congo, Democratic Republic of the Congo, Gabon and Rwanda), drew up a strategy for the projects to be carried out to help these communities.

04222 **Main line of action 2:**
Encouraging intercultural dialogue for the promotion of universal values

242. The Organization continued work on the completion of the general and regional histories: *General History of Latin America* – Volumes IV and V have been published (May 2002 and April 2003), Volume VI is at press, and Volumes VII, VIII and IX are at an advanced stage of preparation; *History of Civilizations of Central Asia* – Volume V has been published (April 2003) and the final volume (VI) is at an advanced stage of preparation; *History of the Scientific and Cultural Development of Humanity* – publication of Volume VI is planned for the end of 2003 and the final volume (VII) is at an advanced stage of preparation; *Various Aspects of Islamic Culture* – publication of Volume V is planned for October 2003 and that of Volume VI for 2004.

243. In the framework of the interreligious dialogue programme, a symposium was organized on "Science and Spirituality along the Silk Roads" (September 2002), the tangible result of which will be the creation of a UNESCO Chair on this theme in Almaty (Kazakhstan). This Chair will join the network of UNITWIN/UNESCO Chairs in intercultural and interreligious dialogue which is being developed. A meeting of European Chairs was held in July 2003 within the framework of "Project: Interfaith Europe" in Graz, European Capital of Culture. The World Scout Jamboree held in Thailand mainly focused on the theme of interreligious dialogue. A workshop organized and led by UNESCO was set up for young people from all continents. The closing ceremony of this event brought together spiritual leaders, who addressed a message to young people. On the occasion of the 35th anniversary of the creation of the "Auroville Universal Township in Tamil Nadu", an exhibition on Auroville (India) was held at Headquarters in April 2003, at the same time as a symposium on "Auroville, an example of cultural diversity". These events were jointly organized by the Delegation of India and the "Auroville Foundation", with the support of UNESCO. The international symposium entitled "A spiritual order in the world: the Sufi path of the Shadhilis" took place in the Library of Alexandria (Alexandria, Egypt) in April 2003. This symposium was intended to show another way of conceiving interreligious dialogue and follows other similar initiatives in Bukhara and Kabul. The symposium on "Buddhist-Muslim dialogue", jointly organized by NGOs and a UNESCO Chair in interreligious dialogue, with the support of the Secretariat at Headquarters in May 2003, gathered eminent persons from South-East Asia. The report of this meeting is available in English.

244. Under the **Arabia Plan**, preparatory work for the production of a documentary film on the Arab cultural heritage proceeded with a view to its presentation at the 32nd session of the General Conference, before its widespread regional and international release. An exhibition on "Arab Heritage and Civilization" was also organized in April 2003. In the framework of the project entitled "**Navigation of knowledge: Network of historical Mediterranean dockyards**" which receives a substantial subsidy from the European Commission, the first activities concerned, *inter alia*, the creation of the Internet portal by the various multimedia centres coordinated by the Consortium Pisa Ricerche (Italy). The "First International Days for Mediterranean Maritime Heritage" took place in Villefranche-sur-Mer in March 2003 with the participation of all the partners (Algiers, Barcelona, Cyprus, Malta, Pisa, Tunis and Villefranche). The network of partners

was broadened through the participation of the dockyards of Dubrovnik, Marseille, Palermo and Venice. The **Network of Mediterranean protected areas, parks and gardens**, organized by the Rabat Office, should be launched at the end of 2003 in Marrakesh.

245. Three meetings of the Task Force on UNESCO Activities relating to the Study of the Slave Trade and its Implications provided for better coordination, through an intersectoral approach, of **The Slave Route** project, the initiatives for Gorée and the celebration of **2004** as the **International Year to Commemorate the Struggle against Slavery and its Abolition**. An exhibition presented the achievements of **The Slave Route** project in October 2002, at the 166th session of the Executive Board. The works *Déraison, esclavage et droit : les fondements idéologiques et juridiques de la traite négrière et de l'esclavage* and *Montesquieu, Rousseau, Diderot : du genre humain au bois d'ébène* were published by UNESCO. As part of the cultural tourism component of The Slave Route project, inventories were drawn up of sites and places of memory in Africa and the Caribbean. The programme for the collection of oral traditions in the Indian Ocean is still being pursued, and a work entitled *Les sources orales de la traite négrière en Guinée et en Sénégambie* has just been published. Several Internet sites have been launched in cooperation with UNESCO. A concert by the Afro-Peruvian band "Sol Negro" and a seminar on "the legacy of slavery in the Caribbean" further highlighted the cultural interactions derived from the slave trade and slavery.

246. In pursuance of 31 C/Resolution 28, a report including a draft programme for the 2004 commemoration, prepared on the basis of consultations with the project's scientific committee members and the Member States, will be submitted to the General Conference at its 32nd session (32 C/14). The Gorée Memorial project is focused on the creation, in close cooperation with the Senegalese authorities, of a centre for research, documentation and information on slavery – a link in a network of similar centres. The creation of this centre, possibly in conjunction with current presidential projects, would be consistent with the content of the initial project and would foster ties with The Slave Route project, the 2004 commemoration and the restoration programme for the island of Gorée.

247. Within the framework of the **Project on Intercultural Dialogue in Central Asia**, UNESCO contributed to the International Scientific Conference on "Central Asian Civilizations: Sedentary and Nomadic. Traditions and Innovation" organized by the International Institute for Central Asian Studies in Samarkand in September 2002. The geographical scope and databases of the research programmes on petroglyphs and caravanserais in Central Asia were enlarged and networks of Central Asian specialists have been established. In commemoration of the completion of the UNESCO Hirayama Fellowship Programme, a UNESCO International Symposium on the Silk Roads was organized in Xi'an, China, in November 2002. An interactive CD-ROM on "Cultural Diversity along the Silk Roads" was produced for internal use in January 2003 with a special section on Central Asian countries, including Afghanistan. It is essentially based on photographic and film material brought back from the Expeditions organized by UNESCO along the ancient Silk Roads. A series of cultural manifestations: "The Week for Afghanistan" organized with Open Asia France (NGO) in April 2003 at UNESCO Headquarters, a photography exhibition, a cultural show of solidarity "Caravan of Peace: Destination Afghanistan"; presentation of two publications, "The Caravan of Poems" and "The Caravan of Light": an anthology of poems and texts for Afghan youth and adults in the framework of the cultural project on "Caravanserais: One Thousand and One Poems for Peace and Democracy in Afghanistan", based on the contributions of writers and poets of more than 45 nationalities sensitive to the future of Afghanistan. These publications were published in Kabul and distributed in Afghanistan.

248. The Academic Council and General Assembly of the International Institute for the Study of Nomadic Civilizations were held in Almaty in May 2003 in the framework of the International Conference on "**Urbanization and Nomadism in Central Asia: History and Challenge**",

organized by the Institute of Oriental Studies of Kazakhstan. An International Conference on "The Role of Women in Intercultural Dialogue in Central Asia" organized jointly with UNESCO Almaty in Dushanbe (Tajikistan) in June 2003 thanks to the contribution of the UNESCO/Japan Funds-in-Trust. Participants from 12 countries exchanged knowledge and best practices, discussed positive thinking regarding women's active role in building and nurturing a lasting intercultural dialogue and peace in Central Asia as well as emphasizing the role of women in culture and sustainable development in a globalized world. The outcomes of the Conference included the need to develop recommendations on maintaining dialogue among women's organizations through the creation of the Central Asian Women's Cultural Network with special attention to women artists, artisans and journalists.

249. A week of intercultural dialogue between the Baltic countries and the Caucasus was organized by the Lithuanian National Commission in Vilnius in June 2003 in close cooperation with the UNESCO Office in Moscow and also with the Ministers of Culture and National Commissions of the countries concerned and the Council of Europe. This event, held under the auspices of the **Caucasus project**, not only provided a basis for formal and informal cultural exchange between artists and culture specialists, and for developing cultural cooperation between the Baltic countries and the South Caucasus countries, but above all for drawing up an important series of recommendations with regard to the implementation of the project. The Secretariat participated in the organization of a round table entitled "Safeguarding Cultural Heritage, Mountain Ecology and Sustainable Development" held on the occasion of the Republic of North Ossetia-Alania Days on 1 April 2003.

04223   **Main line of action 3:**
Promotion of cultural diversity in cultural goods and services

250. UNESCO's action in **cultural industry capacity-building**, particularly with respect to books and publishing, continued in Africa, Asia and Latin America and the Caribbean, in cooperation with regional organizations including CERLALC, ACCU and the APNET network. It also involved the sponsorship of regional book fairs and markets and of film festivals such as the Pan-African Cinema and Television Festival of Ouagadougou (FESPACO, Burkina Faso).

251. The assignation of ISBN identifiers to all eligible applying international agencies was pursued. UNESCO also attended the sixth meeting of the Working Group set up by the International Organization for Standardization (ISO) to revise the International Standard Book Numbering (ISBN) system. Having being represented in the Working Group, the Secretariat has taken an active part in the revision process from the beginning, which is aimed at updating and adapting the ISBN system to deal with the demands of digital publishing.

252. A major innovation in the field of translation was the publication online of the **Index Translationum**'s database, with the installation of a computer tool for the use of translation statistics as cultural indicators, the publication of the 9th cumulative edition on CD-ROM and the preparation of the 10th edition, integrating some 80,000 new bibliographic entries. Moreover, a **Clearing House for Literary Translation** was made operational in the form of a web portal connecting over 400 research and translation centres, support institutions and publishers. Its purpose is to collect and disseminate useful information for the development of translators' and publishers' activities, to set up a forum for debate and dialogue between the various actors involved in literary translation and to disseminate the portfolio of available translation rights, for instance, in international literature.

253. With regard to Knowledge of Representative Works of World Literature, several guide lists concerning literature for translation – including in Braille – were established and placed online in cooperation with professional and academic organizations and a consultation of National Commissions was initiated. Furthermore, 22 additional works of world literature were included in the historic list of the Collection of Representative Works. Along the same lines, a list of representative works of world cinema is being drawn up with the support of the International Council for Film, Television and Audiovisual Communication (IFTC).

254. The arrangements for the **World Book and Copyright Day** were strengthened by renovating the website for the event – celebrated regularly in some 100 countries – and the World Book Capital project, implemented by professional organizations with UNESCO's support, began with Madrid (2001), followed by Alexandria (2002) and New Delhi (2003). The promotion of access to Arabic literature was also continued through the Kitâb fî Jarîda project, for which UNESCO provided financial assistance until December 2002.

255. Launched in 2002, the **Global Alliance for Cultural Diversity** has 140 members ranging from small and micro-enterprises, creators, managers in the performing arts, and multi-national companies to foundations, NGOs, governmental bodies, and individuals with expertise in the various creative industries. In addition, it conducts extensive correspondence and exploitation of contacts with other United Nations bodies such as UNCTAD, ILO and WIPO. A plan of action was established for the short and medium term. Innovative partnering devices were created such as a web-based partners' database and the publication of Global Alliance Tools designed to service Global Alliance partners effectively developing their cultural industry enterprises and projects. Twenty pilot partnerships projects are focusing on professional and business training. The three partnership project types are: "people-to-people", institution-to-institution and wide-ranging (involving major policymaking review and/or update). In the various cultural industries including books, publishing, music, cinema, multimedia crafts and design, as well as actions to prevent piracy, they are being developed in Algeria, Argentina, Central American Countries, China, Cuba, Colombia, Jamaica, Lithuania, Lebanon, Peru, Senegal, Russian Federation, United States and Zimbabwe.

Programme IV.3:
Strengthening links between culture and development

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Subprogramme IV.3	2,343,513	1,946,496	83
Programme IV.3	**2,343,513**	**1,946,496**	**83**

04301 **Main line of action 1:**
Assistance to Member States for the formulation of their cultural policies

256. UNESCO has continued to provide **support to Member States in the area of cultural policy** and to make culture part and parcel of development. In this connection it provided, in Africa, technical assistance to Liberia, Malawi and the Central African Republic. It also lent its support for the implementation of the National Plan for Culture in Botswana and the creation of cultural micro-enterprises in Togo. In Latin America, a number of technical assistance missions were carried out in Peru, the Dominican Republic and Honduras to assess the cultural policies of these countries and incorporate them in a national development strategy. In Guatemala, UNESCO participated in the

Cultural Authorities' National Congress on the cultural approach to development. In Asia, activities on cultural policies were carried out in the Philippines and Timor-Leste. In Afghanistan, the programme of support for traditional music was launched in May 2003, with the ambition of making it the mainstay of the country's policy. Always very keen to promote reflection on "culture and development" at the highest level, UNESCO organized, on the occasion of the meeting of the Economic and Social Council in Geneva in June 2003, a round table at ministerial level on the "role of culture and traditions in rural development".

257. **The Observatory for Cultural Policies in Africa** (OCPA), set up in April 2002, participated, as part of the follow-up to the Stockholm Action Plan, in preparing the Pan African Cultural Congress (scheduled to take place at the end of 2003), organized by the African Union with the support of the Ford Foundation. The Observatory of Urban Cultural Policies in Montevideo carried out a study on "Urban Cultural Policies" on the basis of a survey of a dozen or so cities in Latin America, the Caribbean, Eastern Europe and Asia and the Pacific, which shows the benefits of cultural policies for local development.

258. The African Itinerant College for Culture and Development, backed by UNESCO in 2002, published three works: *Manual for the Teaching of African Culture and Development*, *Proceedings of an International Conference on the Cultural Approach to Development in Africa*, and *Directory of African Experts in Culture and Development*, intended for **cultural promoters** (published in cooperation with the International Development Research Centre (IDRC) of Canada). In cooperation with the Catholic University of Paraguay and the German Konrad Adenauer Foundation, UNESCO has published the book *Pensar la Mundialización desde el Sur*, which brings together in two volumes 70 contributions from Ibero-American and European specialists reflecting on the impact of globalization on **development and cultural diversity**. Some of the planned activities could not be carried out. Thus, for example, a number of activities on cultural policies which had been initiated in Africa could not be successfully completed because of the conflictual situation in the countries concerned.

259. Following the recommendations of the experts meeting "**Cultural Policies: Training and International Cooperation**" (Paris, November 2000), UNESCO launched several surveys in order to analyse the situation in provision of education, training and capacity-building in cultural policies and management. The main objective was to improve the provision and quality of training through reinforcement of international exchange and cooperation of professionals between and within the regions. The study covering Europe, the Russian Federation, the Caucasus and Central Asia has already been published and widely disseminated. The studies for Africa, the Arab Region and South-East Asia will be published before the end of the year and a study for Latin America and the Caribbean is in preparation. Two subregional meetings on education and training in the field of cultural policies and management were organized in Africa (December 2002, Kenya) and APA (UNESCO/ICCROM Asian Academy for Heritage Management). A study on new training needs and professional profiles of cultural development personnel in Latin America and the Caribbean was completed and is currently in print. Cooperation with UNESCO Chairs, international NGOs, foundations and existing networks was strengthened through participation in research projects and conferences, and development of several training projects putting issues on UNESCO's agenda in the forefront (South-East Academy for Training of Trainers, Bulgaria, June 2003, seminar on "Culture as a motor of local development" and the "International Conference on Cultural Management and Education and Training", Italy, June 2003). Two "information days" were held at UNESCO Headquarters for students of UNESCO Chairs from Spain and Togo.

260. The international symposium "**Statistics in the Wake of Challenges Posed by Cultural Diversity in a Globalization Context**", organized by the UNESCO Institute for Statistics, was held in Montreal in October 2002. The symposium, which was attended by more than 60 researchers in

national and international statistical data and users, aimed at the development of a new framework for cultural statistics appropriate to the situation of developing countries. To that end, a meeting of experts on "cultural indicators: their contribution to the study of the economy and culture" took place in May 2003 in Mexico, with the participation of a hundred or so experts and public authorities.

261. UNESCO continued to work with Member States in support of tourism policies and strategies which contribute to the preservation of cultural diversity and local development. Following the seminar on "Culture, tourism and development in West Africa", four studies were carried out on Burkina Faso, Ghana, Mali and Niger, each including a specific project for submission to cooperation agencies. With the support of UNESCO, the National Commissions of the three Baltic States – Estonia, Latvia and Lithuania – organized simultaneously a national seminar to devise national cultural tourism strategies. A working group was established and met in Pärnu (Estonia) in December 2002 to study a draft regional strategy incorporating the principles of the UNESCO Universal Declaration on Cultural Diversity.

262. The UNESCO Regional Office for Culture, Havana, in cooperation with the Forum of Ministers of culture in Latin America and the Caribbean, prepared two meetings of the Pro tempore Secretariat and supported the organization of the 13th Forum of Ministers, in Cuenca, Ecuador. The Portal of Culture in Latin America and the Caribbean has become a paramount instrument to ensure a more systematic, permanent, dynamic and articulated work among the ministries of culture and cultural institutions of the region. Furthermore, the office supported the holding of the third International Congress on Culture and Development in Havana, June 2003.

04302 Main line of action 2: Promotion of arts and crafts

263. In the field of **arts education** (i) a reference portal on formal and informal art education called LEA-International was set up. It presents examples of best practices in the different arts in schools, particularly in the Arab States, Latin America and the Caribbean and the Pacific, where regional expert meetings were also held, as well as a network of international specialists in selective bibliographies and works by experts. In addition, the site World Directory for Musical Education and Professional Perspectives now contains more than a thousand entries, spread over 80 Member States; (ii) three long training workshops on poetry, theatre and music in schools were organized in Peru, Senegal and Togo. More than 300 young children/adolescents followed these training courses for nearly six months. The impact of the workshops on the cognitive development of the children and adolescents will be evaluated in 2004/2005; (iii) a regional meeting of drama schools was held in Quito, Ecuador (July 2003).

264. **Support was provided for various major cultural and artistic events**, primarily the African festivals of music and the performing arts, FESPAM and MASA. The UNESCO Prize for the Promotion of the Arts was awarded to five young artists during the Cetinie Biennale (Montenegro). Ten or so fellowships and study grants in various artistic spheres were also accorded to young artists in Latin America and the Caribbean and to professionals in the African arts, so that they can present their work at major conferences and international symposia. In relation to the activities aimed at raising awareness among Member States of World Poetry Day, the website was updated. Under the framework agreement with UNESCO, International PEN published poetry by young writers from developing countries, particularly in Latin America and the Caribbean and in Africa. UNESCO Venice cooperated with the Venice Biennale in hosting the pavilion of Bosnia and Herzegovina at the 2003 Biennale.

265. Through UNESCO's support, **NGOs having concluded framework agreements with UNESCO** (the International Music Council (IMC), International PEN and the International Theatre Institute (ITI)) admitted new members in the developing countries, thereby strengthening their network role, and contributed to the organization of seminars and professional meetings (Egypt, Mexico, Senegal, the former Yugoslav Republic of Macedonia, Tunisia, Lebanon, Democratic Republic of the Congo, Jordan, etc.). IMC has also carried out activities to promote modern music, such as radio broadcasts of 10 or so contemporary musical works from some 10 geocultural regions chosen from IMC's musical rostra. A major activity by ITI focused on the training of actors in specific techniques pertaining to the performing arts, primarily in cooperation with the UNESCO/ITI Chair of Theatre (Romania), in which around 30 drama schools, mostly European and Asiatic, took part.

266. Technical assistance for **crafts** development programmes was provided respectively to Bolivia on the occasion of the first International Crafts Fair in La Pax (FIPAZ, May 2002), to Lebanon (June 2002) for the setting-up of a subregional crafts training centre, to Peru (March 2003) under the project *Camino de los Incas* and to Colombia (April 2003) under the programme financed by the Ford Foundation. Access to the international market for creative craftworkers and young designers was improved by awarding the **UNESCO Crafts Prize** for Africa (SIAO, October 2002), the Arab States (September 2002), Latin America (FIDAR, Mexico, November 2002) and Asia and the Pacific (March 2003), and also the exhibition of all the UNESCO Crafts Prizes since 1992 at the Florence Crafts Fair (April 2002) and the exhibition at Headquarters of the work of the 64 prizewinners of the DESIGN 21 competition (30 September-25 October 2002). With regard to the training of trainers, 17 craftworkers from five Central Asian countries attended a workshop on renewable materials and the design of new products (Almaty, November 2002) and 10 craftworkers from Central Africa attended a workshop on the theme *Jewellery and fashion accessories* (Douala, June 2003). Studies by the Sector were carried out in the countries of the Central American region.

04303 **Main line of action 3:**
Contribution of culture to the implementation of the Dakar Plan of Action:
promotion of reading and art education

267. The **UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance** was awarded in 2003 to Antonio Skármeta of Chile in the category of fiction for children for his book *La Composición*, and to Jenny Robson of South Africa in the category of books for young people for her novel *Because Pula Means Rain*. Concerning the follow-up to the programmes **Books for All** and **Bibliobus para Centroamérica**, a mobile library equipped with its own stock of books was provided to the national library networks in Guatemala, El Salvador, Honduras and Panama. In addition, the introduction of a global partnership strategy for the donation of books and mobile libraries and the negotiation of a protocol for action between different partners was launched in order to continue the activities undertaken while introducing the approach to other regions of the world. As a result of partnerships with European and North American NGOs endowed with operational capacities on the ground, several initiatives for donating works published in Africa and elsewhere were undertaken in support of African libraries.

MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

Overall Assessment

268. At the outset of this overall assessment, it is appropriate to note that the implementation of the Communication and Information Programme in the 2002-2003 biennium has been done against the

backdrop of several important developments and trends on the international scene. Prominent among these developments is the seemingly unrelenting globalization process marked by the phenomenal growth and spread in communication and information technologies (ICTs), especially Internet and advances in software and multimedia applications. In tandem with these processes, there has been an increasing concern among the international community about the growing digital divide – not only between developed and developing counties but also in terms of gender, geographical locations of populations within countries, linguistic, generational and other factors. Another significant development which has shaped the implementation of the Communication and Information Programme in the past 18 months is the series of international and regional preparations for the World Summit on the Information Society (WSIS), the first phase of which will take place in Geneva, Switzerland, from 10 to 13 December 2003.

269. The globalization process coupled with the rapid development and spread of ICTs require an understanding and knowledge about the potentials of the new technologies for development; global awareness of issues related to the information society; and better global understanding of its ethical, legal and socio-cultural challenges. In this respect, UNESCO's active involvement in the preparations for WSIS, through conferences, meetings and consultations with governmental, non-governmental and civil society groups in different regions of the world, including the First and Second Preparatory Committee meetings (PrepCom I and PrepCom II) held in Geneva in July 2002 and February 2003, and its hosting in Paris (July 2003) of the intersessional meeting of the Preparatory Committee to refine the working documents for the Draft Declaration of Principles and the Draft Plan of Action, has contributed to shaping a common vision and principles for the information society. The work of UNESCO's Observatory on the Information Society which, since the beginning of the biennium, has expanded its linguistic and regional coverage to all areas of the world, is equally making significant contributions to a better understanding globally of ethical, legal and socio-cultural challenges of the information society.

270. However, the predominant features of the emerging information society, notably exclusion, inequalities and the dangers of overemphasis on technology and infrastructure to the detriment of content, diversity, inclusiveness and other socio-cultural and political factors, have given impetus to UNESCO to initiate international debate and reflections on a multidimensional concept of "knowledge societies" characterized by cultural and linguistic diversity, equal access to education, universal access to information, and freedom of expression. The subject of "building knowledge societies" is the main theme of the general exhibition during the 32nd session of the General Conference for which the Communication and Information Programme has been assigned the lead responsibility; the exhibition will also be mounted in Geneva during the WSIS. "Towards knowledge societies" will similarly be the theme of a Ministerial Round Table of Commission V during the General Conference and a High-Level Colloquium which UNESCO will organize in Geneva on 9 December on the eve of the first World Summit. Moreover, it is envisaged that the Draft Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace, which will be submitted to the 32nd session of the General Conference for consideration and adoption, will contribute to building knowledge societies. The Draft Recommendation has been the subject of intensive discussions and consultations during the past 18 months of the biennium and is formulated as a legal instrument on equitable access to information and the development of multi-cultural knowledge societies, with guidelines on the preservation of cultural and linguistic diversity. To enhance its efforts to stimulate cultural diversity and improve the quality of endogenous television production and broadcasting in developing countries, UNESCO has set up (in September 2002) a Programme for Creative Content. The programme, which operates in close collaboration with the Global Alliance for Cultural Diversity in the Culture Programme, aims at promoting the expression of cultural and linguistic diversity through radio, television and new media.

271. A further development which provided some context for the work of the Communication and Information Programme during the 18-month period under review is the heightened concern about press freedom, safety of journalists, media independence and pluralism in the wake of terrorist attacks and of the measures taken to prevent these. Some of these measures have severe implications for freedom of expression as a fundamental human right, press freedom and the safety of media professionals in their work. They also affect the independence and pluralism of the media as purveyors and disseminators of news and information. In this regard, UNESCO used the celebration of World Press Freedom Day (3 May) in 2002 and 2003 to organize international conferences in Manila, the Philippines (May 2002) and Kingston, Jamaica (May 2003) as well as to support several special events which focused international awareness on some of the contemporary factors which impinge on freedom of expression and press freedom. Given the extensive coverage the activities receive in the world media, the celebration of World Press Freedom Day and the annual award of the UNESCO/Guillermo CANO World Press Freedom Prize provide a unique opportunity to enhance the global visibility of UNESCO as the lead international organization which promotes the principles of freedom of expression, press freedom and the rights of journalism.

272. There is also an increasing worldwide trend to devise strategies, mechanisms and actions on using ICTs in support of development and poverty eradication programmes. UNESCO has participated in this process through continued support for the development of community multimedia centres and multi-purpose telecentres in a number of countries in Africa, the Caribbean and Asia-Pacific – action which is aimed at improving access to and participation of poor and marginalized communities and groups in the knowledge society. Similarly, there is still a persistent need for improved professional training and improved capacities of communication and information trainers, especially in the use of ICTs in their professional work. During the period under review, UNESCO responded to this need with support for a number of diverse training programmes in different regions.

273. In organizational terms, two significant developments in the implementation of the Communication and Information Programme during the 18-month review period are worth mentioning here. The first is the coming into full operation of the Information for All Programme as a mechanism for pursuing international cooperation in building an information society for all through measures designed to narrow the digital divide. The second is the reforms within the International Programme for the Development of Communication (IPDC) aimed at ensuring greater efficiency and transparency of the Programme and at reinforcing its role as a catalyst for strengthening communication capacities in Member States. There are ongoing efforts to bring about synergies between the two intergovernmental programmes in the Sector whilst maintaining their distinct characteristics and roles.

274. All in all, as shown in the succinct presentation by main lines of action, the achievements of the various actions undertaken in the communication and the information programme indicate that, in general, during the 18 months of implementing document 31 C/5, substantial progress has been made towards reaching the three principal strategic objectives which the Medium-Term Strategy for 2002-2007 (31 C/4) assigns to the Programme: (i) promoting the free flow of ideas and universal access to information; (ii) promoting the expression of pluralism and cultural diversity in the media and world information networks; and (iii) promoting access for all to information and communication technologies, especially in the public domain.

275. In implementing the Communication and Information Programme, UNESCO has actively collaborated with a number of international, regional and national NGOs, professional institutions and civil society groups working in the areas of mandate of Programme V. It also strengthened partnerships with several intergovernmental organizations, especially the ITU, UNDP, FAO and the European Commission. As regards contribution to the Millennium Development Goals, it should be

observed that two goals are most relevant to the mandate of Major Programme V, namely, reducing extreme poverty by half by 2015 and making progress towards gender equality and the empowerment of women by 2005. Access to relevant information and knowledge, opportunities to freely express one's views and opinions and enhanced participation in decision-making about development programmes by all segments of society, particularly women and youth, constitute some of the most crucial ingredients for attaining those goals. Consequently, the overall goal of the Sector's actions in supporting community multimedia centres, multipurpose community telecentres, public service broadcasting, libraries, archives, information services and networks as well as in developing human resources and capabilities in the use of ICTs is to increase access to information and knowledge required for development. In the same vein, the actions in promoting freedom of expression, democracy and peace and in strengthening communication and information capacities are designed to enhance social participation in development programmes and to increase the contribution of communication and information in programmes for social change, development and reduction of extreme poverty.

276. A major challenge which faces the Communication and Information Sector, as other Sectors of UNESCO, is how to harness the potentials and opportunities offered by ICTs to improve and extend the reach as well as effectiveness of its programmes in the Member States. In this regard, during the review period, the Sector initiated discussions both internally and house-wide on the need for thorough analysis and review of the current modalities for programme delivery. Draft document 32 C/5 shows that the Communication and Information Sector intends to lead the way in using some new modalities in implementing its programmes.

Programme V.1:
Promoting equitable access to information and knowledge, especially in the public domain

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Subprogramme V.1.1	1,563,590	1,160,961	74
Subprogramme V.1.2	3,345,072	2,260,677	68
Programme V.1	**4,908,662**	**3,421,638**	**70**

V.1.1: Formulating principles, policies and strategies to widen access to information and knowledge

05111 **Main line of action 1:**
Establishing an international framework for narrowing the digital divide through the "Information for All Programme"

277. During the reporting period, the Intergovernmental Council of the Information for All Programme (IFAP) became fully operational. It held two sessions at UNESCO, Paris (April 2002 and April 2003), during which it elected its President and Bureau and expressed support for UNESCO's participation, along with other international organizations, in developing a common approach to addressing the digital divide. The Bureau of IFAP, which was elected in April 2002, met three times (April 2002, September 2002 and April 2003) at UNESCO, Paris. The Council adopted guidelines for virtual meetings of the IFAP Council and its Bureau and conditions and criteria for admission to meetings of the Council for representatives of intergovernmental organizations and non-governmental organizations. It also established criteria for the design and

implementation of extrabudgetary projects as well as guidelines for the management, promotion and strengthening of the special fund for the Programme. Finally, it adopted guidelines for the creation of national coordination frameworks or mechanisms for the Information for All Programme.

278. The Council also discussed the following two texts: (i) the Draft Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace which focuses on equitable access to information and the development of multicultural knowledge societies and features guidelines on the preservation of cultural and linguistic diversity. A revised version of the Draft Recommendation will be submitted for adoption to the 32nd session of the General Conference; and (ii) the Draft UNESCO Charter on the Preservation of the Digital Heritage which is a declaration of principles focusing on advocacy and public policy issues and intended to help prepare national policies and inspire responsible action for preservation of and access to digital heritage. These actions of the IFAP Council are geared towards achieving solid international cooperation in building an information society for all and the institution of measures for the elimination or reduction of the digital divide.

05112 **Main line of action 2:**
Addressing ethical and societal challenges of the information society

279. During the past 18 months, UNESCO has been actively involved in the preparation for the World Summit on the Information Society (WSIS) to be held in Geneva, Switzerland, from 10 to 13 December 2003. UNESCO organized and participated in a number of meetings at governmental and non-governmental levels in different regions including in 2003 the Pan-Arab Regional Conference for the WSIS that took place in Cairo, Egypt in June 2003. In July 2003, UNESCO hosted the WSIS Intersessional meeting in Paris which brought together about 600 participants, made up of governmental representatives and observers from intergovernmental organizations, international non-governmental organizations, civil society and the private sector, to refine the working documents for the Draft Declaration of Principles and the Draft Plan of Action. In the framework of activities aimed at providing intellectual input to the Summit, UNESCO has launched a series of publications (available in English and French, off-line and online) aimed at providing background for discussing the issues of concern to the Organization related to the information society. UNESCO has been nominated as a member of the International Advisory Panel (IAP) of the "ICT4D" platform, an important WSIS side event, with particular responsibility for the priority theme, "Enhancing Human Capacity and Empowerment" (Capacity-building, formal and non-formal education, skills development, and e-learning). These actions have contributed to achieving the expected results of articulating common vision and principles for the information society for inclusion in the Declaration of Principles and Plan of Action of the WSIS. They have equally contributed to a better understanding globally of ethical, legal and socio-cultural challenges of the information society.

280. Also as a means of raising global awareness on issues related to the information society, the Observatory on the Information Society, a publicly accessible service, has expanded its services and coverage to all areas of the world. Arabic, Russian and Portuguese services have been introduced to complement existing services in English and Spanish through the creation of regional portals for Africa, Asia and the Pacific, the Arab States and Eastern Europe on information society issues. The Spanish online press review section, maintained by UNESCO Montevideo Office, has distributed 95 numbers to about 300 subscribers. By expanding the linguistic and regional coverage of the Observatory, UNESCO is contributing to increased access to information society resources, at both global and local levels and, thereby, enabling societies to harness, share, and make use of available information and knowledge.

05113 **Main line of action 3:**
Global portals and tools

281. Under this main line of action, it is expected that the activities carried out will result in the promotion and broadening of interactive access to information and sharing of knowledge. In this respect, the web-based distribution of UNESCO's software packages, IDAMS and CDS/ISIS, increased during the period under review with 38% of requests for the packages coming from developing countries where the number of training courses in their use is also on the rise. A web-based self-training material for IDAMS has been prepared and it is expected to be accessible from July 2003 on the website of Angers University (France). Also, IDAMS version 1.1 and new CDS/ISIS tools were developed and released; GenISIS, an open source (OS) software for CDS/ISIS database publishing (Web and CD-ROM), and IsisMARC, an OS data-entry interface especially adapted to standard bibliographic formats such as Marc21 and Unimarc, have been finalized and distributed through the "Webworld", the Communication and Information Sector website. The website portals experienced a steady growth during the period. The Libraries Portal increased the resources available in non-Latin scripts through the addition of content in Arabic and Russian and plans have been made to expand the services and content in other languages during the 2004-2005 biennium. The Free Software Portal now provides direct access to a number of free and open resources related to UNESCO's fields of competence. The mirroring of the Free Software Directory, a joint project of the Free Software Foundation (FSF) and UNESCO, has been completed and the Organization is becoming more visible in this field through participation in conferences on Open Standards/Open Source for Government programmes. Regional resources such as the Pacificforum portal (www.pacificforum.com/) and the website for teacher-training colleges (http://www.eastafricateachers.net) were developed to offer, among other services, links to training modules and online courseware.

282. The formulation of principles and policies which promote local language diversity on the Internet as well as the development of multilingual tools are key elements for ensuring equitable access to the information society by strengthening the capacity to generate knowledge at local level. Thus, UNESCO is supporting the development of local-language applications to foster the production of local content and increase access to indigenous knowledge. Software tools and supporting fonts needed to use non-Latin languages/scripts in digital environments are under preparation along with user/developer documentation and web-based delivery mechanisms to promote worldwide distribution and uptake of these resources. The Organization is also elaborating guidelines in support of policy and decision-making in the service of linguistic diversity in national information and education policies. To offer a digital platform to independent content creators in developing countries to market their productions and reach international audiences, UNESCO has developed a multimedia, highly secured platform with restricted access to professionals; it is designed to encourage the flow of information and sharing of knowledge from local to local and from local to global.

V.1.2: Development of infostructure and building capacities for increased participation in the knowledge society

05121 **Main line of action 1:**
Promoting wider access to information in the public domain and Memory of the World

283. To promote wider access to information in the public domain, UNESCO published and distributed guidelines on national public domain information strategies as well as five CD-ROMs on open access information and informatics applications for development in the Public@ series.

These CD-ROMs are made up of three pilot applications of ICTs for development in Africa, the UNESCO Virtual Laboratory Toolkit, and the "Building Cyberspace" anthology on telematics policies and strategies. The Organization also prepared recommendations on science and the information society at an international symposium on Open Access and the Public Domain for Science and a Workshop on Science in the Information Society, both organized in March 2003 in cooperation with the International Council on Sciences (ICSU) and the Committee on Data for Science and Technology (CODATA). Also with the aim of promoting wider access to information in the public domain, the Organization published a trilingual CD-ROM version of the Greenstone Digital Library software, held the first Greenstone regional training seminar for Asia in Bangalore, India (August 2003) and initiated a self-paced training electronic module on digitization and digital libraries in collaboration with FAO. Similarly, an International Forum on Open Educational Resources was organized in Paris in July 2002 with extrabudgetary funding and an evaluation was carried out of the use of multimedia and interactive tools in visually interactive training applications for learning and community development in Africa. Achievements under this main line of action have been commensurate with the expected results and are leading to a greater awareness of the need for policies to strengthen access to public domain information. Extrabudgetary support and inter-agency cooperation have helped to increase the efficiency and impact of the activities.

284. With respect to enhancing safeguarding of documentary heritage, UNESCO has received 40 nominations of documentary heritage collections from 28 Member States for inscription in the Memory of the World Register; these will be examined by the International Advisory Committee at its sixth meeting in Gdansk, Poland (August 2003). The Organization has launched a pilot project on digitization of the Bibliotheca Corviniana in cooperation with the National Széchényi Library of Hungary and has signed a memorandum of understanding with the Government of Luxembourg for extrabudgetary funding for the preservation of Timbuktu manuscripts in Mali. Furthermore, under the Slave Trade Archives project, digitization and preservation activities have been carried out in Argentina, Barbados, Colombia, Brazil, Cuba, Benin, Cape Verde, Gambia, Ghana and Senegal.

05122 Main line of action 2:
Strengthening public service broadcasting

285. UNESCO has concentrated its work on (i) fostering international debate and reflection on Public Service Broadcasting (PSB), particularly its educational and cultural dimensions, as a gateway to the knowledge society and (ii) on strengthening regional and interregional cooperation with a view to increasing access to information and knowledge. In this context, UNESCO supported a number of conferences, meetings and training workshops which were attended by more than 400 broadcasters from about 70 countries. It provided financial and advisory support to the First Conference of Ministers responsible for information and broadcasting in Asia and the Pacific held in Bangkok, Thailand (May 2003) which adopted the Bangkok Declaration containing major internationally recognized principles of editorially independent public service broadcasting. Support was also given to the Asia-Pacific Institute for Broadcasting Development (AIBD) to hold a series of seminars on legal, financial and administrative aspects of PSB in Central Asian Republics, in Bishkek, Kyrgyzstan and in Almaty, Kahzastan (July 2002 and February 2003); to the meeting on building public service broadcasting in Afghanistan organized by the Baltic Media Centre in Copenhagen, Denmark (April 2002); to the seminar on media, violence and social responsibility held in Kuala Lumpur, Malaysia (November 2002), and a workshop on PSB and civil society in the Arab States, Amman, Jordan (July 2003).

286. All these conferences, workshops and meetings helped to raise awareness about the purpose, functions and need for public service broadcasting; they also generated discussions and recommendations for improving editorial independence of state broadcasting services. Contributing

to those results was a study on best practices of parliamentary and election broadcasts published and distributed by UNESCO in cooperation with the Commonwealth Broadcasting Association (CBA) as well as the translation into Russian and distribution of the publication, *Public Service Broadcasting: A Comparative Legal Service* to be used as a sourcebook for reviewing broadcast legislation and regulatory systems in Central Asia. To help in improving creativity and visibility of audiovisual production, UNESCO produced a series of online instructional video tutorials and training manuals on the basics of video production for independent filmmakers and for those working in public service broadcasting in collaboration with the Public Service Broadcasting Trust of India. It also provided support to the Bhutan Broadcasting Service Corporation to improve access to online and archival material and to enhance the quality of its audiovisual programmes.

05123 **Main line of action 3:**
Reinforcing the role of libraries, archives, information services and networks and community multimedia centres

287. To highlight and enhance the role of information centres and community multimedia centres as access points, UNESCO initiated a pilot project to develop telecentres for refugees in the Ngara/Lukole region of Tanzania, in cooperation with the ITU, UNCHR and the WorldSpace Foundation; a pilot distance education course on telecentre development using digital radio; and supported the establishment of an ICT-based learning centre at the Kabul University in Afghanistan. The "Ten Steps" manual to guide communities through the basic requirements for establishing sustainable multipurpose community telecentres (MCTs) was published and distributed (in electronic and hard copy formats). This publication is intended to equip community members with the knowledge and information required to set up and manage telecentres and is being used as an example of lessons learned in the development of MCTs. With regard to community telecentres, the achievements during the period under review have generally been commensurate with the expected results. The termination of the UNESCO/DANIDA Programme Cooperation Agreement resulted in the loss of the extrabudgetary funding foreseen for the MCT project and was a factor in reducing the number of new community telecentre development projects which could be supported from the six foreseen in document 31 C/5 to three.

288. On libraries, archives and networks, UNESCO is developing a website of the UNESCO Network of Associated Libraries (UNAL) and the network's online newsletter for member libraries in French-speaking countries in West Africa. It has initiated activities for the automation and expansion of the Network in Argentina and Uruguay in support of about 50 libraries as well as provided support to establish the Swaziland National Library network and to set up a computer link between the two public libraries in the country. In Asia and the Pacific, the Pacific Pathways expert consultation (November 2002), hosted by the New Zealand National Commission, was designed to reinforce the role of libraries and archives as gateways to information and knowledge. Under the Virtual Mediterranean Library network (MEDLIB) project, cooperation has been established among libraries in Albania, Algeria, Egypt, France, Lebanon, Palestine, Tunisia and Turkey to develop a multilingual directory of books and manuscripts of reference on the Mediterranean area. The Organization has also provided support for distance training for all participating libraries and for the coordination of the virtual working group for the project.

289. The official inauguration of the Library complex of the Bibliotheca Alexandrina took place on 16 October 2002. UNESCO financed an inaugural book, "Bibliotheca Alexandrina: The Rebirth of the Library of Alexandria" and gave technical support towards the development of a state-of-the-art multimedia DVD on the library. The Organization's contributions to the Bibliotheca Alexandrina have enabled it to establish itself as a foremost, technologically advanced centre for the transfer of knowledge in the region. On the whole, libraries and archives suffer from low visibility and lack of

awareness among decision-makers of their importance in education and sustainable development as well as their role in the emerging knowledge societies. In this respect, UNESCO's action is contributing to highlighting their important role and visibility as access points for information and knowledge.

05124 **Main line of action 4:**
Developing human resources and capabilities

290. In pursuance of the expected results of innovative use of ICTs for human resources and capacity development, UNESCO supported the training of 18 college and university teachers in Southern Africa at a regional workshop on instructional design using ICTs held at the South African College for Teacher Education; it published and distributed worldwide to training partners and institutions a multimedia training module on CD-ROM which deals with production of "radio browsing" programmes. With a step-by-step video in English, French and Spanish, radio presenters learn how to share online resources with their listeners. UNESCO also supported the Malaysia National Library to publish and distribute in April 2003 a library user education package to address the inability of the public to adequately explore and use libraries and reference sources. The Organization has initiated a study on Library and Information Science (LIS) Schools in the Asian region to compile existing information about LIS curricula in a database and develop joint indicators for the schools and, with extrabudgetary funding, it has launched six modules of the "ICT for Library and Information Professionals Training Package for Developing Countries".

291. To increase access to information through electronic media of professionals and users, UNESCO held a workshop (attended by 20 participants from 13 countries) to identify distance training needs in Africa, Latin America and the Arab States in collaboration with the French Ministry of Foreign Affairs, the Ministry of Education and Fonds Francophone des Inforoutes. The workshop resulted in the development of an e-campus model for testing in Mexico and a training course in Morocco for engineers on network management and the development of e-learning portals. Also, UNESCO launched a distance training and e-campuses project in Latin America with the Laboratorio Nacional des Informatica Avanzada (LANIA) to identify major distance training needs; elaborate principles, methods and guidelines for e-campus in the region; and coordinate the setting up of a regional distance training platform. In collaboration with the Republic of Korea, UNESCO launched in 2002 a hub for cyber-learning entitled "Online Learning Centre for Women" to develop gender-sensitive contents and enhance the development of women and ICT communities in Asia.

292. Under the Digital Silk Roads project, the Organization set up a digital image database on cultural artwork of Eurasia and held training workshops for 30 experts and educators in cultural image restoration, archiving and multimedia digital images. A regional digital network (ADTACARA-net) involving IT institutions and centres was established as a partnership mechanism to provide synergy in implementing the project. An international online platform, Advanced Scientific Portal for International Cooperation on Digital Silk Roads, was equally set up to provide a comprehensive knowledge base on newly-emerging digital technology and promote innovative ideas and projects in building Digital Silk Roads. These training activities and mechanisms are designed to ensure enhanced protection and transmission of data which are crucial to meeting regional needs for ICT-assisted cultural heritage preservation. On media literacy, UNESCO organized two seminars: the first in Seville, Spain (February 2002) which made recommendations on regional priorities in media literacy programmes. The second meeting was held in Thessaloniki, Greece, (March 2003) during which a regional teachers' curriculum was developed, teaching guides were drafted and a website for learning in five languages was proposed. The recommendations made during the two meetings were published and distributed on a

CD-ROM. With the support of the European Commission, a structure has been set up to coordinate and monitor the work of regional partners, with the aim to prepare and introduce training modules on media education for teacher colleges in the Mediterranean region.

Programme V.2:
Promoting freedom of expression and strengthening communication capacities

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Subprogramme V.2.1	1,357,622	1,133,865	84
Subprogramme V.2.2	2,643,101	1,879,937	71
Programme V.2	**4,000,723**	**3,013,802**	**75**

V.2.1: Freedom of expression, democracy and peace

05211 **Main line of action 1:**
Freedom of expression, democracy and peace

293. In the context of the celebration of World Press Freedom Day (3 May) in 2002 and 2003, UNESCO supported special events such as conferences, seminars, forums, radio discussion programmes which were held throughout the world. These events, organized by international, regional and national media professional organizations and human rights groups, contributed to increasing public awareness of freedom of expression as a fundamental human right and its links to democracy – one of the expected results under this main line of action. Prominent among these events were the awards of the UNESCO/Guillermo CANO World Press Freedom Prize in 2002 to the Zimbabwean journalist, Geoffrey Nyarota and in 2003 to the Israeli journalist, Amira Hass who has spent the last decade living in and reporting on the Palestinian Territories for the Israeli daily newspaper, *Ha'aretz.*

294. Also to mark World Press Freedom Day in May 2002, UNESCO, along with media professional and non-governmental civil rights organizations, held an international seminar on "media and terrorism" in Manila, Philippines. The seminar participants adopted a resolution declaring that journalists have a right and a duty to investigate and report on terrorism, and that their right to work in safety must be respected. As part of the celebration of Press Freedom Day in 2003, UNESCO organized an international conference on "Freedom of Expression: Early New Millennium Challenges" in Kingston, Jamaica (2-3 May 2003) during which participants voiced their grave concern about the climate of impunity that still exists in many countries and about the fact that most of those responsible for the torture or killing of journalists have never been investigated or prosecuted. The Kingston conference was especially aimed at reinforcing sensitization about 29 C/Resolution 29 on combating the impunity of violence against journalists and media institutions which is another expected result under this main line of action.

295. As a further means to attain enhanced protection of press freedom and the rights of journalists, UNESCO maintained close relations with regional and international media organizations and press freedom advocacy groups, notably through the International Freedom of Expression Exchange (IFEX) network. With UNESCO's support, IFEX has set up a website which posts alerts and transmits information about infringement against press freedom and rights of journalists whenever and wherever it occurs in the world. Advice was provided to the South East

Asian Press Alliance (SEAPA) on restructuring its website and increasing the protection of press freedom in the region. In Pakistan, support was provided to the Pakistan Press Foundation for a training workshop for rural journalists on developing a network to monitor press freedom violation (Karachi, September 2002) and to produce a safety manual in Urdu on monitoring attacks on press freedom using ICTs. To draw national and international attention to the plight of the press in the face of murders and kidnappings, UNESCO collaborated with international media professional organizations in holding conferences in Colombia and in the Basque region of Spain and in producing the *Practical Guide for Journalists* working in dangerous conditions in Spanish for journalists and editors in Colombia. Similarly, the Organization has expanded its Chairs in Freedom of Expression as a mechanism for increasing the importance accorded to freedom of expression in university education with the establishment of chairs in Guyana and Papua New Guinea as well as advanced plans for chairs in Kenya and El Salvador, in addition to those already set up in Argentina and Palestine.

296. As part of its efforts to promote and strengthen democratic media environment and foster media independence, through assisting national authorities to adapt national media legislation to internationally recognized standards, UNESCO provided advisory services to Bulgaria and El Salvador. It also provided support for a regional seminar on media and civil society in Tehran, Iran (January 2002); a seminar on freedom of expression and the media in Beirut, Lebanon (March 2002); and a meeting on media legislation and access to information issues in Argentina. All these activities have helped to raise UNESCO's profile as a leading promoter of the fundamental principles of freedom of expression, press freedom and the rights of journalists.

05212 Main line of action 2:
Media for peace and tolerance

297. During the period under review, UNESCO continued its support to media in selected zones of conflict and countries in transition with the objective of supporting efforts to restore or consolidate peace and impart the values of non-violence and tolerance. In this respect, the Organization played a key role in re-launching the *Kabul Weekly* as the first independent publication to appear in the country after the fall of the Taliban government. To ensure that news and information circulate throughout the country, UNESCO and the World Association of Newspapers (WAN) provided technical assistance and advisory service in restoring distribution networks for the newspaper. The Organization also provided training to Afghan journalists, among whom were the first group of women television journalists, and technical media staff, including those of the national television organization and the Afghan News Agency. It supported the setting up of the Media and Culture Centre in Kabul, in collaboration with the French media NGO, AINA, to serve as a resource for journalists by providing training, advisory services and information as well as equipment, communication facilities and space for independent media to operate.

298. In South-East Europe, UNESCO has been setting up a printing plant in Serbia (expected to be operational in summer 2003 as a self-sustaining commercial operation) to provide quality printing services to independent newspapers on fair and reasonable commercial terms. Furthermore, considerable progress was made towards achieving the expected result of programme banks set up and reinforced for use by independent television stations through the support which UNESCO provided to ERNO, a South-East European News Exchange for Public Service Television Broadcasters, which functions as a human and technical resource development network for facilitating the production, transmission and reception of news programmes in the region. The Organization continued its support for local television production in Serbia by assisting independent production houses to make documentaries, cultural and discussion programmes and it has initiated, with the WAN, a project on media in education. The project aims at promoting universal values of

freedom of expression, democratic citizenship and a culture of peace through improved educational content in the media. In Somalia, UNESCO consolidated and extended the community-based peace initiatives with extrabudgetary funding from the European Commission. Through the project, about 200 communities were involved in peace initiatives, including radio programmes, printed magazines and training of grass-roots communities in peace-making, reconciliation and good governance.

299. To promote cooperation, mutual understanding and tolerance among media professionals in conflict and post-conflict zones, the Organization initiated a co-production between the Israeli TV and Palestinian TV with the support of the German TV channel, ARD. In Africa, continued support was provided to the press houses in Rwanda and Burundi through which journalists who belong to different ethnic groups have been cooperating on a number of issues, including in Burundi the training of 40 young journalists in basic journalism and 100 professional journalists in both the private and the public media in the use of Internet to collect and disseminate news and information. UNESCO and the Swedish International Development Cooperation Agency (SIDA) organized an international seminar in Stockholm, Sweden (May 2003) on "Media Assistance in Tension and Violent Conflict" which brought together representatives of NGOs, donors and United Nations agencies interested in the subject area. The recommendations of the seminar will form the basis for a position paper that will lay the framework for planning World Press Freedom Day in 2004 and a joint venture between UNESCO and SIDA with extrabudgetary funding for projects in support of independent media in conflict and post-conflict zones.

V.2.2: Strengthening communication capacities

05221 **Main line of action 1:**
Strategies and projects for the development of communication and information and promotion of endogenous production

300. To reinforce the role of the International Programme for the Development of Communication (IPDC) as a catalyst for strengthening communication capacities in Member States, the IPDC Council, during its 22nd session in Paris, France (April 2002), reviewed and approved the reforms of the IPDC working methods that are designed to ensure greater efficiency and transparency of the Programme and to encourage more financial contribution from donors of extrabudgetary funds. The Council members agreed to follow more stringent procedures for screening and approving new project proposals and to concentrate on a limited number of professionally prepared, innovative projects which clearly promote freedom of expression and media pluralism, focus on development of community media and human resources and which promote international partnership. With regard to the expected result of communication capacities in Member States strengthened and supported, the IPDC Bureau meeting (December 2002) approved funding of US $1 million for 40 national, regional and interregional projects; 39 other projects were given preliminary approval by the 23rd session of the IPDC Council (March 2003.) Final approval of these new projects and financial allocations are expected to be made by the IPDC Bureau in December 2003 on the basis of the amount of voluntary contributions provided to the IPDC during the 2003 financial year. Also within the framework of the IPDC, a number of training courses were organized to strengthen capacities of media personnel in developing countries and countries in transition. These included a three-week course on television production held by the Korean Broadcasting System and the Korea International Cooperation Agency in Seoul (October 2002) for television producers from 18 countries and another three-week course on new media techniques held by the ITAR-TASS News Agency and the University of Moscow (December 2002) for 20 media professionals from 11 Central Asia countries.

301. To achieve the expected result of improved quality of endogenous television production and broadcasting in developing countries, UNESCO launched (September 2002) a new Programme for Creative Content aimed at promoting the expression of cultural and linguistic diversity through radio, television and new media. Under the programme, which operates in close collaboration with UNESCO's Global Alliance for Cultural Diversity, an international project, "Intensifying the dialogue between communities, cultures and civilizations", was launched in cooperation with cinema and television schools in Burkina Faso, Egypt, India, Israel, Mexico and Romania. Through this project, UNESCO, with the support of the International Council of Film Schools (CILECT), produced and disseminated six short fiction films targeted to youth and aimed at increasing inter-cultural understanding and sensitizing them about the need for tolerance, dialogue and peace. The films provide a reflection on the problems that generate conflict between communities in a particular region or subregion and the non-violent solutions that can be identified individually or at the community level.

302. Responding to the lack of dramatized work about the war and peace process in Sri Lanka, UNESCO supported the production of locally written, directed and produced short films in the country. The objective was to strengthen creativity and integrate marginalized Tamil film producers into the wider television and film industry. UNESCO's support was provided within the framework of a larger development project, "Reel Peace", implemented by ScriptNet in collaboration with the Sri Lankan Media Training Institute and the University of Jaffna with support from the British Council and Britain's Foreign and Commonwealth Office. Reel Peace's aim is to foster an integrated Tamil and Singhalese media through the training of directors, producers and scriptwriters, increasing the technical capacity of the Sri Lankan television and film industry.

303. Also with a view to improving the quality of endogenous production and broadcasting in developing countries and widened international and regional distribution, UNESCO, in collaboration with the Panos Institute, supported the production and broadcasting of 12 radio documentaries in eight West African countries. The Organization equally provided support for a television documentary workshop organized by the Asian Broadcasting Union (ABU) and hosted by the Korean Broadcasting System in Suwon and Seoul, South Korea (June 2003). Attending the workshop were 30 producers from Bhutan, Brunei, Cambodia, China, Egypt, Hong Kong, Iran, Japan, Korea, Malaysia, Pakistan, Singapore, Sri Lanka, Thailand and Vietnam. It helped to improve the exchange of television production among participating Asian countries and provided a training opportunity to the participants through the analysis of their own work as well as the work of other professionals from around the globe. As a means of further encouraging the production of creative, culturally diverse content in developing countries, UNESCO co-produced such documentaries as *La lutte contre les pauvres* (the struggle against the poor) (Mali); *Le dilemme d'Eya* (Eya's dilemma) (Togo) which were awarded two prizes at FESPACO (March 2003), "Traditional Music of Nigeria"; Afro@digital (Democratic Republic of Congo); "S21 – The Khmer Rouge Killing Machine" (Cambodia) which was selected for the 2003 Cannes Festival and for the grand prize of the International Radio and Television University (URTI); and "A story of people in war and peace" (Armenia). The Organization also supported the circulation of culturally diverse television programmes in Afghanistan, Gabon, India and the Pacific Islands through the provision of audiovisual "travel cases".

304. As a part of its efforts to improve access to and participation of poor and marginalized communities and groups in the knowledge society, UNESCO continued its support for the development of community multimedia centres (CMCs) in a number of countries in Africa, the Caribbean and Asia and the Pacific. Support is given to establish CMCs, build capacity, and develop content and training materials. A Pan-African symposium, "Digital Opportunities for Africa – Community Multimedia Centres" was held in Dakar, Senegal (June 2003), bringing together 45 participants from 17 African countries; it was followed by a two-day roundtable of

22 international partner agencies. The meetings strongly endorsed the CMC concept as a means of delivering ICTs for grass-roots development and forged a strategy for enhanced development of CMCs in Africa. To improve access to and participation of youth in the knowledge society, the INFOYOUTH Programme provided support for online and off-line content production at national and international levels and for the establishment of information structures in different regions. In the Balkans, UNESCO contributed to the creation of a regional information network involved in activities aimed at combating terrorism in a joint project, "Youth Have a Say Against Terrorism". In Africa, the Organization is developing an informatics and telematics training module for non-formal training of young people through the National Library Services in Malawi, Zambia and Zimbabwe as part of the project on "Designing a Model for Training in the Use of Electronic Media by Young People". In supporting universal access to information, especially for disadvantaged youth, UNESCO is contributing to achieving its objectives of social participation and cohesion, and economic and cultural empowerment among young people.

05222 Main line of action 2:
Improving professional training in communication and information technologies

305. A number of activities were carried out to improve professional training in different regions and strengthen capacities of communication and information trainers. These included provision of support for training programmes such as (i) a workshop organized by the Media Resource Centre in Tashkent, Uzbekistan (October 2002) for 24 editorial staff of print media on gathering news and information from online resources to improve the quality of media output; (ii) a workshop held by AMIC in Chennai, India (October 2002) to train 37 journalists from 19 small English and local language newspapers on using ICTs to improve the quality and diversity of reporting; (iii) a workshop in Yerevan, Armenia (September 2002) for journalists on legal and ethical regulation of media, management and marketing in media enterprises, design and layout of print media, as well as use and impact of ICTs; and (iv) a workshop organized in Algiers (December 2002) by the Algérie Presse Service for documentalists from the five Maghreb news agencies to train them in the use of ICTs in news agency documentation.

306. Similar support was given for (i) a subregional workshop involving over 20 women journalists from Morocco, Tunisia, Mauritania, Algeria and Lebanon held in Rabat, Morocco (May 2003), on the management of small- and medium-sized newspaper enterprises; (ii) a workshop on advanced desktop publishing techniques in Amman, Jordan (May 2003) for 20 women journalists from Egypt, Jordan, Lebanon, Yemen and Syria with the aim of helping them to acquire knowledge and skills in the use of ICTs in newspaper operations; (iii) a workshop for 16 African women journalists from Ethiopia, Kenya, Malawi, Tanzania, Uganda and Zambia held in Kampala, Uganda (April 2003) on how to use ICTs to source and report on scientific developments in HIV/AIDS; and (iv) the training of 25 media professionals in Cambodia on sourcing information from the Internet. UNESCO also led an initiative to pool together the efforts of partners involved in training grass-roots community information and communication services providers, resulting in the creation of a complete kit of open access multimedia training materials. Eight partner agencies, intergovernmental, bilateral and non-governmental organizations have joined an editorial board, pooled their existing training materials, prepared a comprehensive curriculum and are developing the learning modules. This activity has received about US $250,000 in extrabudgetary funding. UNESCO, in collaboration with the UNDP and the Government of Mauritius, have initiated plans to set up the Indian Ocean Media Training Centre in Mauritius to provide training for animators, scriptwriters and other professionals working in related artistic areas to produce computer-assisted animation programmes for children in the Indian Ocean region.

307. Finally action to increase awareness and sensitization about the importance of a "culture of maintenance" included support to the Asia-Pacific Broadcasting Union (ABU) for the organization of a workshop on technical maintenance and operations of television transmitters for broadcast technicians in the Lao People's Democratic Republic (November 2002) with the participation of 20 broadcast technicians from provincial broadcasting stations and to the Centre Africain de Perfectionnement des Journalistes et Communicateurs in Tunis for a training seminar for journalists, coordinators and technicians responsible for television news in the five Maghreb countries on "Système électronique de gestion des actualités" (November 2002). Under a UNDP/UNESCO project, the Regional Academy for Online Network Governance and System Administration (RAONGSA) was set up in Baku, Azerbaijan, and 120 system administrators and experts including visiting fellows from Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan were trained in network administration and design. The first international meeting of specialists on "New Synergies for Recycling Information Technology Equipment" was organized in Paris, France (March 2003) to review and make proposals for a global strategy for a more efficient use of recycled information technology equipment for sustainable development and digital inclusion.

UNESCO Institute for Statistics

06012 308. A "Report by the Governing Board of the UNESCO Institute for Statistics (UIS) on the activities of the Institute" (167 EX/46) is being submitted to the 167th session of the Executive Board. A report by the Governing Board of UIS on the activities of the Institute in 2001-2002 (32 C/REP/20) will also be presented to the 32nd session of the General Conference.

PROJECTS RELATING TO CROSS-CUTTING THEMES

(i) Eradication of poverty, especially extreme poverty

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Total, Eradication of poverty especially extreme poverty	6,434,582	3,890,440	60.5

01411 **Scientific, technical and vocational education for girls: schools as community catalysts for the empowerment of girls and poverty reduction**

309. The project aims at empowering poor and marginalized girls by helping them to acquire appropriate scientific and technological knowledge and skills which would meet their basic needs, open the door to more job opportunities and ultimately increase their standard of living and status in society. Pilot training activities for poor girls are being undertaken in seven project sites in three countries in Asia: Cambodia, Indonesia and Nepal. Extensive consultation took place with various local stakeholders (Ministry of Education, local authorities, community leaders, NGOs, schools and community learning centres, parents and girls) to decide on the orientation of the pilot activities. A national training workshop was organized in October 2002 in Indonesia on strategies to reach poor girls and to adapt technical and vocational training to meet the needs of those who are excluded from the school system. Among those who participated are representatives from the district planning agencies, heads of schools and teachers. A situation analysis, including the needs

assessment of the concerned communities, girls and their families, was undertaken in each project site.

01412 Breaking the poverty cycle of women: empowering adolescent girls to become agents of social transformation in South Asia

310. With a view to breaking the poverty cycle of women in South Asia this project developed a broad-based capacity-building programme for empowering marginalized and disadvantaged adolescent girls. The project is being carried out in four countries, namely, Bangladesh, India, Nepal and Pakistan, and the main components of its programme are education, science, basic technology and information and communication technology.

311. In the domain of education, the project developed an 18-month mandatory basic education programme for all adolescent girls involved, consisting of literacy, post-literacy, legal and health education, and life skills. In addition, training in income generation and access to micro-finance is provided for girls older than 14 years. Parallel to the education programme, youth forums are organized for girls as well as boys to discuss issues related to their personal development and their rights and responsibilities in society. In the sphere of science and basic technology, activities have been developed in line with the orientations set forth by the subregional network of scientists created in June 2002 to provide guidelines for developing the non-formal science education and its popularization process. The science and basic technology programme for girls is complementing basic education and providing the girls with an opportunity to continue learning. Under communication and information technology, activities related to ICTs were primarily developed to support the education and science programme. In total, seven Multipurpose Community Centres have been established and they are being equipped with tools to strengthen the educational interventions. The activities currently being carried out use both new and traditional media technologies as communication and learning tools.

312. In view of sharing the outcome of the pilot initiatives carried out in four countries a subregional policy debate workshop is being organized in Bangladesh.

02411 Local and Indigenous Knowledge Systems (LINKS) in a global society

313. The LINKS project promotes local knowledge and world views as tools to help shape and attain the United Nations Millennium Development Goals of poverty eradication and environmental sustainability. Field projects to support resource-based livelihoods and strengthen equity in resource governance are under way: Bangladesh, in cooperation with a local NGO and the University of Durham (United Kingdom), concentrating on re-recording local knowledge regarding resource abundance and enhancing resource use; Nicaragua (in the planning stage) (Mayanga of the Bosawas Biosphere Reserve), Canada (Cree First Nations of Chisasibi and Whamagoostui, in cooperation with the Government of Quebec, Hydro-Quebec, CNRS and Grand Council of the Crees); the Pacific, in cooperation with the Vanuatu Cultural Center, Government of Vanuatu, UNDP/GEF and University of Bergen; the Russian Federation (Kamchatka), in cooperation with the German Max Planck Institute, the Kamchatka Institute for Environment protection and UNDP/GEF, focusing on resource-based livelihoods and biodiversity management; and Viet Nam (Song Hong Delta), in cooperation with the CNRS (France), looking at how changing access to traditional knowledge, especially by women, has transformed rice-farming systems.

314. To revitalize knowledge transmission from elders to youth a second contribution to the LINKS CD-ROM series is being finalized on traditional knowledge of navigation among Pacific Islanders. A revised encyclopedia of Solomon islander knowledge of land and sea environments is under preparation as well as other key publications from awareness-raising events. LINKS took part in the Third World Water Forum (Kyoto, Japan, March 2003) on "Water and Cultural Diversity" co-organized with the French Water Academy and the Japanese Museum of Ethnology. The project also organized an international seminar on "NGOs, Indigenous Peoples and Local Knowledge". These events served to launch the UNESCO-ICSU report on "Science, Traditional Knowledge and Sustainable Development". LINKS is also preparing an experts workshop in Nairobi, in cooperation with the Kenyan National Commission for UNESCO.

02412 **Reduction of natural disaster in Asia and the Caribbean**

315. The overall objective of this project is to promote sustainable development by reducing the impact of natural disasters, saving lives and reducing losses through the incorporation of risk management as an integral part of public policy and development processes in selected poor vulnerable areas. The immediate objective is to help set up disaster damage scenarios and promote locally supported actions to reduce the risk to acceptable levels.

316. To increase the impact of the project, it has been decided to build on the results of previous initiatives, namely the project carried out from 1997 to 2000 under the aegis of the United Nations International Decade for Natural Disaster Reduction (IDNDR). Most of the cities selected for the pilot project came from the Risk Assessment Tools for Diagnosis of Urban Areas against Seismic Disasters (RADIUS) network of cities established between 1997 and 2000 under the aegis of the United Nations International Decade for Natural Disaster Reduction. They are: Tijuana in Mexico, Antofagasta in Chile, Kathmandu in Nepal and Dehradun in India. Support was also provided for the identification of risks in the Peruvian area of La Cuenca del Rio Quiroz, and a media disaster communication strategy was promoted in the Caribbean.

317. An essential initial achievement of the project has been to help set in motion the local groups in each of the four cities and in the Peruvian area. UNESCO dispatched missions to the selected cities to help form the local working groups, give a short training seminar on the use of the tool, and have a local kick-off meeting to start the project.

318. An international workshop on earthquakes and megacities "Reducing Vulnerability – Increasing Sustainability of the World's Megacities" organized by the Earthquake and Megacity Initiative (EMI) from 31 October to 2 November 2002 in Shanghai, China, was supported by UNESCO and used as an initial activity. This workshop discussed actual experiences in the development and implementation of strategies and initiatives for vulnerability reduction, the roles of governmental and non-governmental institutions including academia, professional organizations, and civil society, the need for collaboration among researchers, practitioners and government officials, development of mechanisms for local institutionalization of risk reduction, key target audiences for educational efforts to include policy-makers, urban planners, educators and the media. The activities so far have built on scientific knowledge and technological know-how in order to generate disaster prevention guidelines and tools emphasizing education of poor populations at risk, public awareness and promotion of social perception of risk. Capacity-building in awareness-raising and in community preparedness has been an integral part of the activities. The activities have been carried out in collaboration with five field offices: Kingston, Lima, Santiago de Chile, Mexico, New Delhi and Kathmandu.

02414 **Mining and sustainable development**
in Latin America

319. In Latin America, artisanal and small-scale mining usually occurs in fragile ecosystems that are frequently characterized by depressed, primary and underdeveloped economy class and "cast" social structure, and by cultural and biological diversity. The common factor is often the predominance of vulnerable social groups and widespread poverty. Artisanal and small-scale mining largely depends on local and subregional linkages. If properly managed, it has the potential to act as an effective catalyst to poverty alleviation and sustainable economic and social development at the local level. Main project partners are the UNESCO Office in Montevideo (Regional Office for Science in Latin America and the Caribbean) and the Mining Policy Research Initiative (a Latin American programme of the Canadian International Development Research Centre – IDRC).

320. The network of persons and institutions participating in the project involves representatives from the key countries participating in the project (Bolivia, Colombia, Ecuador and Peru) as well as from Argentina, Brazil, Chile, Cuba, Dominican Republic, Guatemala, Jamaica, Panama, Uruguay, Venezuela, and from countries outside the region (Austria, Canada, Spain and USA). Representatives from small-scale miners' associations and entrepreneurs, national and local government agencies, NGOs, universities and international organizations, with different perspectives and specific areas of expertise, have been involved.

321. A strategic vision for the sub-sector has been elaborated and the main issues and lines of action in the short term leading to poverty "alleviation" have been defined and prioritized. Characterization studies of the artisanal and small-scale mining sub-sector, identified as the most urgent priority by multiple stakeholders as an input to develop national and regional agendas are being developed in Bolivia, Colombia, Ecuador and Peru. The first international workshop on mining and protected areas in the region will be held in cooperation with other organizations in the second part of 2003.

02415 **The UNISOL-TAPE**
alliance against poverty

322. The Technology for Poverty Eradication (TAPE) project is half of the UNISOL-TAPE alliance against poverty in combination with UNISOL (Universities in Solidarity with the Disadvantaged) project in the social and human sciences. Poverty consists essentially of the limited access of people living in poverty to the knowledge and resources with which to address their basic human needs and promote sustainable livelihoods and development in such areas as water supply and sanitation, food production and processing, housing, energy, transportation, communication, income generation and employment creation. Engineering and technology are vital in addressing basic needs in these areas in terms of the social, economic, educational and knowledge situations of the poor.

323. Specific activities of the TAPE project include the organization of a regional Technology and Poverty Reduction Workshop in Ghana with the African Technology Policy Studies Network (ATPS) – linked to the poverty reduction strategy paper (PRSP) process and the production of a video and booklet on technology for poverty reduction – Small is Working. A workshop on Technology, small-scale enterprises and poverty eradication will be held in Arusha, United Republic of Tanzania, on 9 and 11 September.

324. UNISOL (Universities in Solidarity for the Health of the Disadvantaged) is mobilizing African universities to become frontline agents in combating poverty. After a workshop for enhancing the social accountability of medical schools (7-12 September 2002, Moi University, Eldoret, Kenya) and the meeting of the African UNISOL Steering Committee on 13 September 2002 at Nairobi, Kenya, a stock-taking exercise to identify and enlist the support of African partners was started. Drawing upon a database of over 100 universities, which were found to work with disadvantaged communities, the UNISOL secretariat at the Tropical Institute for Community Health (TICH, Nairobi) coordinated the development of an inter-university proposal for a joint academic-community approach. A multi-country rapid assessment of community-based health and development best practices was undertaken. The study was carried out in seven countries (Ethiopia, South Sudan, Kenya, Uganda, United Republic of Tanzania, Swaziland and South Africa) to document best practices, success stories and effective health technologies in community-based health and development.

325. Accompanying this initiative is a regional training programme on the Politics of Alternative Development. Following the identification of the priority theme of the African UNISOL chapter in September 2002, ("Poverty, Health and Conflict: consequences and solutions"), TICH in collaboration with other institutions in the Great Lakes Region is working towards a practice-based Master's Degree programme on Alternative Development, Conflict Analysis and Management focusing on the key issues that have influenced and aggravated conflict and under-development in the region in the last few decades. The Great Lakes Universities Network is supported in this by the Institute of Social Studies (Netherlands). Furthermore, an international conference on "Women, knowledge, sciences and sustainable development", was organized from 18-21 March 2003, at Dakar (Senegal), to achieve synergies between UNISOL and the UNITWIN/UNESCO Chairs Programme "PRELUDE" (Programme Research and Liaison between Universities and Development), an international network of 42 research institutions and institutions committed to sustainable co-development, which is coordinated by the UNESCO/PRELUDE Chair at Facultés Notre Dame-de-la-Paix, Belgium.

03411   Eradicating poverty through social integration of marginalized homeless young people in urban areas of the Commonwealth of Independent States

326. To contribute to the capacity-building of law enforcement officers, educators and social workers for excluded, neglected and street children the project assisted the Kyrgyz NGO "Central Asian Conflict Prevention Centre" in the organization of four training seminars for 150 specialists, including law enforcement officers and social workers from all regions of the country. The seminars were organized in cooperation with the President's Administration, the Ministry of Labour, Social Development, the Ministry of Education and Culture and the State Programme "New Generation". Among the trainers were experts and activists dealing with the problem of streetchildren in Kyrgyzstan. These seminars aimed at developing skills and advancing knowledge on issues of legal protection of children's rights, ways of identification and urgent assistance measures. Training materials were produced to serve as teaching tools.

327. To achieve the aim of pooling and sharing of information, raising public awareness, collecting data on innovative social technologies and good practices, the interactive information portal on Social Integration of Street Children and Young People at Risk in Urban Areas of the Commonwealth of Independent States (CIS) was launched by the Russian NGO "Civil Society – to the Children of Russia". To assist disadvantaged youth in post-conflict situation regions, the pilot project aimed at assisting street children was further developed by the Ministry of Labour and Social Development of the Republic of North Ossetia-Alania (Russian Federation) on the basis of the social rehabilitation centre in Vladikavkaz.

03412 **Advocacy campaign**
on poverty eradication

328. This project aims to elucidate the conceptual issues involved in establishing poverty as a violation of human rights in order to give substance to this position, which has been taken in various international documents and statements. Through dialogue between scholars, experts and policy-makers on the local, national and international level, the project directs its efforts to analyse the notion of poverty as it relates to human rights and of considering poverty as a violation of fundamental human rights.

329. The goals of the project are threefold: (i) to challenge the existing paradigm on poverty and the justification and methodology given to various initiatives on poverty reduction; (ii) to foster new research and exchange of ideas by scholars in the fields of philosophy, social and human science and international law; and (iii) to promote the understanding and, moreover, the recognition of the concept of "poverty as a violation of fundamental human rights" by a wider public of policy-makers and civil society through national and international conferences.

330. The results of these efforts will be fed into the United Nations Millennium Campaign, as appropriate, aimed at raising the awareness of decision-makers and the general public, especially in developed countries, on the urgency, responsibility and the duty of taking concrete steps to help alleviate poverty, giving force to the meaning of human solidarity. Seminars involving philosophers, lawyers and policy-makers have taken place in Oxford (United Kingdom), São Paolo and Brasilia (Brazil). Further seminars will be held in New Delhi (India), Cairo (Egypt), Kuala Lumpur (Malaysia), Dakar (Senegal), Cape Town (South Africa) and Santiago (Chile).

03413 **Breaking the cycle of poverty**
among marginalized youth

331. The objectives of the project are to enhance local capacities that will facilitate marginalized youth in overcoming their situations of poverty and better able to contribute to the development of their societies through community involvement, capacity-building and empowerment programmes and to increase region-specific information that would assist in the elaboration of future poverty reduction programmes, as well as strengthen national poverty reduction efforts through research, knowledge-sharing and advocacy.

332. Implementation of the capacity-building component commenced in early 2003. Some 90 young persons, mostly from rural, agricultural-based communities are receiving skills-training in a number of areas related to the local environment as well as training in leadership, civic responsibility, reproductive health and basic computer and Internet literacy.

333. Project support agencies comprised of key national stakeholders (relevant Government Ministries, National Commissions, youth departments, youth NGOs, development banks, training institutions) have been established to work with the Inter-American Institute for Cooperation on Agriculture (IICA) and the National Commissions for UNESCO to ensure the sustainability of the project, monitor and provide assistance to project beneficiaries, especially after the formal end of the project.

03415 **Contributing to the eradication of poverty and strengthening of human security in Burkina Faso, Mali and Niger**

334. In the framework of this project, a publication entitled *Poverty – is it inevitable? Promoting autonomy and security for disadvantaged groups – Benin, Burkina-Faso, Mali and Niger* was published by UNESCO in cooperation with African Futures (supported by UNDP) on the basis of four studies prepared by consultants from these countries. The publication was widely disseminated. It presents a critical analysis of the framework for the fight against poverty by outlining the role of the different actors, including the poorest segments of the population itself. This publication gave orientation to national seminars (Niger, 17-20 February 2003, Mali; 24-27 February 2003; and Burkina Faso, 27-29 June 2003) at which the sites within each country were selected as well as target populations and their respective needs. During the seminars, participants also debated a strategy aiming at viewing poverty as a violation of human rights and how this concept could be put into practice.

03416 **Urban poverty alleviation among young migrants in East Asia: China, Lao People's Democratic Republic, Cambodia**

335. The project aims at reducing poverty by providing support and information services to young migrants, at developing advocacy about migration issues and, most of all, at supporting policy design. The implemented activities integrate life skills, preventive health education, legal and human rights, education, as well as vocational training and sociocultural activities. They specifically focus on vulnerable young migrants and their main objective is to reduce poverty and to address the problem of social and economic exclusion faced by poor young migrants, especially women.

336. Feasibility studies have been carried out relating to eight pilot sites in China (Beijing, Chifeng, Chengdu, Jintang-Houjie, Dalian, Shanghai, Yunnan Kunming and Yunnan Diqing), two pilot sites in Cambodia (Phnom Penh and Sihanoukville) and one pilot site in Laos (Vientiane). The feasibility studies were finalized in July-August 2002 and the first subregional strategic planning workshop of the whole project took place in Beijing in July 2002.

337. The following activities are being implemented in China: a national workshop in Shanghai, China bringing together the partners of the eight pilot sites, in order to share difficulties and lessons learnt; a conference co-organized with the UNESCO Beijing Office entitled "Promoting Young Migrants to Find Jobs in Shanghai", with the participation of the Ministry of Labour and Social Security (MOLSS) and the Shanghai Municipal Government (July 2003). A series of promotional activities involving exhibitions, publications, posters, etc., is being organized.

338. In Laos, different projects were initiated, like social activities, vocational training as well as micro-credit, benefiting the target population in Vientiane. In Cambodia, the second subregional strategic planning workshop in Phnom Penh will take place with representatives from China, Laos and Cambodia and an evaluator from UNESCO Headquarters, in order to share progress and lessons learned.

339. The project has been successful in involving many local partners such as, in China, the Institute of Sociology, Chinese Academy of Social Sciences (CASS), All China Women Federation (ACWF), East China Normal University, Institute of Philosophy, Yunnan Academy of Social Sciences, the local authorities (Dalian City Government, Jintang Country Government (2002), the Yunnan Diqing Tibetan Autonomous Prefecture) and Chinese National Commission for UNESCO. In Cambodia, the project is cooperating with Mith Samlanh/Friends (NGO), Catholic Child Bureau

Organization (CCBO), ILO/IPEC, the municipality of Phnom Penh and the Cambodia National Commission for UNESCO. In Laos, the project is cooperating with Lao Women's Union (LWO), UNDP, the Ministry of Education National Centre of Non-Formal Education and the Lao National Commission for UNESCO.

03417 Building capacities to deal with poverty eradication

340. This project is closely linked to the project 03412 "Advocacy campaign on poverty eradication". A consultant was recruited to further elucidate conceptual issues related to the concept of understanding poverty as a human rights violation. In this regard, a consultative meeting was organized by SHS in coordination with the University of Bergen (Norway). Academics and representatives from major NGOs attended it. The purpose was to review the strategy document on poverty as a violation of human rights developed by SHS. Additionally, an external evaluator has been recruited to review the cross-cutting projects relating to the theme "eradication of poverty" so as to assess their impact and the methodology of the projects.

04411 Development of cultural ecotourism in mountainous regions in selected developing countries

341. The objective of this project is to identify potential areas for culturally and environmentally sustainable tourism in mountainous and rural areas of Central Asia and the Himalayas, rich in traditional and minority cultures as well as in biodiversity; to promote best practices in the areas concerned; to explore sustainable tourism patterns that provide income-generating activities in the tourism sector, so as to contribute to poverty alleviation of mountain populations.

342. "Wise practices" on mountain tourism management were identified for comparable areas; twinning of these areas with new areas developed; recommendations on the development of cultural eco-tourism elaborated and disseminated, taking into account the ecological situation and related cultural aspects; participatory research carried out and information gathered within mountain communities; capacities for mountain tourism management strengthened; and a website created on "Cultural Ecotourism in Central Asia and the Himalayas".

343. Project activities, carried out by local and international NGOs working in six countries – India (Ladakh), Kazakhstan, Kyrgyzstan, Nepal (Humla), Pakistan (Chitral and the Kalash Valleys) and Tajikistan – were initiated in 2002, including training local tour guides, focusing on young people and women, establishing community-based home-stay accommodation, and training in the production and sale of high-quality craft items. Activities were also initiated in 2003 in Bhutan and in the Islamic Republic of Iran. Each local partner has developed and implemented a programme of activities under the supervision of the overall project, each having deep roots in the local community and a fund of experience in the area in which it is working.

344. Through a series of project workshops, "best practices" for the development of cultural and ecotourism have been identified and disseminated among project partners in eight regional countries. Participatory research among local communities and stakeholders has been carried out, and the results fed into project activities. Recommendations have been developed and presented to policy-makers in the countries concerned. Capacity-building for the management of eco-tourism activities in mountain areas has been carried out through training courses and project workshops. A project website, giving information on eco-tourism in the mountainous regions of Central and South Asia and on activities in the eight countries involved in the project is online at the web address,

www.unesco.org/culture/ecotourism. The project has focused on practical, concrete activities to help alleviate rural poverty, in the areas in which it is working, taking the development of community-based ecotourism as the motor for skills development, employment opportunities and revenue generation for some of the poorest members of already remote and undeveloped mountain areas.

345. This project has been notably successful in leveraging extrabudgetary funds in the form of a major two-year award from the Norwegian Government and a smaller award from the Government of Andorra, part of the project's commitment to establishing synergies with outside partners and a targeted approach to mobilizing extrabudgetary resources. The results are being fed into a process of policy formulation in the eight Member States concerned, where the projects enjoy close connections with each UNESCO National Commission, as well as with local and national tourism authorities.

04412 Strategy for the sustainable development of tourism in the Sahara

346. The objective of this project is to recommend to Member States who share the Sahara desert to adopt an interdisciplinary approach in view of fighting poverty by way of making the local population participate in activities aimed at safeguarding the cultural heritage and enhancing its attractiveness to tourists. During an international seminar at Ghardaïa (Algeria) in April 2003, participants debated a strategy document which is to serve as reference for policy-makers. The main partners are UNDP, which gives financial support to the Ksours Route project, UNEP, the Déserts du Monde Foundation, the Sahara and Sahel Observatory (OSS) and other centres carrying out research on the Sahara.

04413 Sustainable management of world heritage sites for poverty reduction: pilot activities in three world heritage sites

347. In many developing countries, heritage protection in historic centres is confronted with the problem of poverty of the local population, who are often unable to cover the cost of rehabilitation. The economic and cultural marginalization of the poor is aggravated by the exponential growth in tourism, accompanied by a rise in the cost of property, goods and services. The development objective of the project is thus to empower the poor inhabitants to remain in their traditional habitat, through housing improvement and access to gainful employment supported by micro-credit schemes based on a revolving fund generated from tourism-related tax. Through field studies and small-scale operational activities, the project aims to mobilize international partners for poverty alleviation and to promote an approach to heritage that integrates heritage protection and sustainable development.

348. Five pilot sites – Saint Louis (Senegal), Porto Novo (Benin), Six Canal Towns (China), Luang Prabang (Lao People's Democratic Republic) and Georgetown (Guyana) – have been selected from the World Heritage List and from the Tentative List to test the project. Contracts were established with local stakeholders. The first phase of the project, consisting of socio-economic and legal studies, has been completed. On the basis of those field studies, local stakeholders will then initiate small-scale pilot actions by September 2003.

349. In order to encourage the dissemination of best practices and to prolong the work being undertaken on each site by local stakeholders, a cross-cutting mission for technical assistance has been planned in order to assist the local stakeholders in (i) studying the feasibility of a Fund for aid

to local inhabitants for housing and sanitation improvement and for the amelioration of their quality of life and (ii) examining existing property rights with a view to protecting local poor population.

350. Profiles of the local projects have been prepared and will be entered into the database on thematic conservation issues under preparation as part of the ongoing work on the Centre's World Heritage information management system. A series of five documentaries on the five pilot sites is being prepared about the development strategies implemented in the five pilot sites; a publication will be prepared to take stock of lessons to be learnt from the project.

04414 Traditional crafts as a window to job opportunities for the poorest youth

351. The project's overall goal is to provide decision-makers with a strategy for the eradication of poverty through small-scale enterprises employing marginalized youth. Basic skills training workshops in a craft profession and non-formal education courses in literacy, numeracy and life skills are meant to provide the marginalized with outlets of employment and self-employment. The project has been successful in establishing links with local governments, public authorities and civil society in the targeted Least Developed Countries (LDCs).

352. The project's first objective is to help create small craft enterprises as well as to mobilize social capital through comprehensive crafts training, capable of linking production and marketing. This involves UNESCO field offices in six Member States: Congo, Zimbabwe, Cambodia, Kazakhstan, Papua New Guinea and Haiti. Congo has established a permanent training centre in close collaboration with the Ministry of Culture and the town hall of Brazzaville in the most populated district of Brazzaville. In Cambodia, due to administrative problems, implementation of activities was delayed and began only in June 2003. Kazakhstan has completed its preparatory phase in February 2003 during which they elaborated a methodology, defined the target communities, and identified an NGO involved in the promotion of democratic society and economic educational programmes. Seventy project trainees participated in the "Kazakhstan Young Entrepreneurship Fair". Further business incubator visits and meetings with entrepreneurs were organized. A craft manual has been published for public information and for awareness of policy-makers. Papua New Guinea has extended its activities to Solomon Islands and Vanuatu. The project, which targets only a small number (nine) of indigenous unemployed youth from squatter settlements, has organized two artistic training workshops followed by an exhibition. Haiti has taken considerable delay, due to late availability of extrabudgetary funding.

353. The project's second objective (initiation of future primary-school leavers in craft workshops) involves field offices in four countries: Bangladesh, Egypt, Mozambique and Viet Nam. Mozambique has linked its activities to a major Mozambican educational programme, which consists of the introduction of a new primary school curriculum that involves training classes in arts and crafts education in 2004. In Bangladesh craft workshops have been conducted in three schools, benefiting 110 students, of whom 25 are drop-out learners. The project responds to an existing demand for specific indigenous cloth types, for which not merely a regional and national demand exists, but also distribution channels in international markets, such as Indonesia, Philippines and Japan. In Viet Nam, due to administrative difficulties, the project implementation was delayed. However, a promising methodology has been developed. Egypt is in the process of evaluation.

04415 **Youth development and poverty reduction through**
sustainable community tourism

354. YouthPATH (Youth Poverty Alleviation through Tourism and Heritage) has been established in five Caribbean countries – Bahamas, Barbados, Jamaica, Saint Lucia and Saint Vincent and the Grenadines. It seeks to harness the creative energies of marginalized (mainly rural) youth from ages 15 to 25 years to preserve the cultural and natural heritage of their communities and develop these as sustainable community tourism centres targeting internal and international markets. Emphasis is being put on educating youth about the nature and the value of their cultural heritage and to give training on how to establish small-scale businesses. The project has been successful in deepening contacts with local partners, both from the private sector and the public sector, attracting funds for training on the local cultural heritage and for establishing businesses by the target group of young people. Tourism activities to provide work for young people include development of hiking trails and local birdwatching groups, which are likely to be accepted in the tourism programme of the private sector.

05411 **Empowering the underprivileged through the use of information**
and communication technologies

355. Poverty analyses consistently point to the importance of information and communication. Working with a wide range of partners, including development agencies, universities and government departments, this project pursues an innovative approach to contribute to poverty eradication through ICTs. To date, these efforts include micro-finance and income generation, enterprise and livelihoods for women and youth, increasing organizing capacity and bargaining power of the poor; providing access to markets, education and health services; information on a variety of civil and political rights; providing an innovative and communicative space for the poor. The project has established seven innovation and research sites oriented to overcoming the barriers faced by the poor in using and benefiting from ICTs.

356. Specific initiatives within the project are already demonstrating how the project's research process, focusing on specific local structures of poverty, can generate more creative and productive poverty-reduction strategies, fitting ICTs into local social processes and networks on the basis of a detailed knowledge of information needs, household structures, economic capabilities and aspirations, and communicative skills of the poor.

357. The project has achieved wide-ranging partnerships including five national agencies, two state universities, three local governments, three local media, four private companies, four NGOs and three CBOs. Four thousand two hundred poor women and girls are using ICTs, directly and indirectly, as part of project models (this figure will expand to at least 15,000 by the end of the first phase of the project (2003) with an additional 3,000 poor men and boys). Other results include: training of 20 researchers in methodology; research in nine sites using a range of participatory qualitative research tools; research website: http://cirac.qut.edu.au. In addition, an eNRICH software solution was developed and deployed (see online demonstration at http://enrich.nic.in), and a publication produced *Putting ICTs in the hands of the poor*.

06411 **EFA Observatory: Helping Member States in monitoring**
and achieving EFA goals

358. The overall aim of the project is to examine the statistical foundation for the link between poverty and education in order to establish a set of indicators that might be sensitive to the

relationship between these two domains. This may also provide further information by which UNESCO can measure its contribution to poverty reduction. To this end the project has a series of scoping exercises covering policy issues that link these two fields of activity and two larger projects covering fieldwork and statistical links.

359. Results achieved cover a broad range of issues:

- Language: UNESCO's policy is that children have a right to mother tongue tuition. Lack of provision of teaching in an appropriate language can be seen as a denial of the right to education, and is often an issue for minorities associated with factors of poverty and deprivation. UIS has been gathering extensive information on language of instruction. UIS has also hired an expert on African languages to undertake an overview of this issue in Africa, and has surveyed the countries of Francophone Africa during its recent series of regional workshops.

- Gender: the Global EFA Monitoring Report for 2003 will concentrate on gender issues for Education for All. This will cover aspects of gender in all six EFA goals, not just Goal 5; which is specifically on gender. UIS has hired a leading global expert to review gender issues across all aspects of the Institute's work. She has recommended that UIS consider gender-differentiated data on government finance, compensatory measures adopted by governments (e.g. free school meals), field of study and employment. Other recommendations include, for example, the need to capacity-build countries in gender sensitive monitoring of policies.

- HIV/AIDS: this epidemic has had an enormous impact on education in the developing world, and yet, because of the stigma felt by individuals and governments, good statistical information is very hard to come by. UIS is working closely with IIEP, UNESCO's Education Sector, and other partners to consider how this situation might be changed. The expert has recommended that UNESCO should concentrate on monitoring the impact of the disease rather than the incidence and spread of the disease itself. UIS is now in the process of clarifying the expert's recommendations, as well as looking at how those suffering from AIDS are denied their right to education and other services.

- Planning: a study is in course examining the relationship between Poverty Reduction Strategy Papers (PSRPs) and Education for All Action Plans which aims to identify common statistical indicators and gaps in policy monitoring.

360. Major studies are also in progress on two key areas of research:

- Life Skills: life-skills training is probably the main education route for reaching excluded groups, those in poverty, minorities, street children and other deprived groups. Initial UIS work on life skills suggested a differentiation between OECD and developed countries which emphasize "key" or "generic" skills, and developing countries which emphasize more practical "survival" or "vocational" skills. Further discussion within UNESCO and with UNICEF has resulted in a common conceptual and intellectual understanding of this area. To support this conceptual development UIS is undertaking a study of existing life-skills programmes in South and East Asia, with the cooperation of ministries of education in these countries and UNESCO Bangkok Office. UIS is also preparing a report suggesting how the EFA goal on life skills may be monitored at the international level.

- Poverty and the dynamics of family, community and schooling: this project addresses the issue of poverty and patterns of school participation from the perspective of household,

school and community resources. It aims to improve understanding of how and whose education is at risk and also to look at policy lessons from poor households and communities that support primary school participation, progression and academic achievement. Moreover, it assesses the use of existing indicators and recommends a set of comparative indicators to study these phenomena. A final report on the project will be prepared towards the end of the year summarizing what has been achieved in the different elements.

(ii) The contribution of ICTs to the development of education, science and culture and the construction of a knowledge society

	Work plan allocations 2002-2003 $	Expenditure as at 30.06.2003 $	Expenditure vis-à-vis allocation at 30.06.2003 %
Total, Information and Communication Technologies	5,660,262	2,970,747	52.5

01421 The application of remote sensing for integrated management of ecosystems and water resources in Africa

361. During the past 18 months, a number of activities were implemented under the three components of the project which are (i) research, education and training; (ii) developing UNESCO Chairs and Networks and Specialized Centres in Remote Sensing; and (iii) fostering outreach. Under the first component, national workshops were held in 2002 in nine African countries (Benin, Botswana, Côte d'Ivoire, Equatorial Guinea, Guinea, Mozambique, Niger, Senegal and South Africa) to identify national capacities, needs and priorities and establish national work programmes and networks. In 2003, two other countries, Nigeria and Zimbabwe, were selected to participate in the project. UNESCO provided support to 11 African countries to implement their national projects based on remote sensing data and satellite imagery applied to ecosystems and water resources. Support was also given to develop the UNESCO Bilko long-distance learning software in remote sensing in cooperation with the International Bilko Steering Team and the Laboratory of the Satellite Oceanography of the Southampton Oceanographic Centre. The activities have resulted in: better knowledge and picture of the status of remote sensing applied to ecosystems and water resources at national and regional levels in Africa; improved national and regional coordination and cooperation in the subject area; and established national work programmes and networks. The implementation of national pilot projects on remote sensing provides decision-making tools for sustainable management of water and ecosystems as one of the main applications of sciences and education in remote sensing arising from the recommendations of the World Summit on Sustainable Development (WSSD).

362. Under the second component, the UNESCO-Africa Network for the Application of Remote Sensing for Sustainable Development was established in 2002, consisting of research and educational institutions and NGOs in the 11 project countries, the UNESCO Regional Bureau for Education in Africa (BREDA), in Dakar (Senegal), the Regional Office for Sciences (ROSTA) in Nairobi (Kenya), and several regional and international associated institutions specialized in space sciences, remote sensing, mapping and survey. In 2003, an International Advisory Committee was set up to assist Member States in the implementation of project activities. A website on the project has been established and CD-ROMs on project activities in some of the participating countries have been produced.

01423 **Higher education, open and distance learning**
knowledge base for decision-makers

363. Regional activities were carried out by the UNESCO Offices in Dakar and Harare, and by the UNESCO Office in Bangkok and in CIS and Baltic countries by the UNESCO Institute for Information Technologies in Education (IITE), focusing on identifying target audiences, priorities for contents of the regional information and knowledge resources, and the establishment of a data collection strategy and links to ongoing initiatives such as the World Bank's Global Development Network (GDENET) project and available sources of information in regions. The European Distance Education Network (EDEN) produced a prototype knowledge base using the example of quality assurance in open and distance learning at higher education level. The South African Institute for Distance Education (SAIDE) will further develop this tool in Africa.

364. To assist decision-makers in developing countries and countries in transition on policy issues relating to the implications of open and distance learning (ODL), a Higher Education ODL Knowledge Base was established with the involvement of the UNESCO Offices in Dakar, Harare, Bangkok, IITE and IIEP to assist decision-makers in policy issues on open and distance learning (ODL). A prototype expert system was set up to assist in decision-making and in the design of an information base in each of the target regions, developed on the basis of needs assessments. Workshops have been held or planned to present, test and evaluate both outputs.

01424 **ICT-based training**
in basic education for social development

365. As part of the follow-up to the World Education Forum held in Dakar in 2000, the project aims to improve access to quality basic education by strengthening human resources and local capacities to promote social development. By developing and implementing appropriate ICT-based training, it seeks to increase the capacities of teachers and other basic education providers in delivering basic education of quality to children, youth, women and men in Asia and Africa. The thematic components of the project include: (i) empowerment of women farmers; (ii) educational governance at local level: community empowerment; (iii) reading for all (targeting school children); and (iv) inclusion of gender perspectives in family education.

366. Under the component on empowerment of women farmers, a national workshop was organized in Harare, Zimbabwe (November 2002) which produced 15 illustrated post-literacy materials for women farmers, and support was given to the Yunnan Normal University for a workshop for extension workers and farmers, notably women, to produce learning materials on subjects relevant to living in rural communities. The materials produced are being transformed into ICT-based training modules. On educational governance at local level, the frameworks for international modules and country-adapted modules have been finalized and work has started on writing the modules and transforming them into CD-ROMs. Under the "Reading for All" component, following the workshop on "Reading for All", held in Bangkok (November 2002), the draft prototype training module was finalized in March 2003. A development tool has been selected to transform the draft into a multimedia e-learning course; the beta version of the e-learning course has been developed; and the participating countries have submitted their adaptation/training plan. The modules on the component dealing with the inclusion of gender perspectives in family education have been developed and distributed to the pilot countries, Cambodia, China and Kyrgyzstan for local adaptation.

02421 **Small Islands –**
Voice 2004

367. In direct response to the United Nations Millennium Development Goals (MDGs), the Small Islands Voice addresses the needs of Small Island Developing States (SIDS) and islands with other affiliations with the aim of promoting the effective participation of civil society, including young people, in sustainable island development (MDG 7) and in the 2004 review of the United Nations Barbados+10 Programme of Action for SIDS (MDG 8). The project started in January 2002 in four countries (Saint Kitts and Nevis, Seychelles, Palau and Cook Islands). Saint Vincent and the Grenadines and the San Andrès Archipelago joined the project in late 2002, while Fiji and the Maldives and Mauritius will join in 2003. National committees – government, non-governmental and community-based organizations, media, youth representatives, private sector and civil society – stimulate and facilitate activities at the local level. Surveys to determine the main environment-development issues have been undertaken in the initial countries.

368. Another strategic objective – enhancing scientific, technical and human capacities to participate in the emerging knowledge societies – is addressed through a combination of new and traditional information and communication technologies. An Internet-based youth forum was launched on a trial basis in September 2002 to allow secondary schoolchildren from six schools in the three regions to exchange views and information on issues of concern to them. At the beginning of 2003, the forum – now with 30 participating schools – entered into a significant phase by focusing on the long-term goal of moving from discussion to action on the ground dealing with a variety of issues from traditional whaling practices to pollution and "brain drain" in the islands. As part of the initiative, computer equipment is being provided to schools in some of the islands. Several countries, such as the Cook Islands, have explored innovative ways to involve isolated schools in the outer islands without Internet connections. A second trial Internet-based global forum was launched in October 2002 with over 7,000 recipients. As the trial forum generated many contributions from around the world, it was continued into 2003 and there are now over 10,000 forum recipients. Newspapers in the British Virgin Islands, Cook Islands, Palau, Seychelles and Samoa have published some of the articles and related stories, which are also being highlighted on national websites such as www.seynews.com.

369. A Small Islands Voice website has been created (www.smallislandsvoice.org) and 10,000 copies of a promotional brochure have been produced and distributed. A paper entitled "Civil society's perspective on environment and development issues" was presented at the Islands of the World VII Conference in Prince Edward Island, Canada (June 2002). Representatives from government, non-governmental organizations and youth groups in the project countries participated in the Small Islands Voice interregional workshop held in Palau (November 2002). The workshop was aimed at promoting direct interaction between island countries in the three regions and advancing specific Small Islands' Voice activities nationally, regionally and inter-regionally. The workshop report and video have been finalized and distributed.

02422 **Virtual laboratories for drying lakes in Africa,**
the Middle East and Central Asia

370. The overall objective of the project is to demonstrate the possibility of fostering scientific and technical collaboration among and between researchers working on large drying lakes or interior seas such as the Dead Sea, the Aral Sea and Lake Chad – enabling them via the VL tools to share data, information and experience and to work together with other laboratories in Europe on similar problems and research. The project also aims at establishing and developing information and

communication services and collaborative work facilities for scientists and training on the operation and maintenance of the virtual laboratory network.

371. Following the kick-off meeting and the feasibility study conducted to define the configuration of researchers at national, regional and international levels, as well as their needs for VL services, equipment and connectivity, the initial policy and strategic framework was defined. In particular, a virtual system was set up and the networking process between the teams of researchers in the three regions completed; selected research themes were identified and developed; technical and managerial staff and researchers were trained; and information data and research results were exchanged.

372. All the project sites were equipped. In November 2002, research institutions/focal points were identified. Mr R. al-Weshah, Regional Hydrologist, UNESCO Cairo Office, was appointed as Group Coordinator. Africa is represented by four institutions from three countries (University of Maiduguri, Nigeria; University of Ngaoundere, Cameroon; Lake Chad Research Institute, Nigeria; Lake Chad Basin Commission, Chad); the Middle East is represented by four institutions in Jordan (University of Jordan; University of Philadelphia; Ministry of Water and Irrigation Jordan Valley Authority; Arab Potash Company); Central Asia is represented by three institutions from three countries (Institute of Hydrogeology and Hydrophysics Ministry of Science and Education, Kazakhstan; Urgench State University, Uzbekistan; Centre for Development Research, Urgench, Uzbekistan and ZEF Bonn, Germany). (website: http://www.unesco.kz/ubb/viewtopic.php?+=45).

373. Staff and researchers' training included: in November 2002, Jabber and P2P technology training was done by an informatics development group for 20 participants in the project meeting in Amman, Jordan; in June 2003, a five-day regional workshop and training on establishing a virtual laboratory for researchers was held in N'Djamena, Chad. More than 20 participants from Niger, Nigeria, Cameroon, Chad, Central African Republic and Kazakhstan participated in the workshop. Central Asian scientists participated virtually. In July 2003, a two-day technical workshop and training on virtual laboratories tools took place in the Academy of Science of Kazakhstan. Scientists from Africa and from the Middle East participated virtually. Scientists from Uzbekistan and Kazakhstan met on Aral Sea Water Balance matter and other research themes.

374. Regional and national priorities for the drying lake research should be discussed and presented in a comprehensive way. Based on achieved experience and the workshop reports, VL tools should be developed for practical use taking into consideration existing power and connectivity limitations. A special role should be given to the portal tools with community-oriented styles where each scientist can be registered online. Digital libraries such as Greenstone should be used as simple and powerful tools for scientific full-text multilingual article exchanges.

03422 UNESCO World Report on "Building Knowledge Societies"

375. To strengthen the Organization's intellectual, strategic and ethical watch capacities, work continued on the first *UNESCO World Report* on the theme "Building Knowledge Societies". In that connection, attention may be drawn to the importance for the overall thrust of the Report of the thematic debate held by the Executive Board on this vital theme at its 164th session, on the initiative of its Chairperson and with the assistance of the Division of Foresight, Philosophy and Human Sciences.

376. The debate enabled the representatives of the Member States of the Executive Board to exchange ideas on the theme selected for the World Report and to map out valuable avenues of

reflection in that regard. An information document on building knowledge societies was prepared for the debate by the Chairperson of the Board, with the assistance of the Division of Foresight, Philosophy and Human Sciences. A number of preparatory documents were then drawn up and substantial analytical work was carried out, particularly on the basis of the discussions and conclusions of the thematic debate, which subsequently made it possible to establish a document base and a list of priority themes for study. The various avenues of reflection identified were analysed in greater depth. During the period under review, the preparation of the World Report entered its final phase, the drafting of the Report itself being scheduled for the second half of 2003.

05421   **Initiative**
B@bel

377. Major activities carried out under the project which aims at promoting multilingualism in cyberspace in the past 18 months have resulted in: local content development; collection of recordings of endangered languages; creation of an online digital sound archive to preserve endangered languages and facilitate research by linguists; and guidelines on developing computerized writing system support and various models for sharing intellectual property resources. A multilingual content management platform providing data and terminology support, language customization and online search capability based on CDS/ISIS has been developed. Fonts for African and South Asian languages, non-Latin web browsing and data entry tools and dictionaries are being developed for free distribution.

05422   **Preserving our**
digital heritage

378. UNESCO's campaign for the preservation of the world's digital heritage has resulted in the development of technical guidelines, raising of awareness and the preparation of a Draft Charter on the Preservation of Digital Heritage, which will be submitted to the 32nd session of the General Conference. A series of regional experts' meetings were held to review digital preservation challenges in the respective regions, discuss and prepare comments on the Preliminary Draft Charter and detailed technical guidelines on the preservation of digital heritage. The regional experts' meetings were held in Asia and the Pacific (Canberra, Australia, November 2002); Latin America and the Caribbean (Managua, Nicaragua, November 2002); Africa (Addis Ababa, Ethiopia, December 2002); the Baltic countries (Riga, Latvia, December 2002); and Central Europe (Budapest, Hungary, March 2003). Based on the Internet Archive programme at the Bibliotheca Alexandrina, the UNESCO Office in Cairo has prepared a pilot project to sort, index and preserve the digital content in Arabic, and a regional course on the preservation of the digital heritage in Latin America and the Caribbean will be held in Rio de Janeiro, Brazil, in December 2003. Partners of the project include the National Commission for UNESCO, the National Library of Australia and the European Commission on Preservation and Access who have been involved in the development of the conceptual framework for digital preservation.

05423   **Virtual universities: test beds and guidelines**
on their establishment

379. The project aims at setting up virtual campuses in Africa and Asia within a regional cooperation framework for the exchange of contents, expertise and training, consisting of needs assessments in distance education; development of distance education materials and e-Campus and dissemination, evaluation and possible extension. A Pan-African study on the development of e-

campuses is being carried out in collaboration with the University of South Africa (UNISA). Pilot implementation of the project is underway at the Institut National Polytechnique Felix Houphouët-Boigny (INPFHB), Côte d'Ivoire and Université Cheik Anta Diop, Senegal. It aims at developing catalogues and digitized content on Open Educational Resources (OERs) produced by institutions of higher learning in the two countries as well as others in the subregion, using the Greenstone software. The Greater Mekong Subregion Virtual University (GMSVU) is being established in cooperation with several universities in Europe. A platform has been launched by the Asian Institute of Technology in Thailand (AIT); the platform includes training of trainers in all GMS countries jointly sponsored by UNESCO, AIT and the French Embassy in Thailand. The material for the test beds of a virtual university is being developed and will be discussed at a joint meeting in December 2003.

05424   **Electronic Theses and Dissertations (ETD) Programme**

380.   The project aims at enhancing the production, access and archiving of theses and dissertations by using the opportunities offered by ICTs. It has so far achieved its main expected result of sensitizing universities on ETD procedures, providing and testing best practices in the area of electronic theses and dissertations (ETD) and training ETD managers. Based on the "UNESCO ETD Guide" which provides a set of best practices, procedures and workflow models for the implementation of national ETD programmes, model training courses have been set up in different regions in Berlin, Germany, in May 2003. UNESCO has initiated a pilot project to establish sustainable ETD programmes in Africa, involving notably the University of the Witwatersrand, South Africa, and Addis Ababa University, Ethiopia, as future centres of excellence. A similar project in Eastern Europe is being prepared with the Kaunas University of Technology in Lithuania. Support has also been given for an Internet-based platform for sharing information on ETD projects and international initiatives in this area.

05425   **UNESCO knowledge portal: The Digi-Arts project**

381.   Based on an international network of specialists, artists, researchers from different geocultural regions and also in collaboration with the Havana office and the Bangkok office, the Digi-Arts project has been undergoing several multilateral developments, such as the creation/development of the portal, and the mapping of digital arts resources based on the regional researches in Africa, Arab States, Asia/Pacific, Latin America/Caribbean in the field of media arts and music using technology. Statistics show that the portal is the third most popular website visited among the various websites of the culture sector. Another segment of the portal, the Young Digital Creators programme, promoting cultural diversity and creativity by new means of technology in favour of youth, has initiated its development of three major interdisciplinary programmes, Our sounds of our water, Sounds and scenes of my city, and Youth creating and communicating on HIV/AIDS, which combine social and natural sciences with arts and technology. The UNESCO Digital Arts Award 2003, in line with the UNESCO Prize for the Promotion of the Arts, has been launched in association with the Institute of Advanced Media Arts and Science in Japan and has initiated the call for work in May 2003. The development of the e-learning seminars and the research on creative software has also been initiated.

Coordination of action to benefit Africa

382. In the context of **cooperation with Member States**, the Director-General paid official visits to several African countries and received in Paris several Heads of State and Government and a large number of ministers, ambassadors and officials. The preparation, organization and follow-up of those activities strengthened cooperation with Member States, particularly in the following priority areas: teacher training and the strengthening/rehabilitation of centres of excellence; the drawing up of national EFA plans; combating HIV/AIDS and poverty; the preservation of cultural heritage; and access to ICTs. Additional technical and financial support was provided for all those priorities from carry-over funds (US $1,135,000), the Participation Programme (US $5,774,750) and emergency assistance (US $392,000), and funds-in-trust.

383. **Cooperation with Africa's organizations and development partners** has been redesigned to adapt it to the new context arising from the three-way partnership comprising NEPAD, African Union and the cluster offices, leading to such noteworthy results as: the strengthening of cooperation with the new African Union and its commissions in charge of matters in the Organization's fields of competence; the establishment of a Forum of regional and subregional organizations in support of cooperation between UNESCO and NEPAD; the designation of UNESCO as the lead agency for the education "sub-cluster" of human resources, employment and HIV/AIDS "cluster" established by the regional consultation of United Nations agencies working in Africa; the designation of UNESCO to carry out the consultation process on the inclusion of science and technology in NEPAD and to assist in that of culture; the formulation, in conjunction with ERC/RIO, of a regional strategy for African NGOs (Malawi); and visits to UNESCO by several chief officers in charge of international cooperation programmes, regional and subregional agencies and organizations including OAU, ECOWAS, the Indian Ocean Commission, CEN-SAD, COMESA, the United Nations Economic Commission for Africa, the Tokyo International Conference on African Development (TICAD) and the LDCs (United Nations).

384. Resolute efforts were made to improve the efficiency of the Programme's **intersectoral and cross-cutting coordination** to reflect more closely the priority given to Africa. UNESCO therefore participated in the preparations for and/or the holding of major international meetings such as the World Summit on Sustainable Development (WSSD) (Johannesburg), MINEDAF VIII (Dar es Salaam), the 12th LDC Ministerial Conference (Cotonou) and the World Summit on the Information Society (WSIS). It organized intersectoral missions, in particular to the Democratic Republic of the Congo (Goma) and Côte d'Ivoire, and round tables, in particular on reconstruction and rehabilitation programmes. The African Department also maintained, in liaison with ERC/NCP, close cooperation with African National Commissions and participated in regional consultation meetings (32 C/5, regional strategy – 2002-2007 – and the 10th statutory quadrennial conference). The results of these activities included: the adoption of the Cotonou Declaration and Plan of Action on the LDCs; the inclusion of Africa's special needs in the WSSD Plan of Action, Chapter VIII of which is devoted to Africa; the inclusion of the recommendations to WSIS made by the "African Initiative" and the African regional consultation held in Bamako; and the formulation of emergency and rehabilitation programmes supported by the granting of financial aid, including US $113,000 for Goma and US $349,000 for Côte d'Ivoire.

385. Furthermore UNESCO continued its activities to raise extrabudgetary funds for priority projects for Africa, leading in particular to: the signing of a funding agreement with GIFCA and the release of US $250,000 to support science education in 22 African countries; the opening of a US $1,000,000 credit line from UNDP to set up solar villages in Malawi; and the organization, in Ouagadougou, in liaison with BSP, BFC and ERC/CFS, of a round table to collect and analyse projects for submission to extrabudgetary funding sources.

386. Under the Africa Department's **future-oriented** programme and the Organization's communication plan, promotional and profile-enhancing activities were carried out, giving rise to several studies and/or publications including: "Africa in UNESCO's mirror", a collection, prefaced by the President of the Federal Republic of Nigeria, of speeches by the Director-General in Africa or on Africa and its priorities; "Listening to Africa", a bilingual newsletter; the "Medium-Term Strategy (2002-2007) for the Africa Region"; "Le programme de participation (2000-2001) dans les activités des Etats membres d'Afrique"; "UNESCO and NEPAD: From vision to action", the final report of the Ouagadougou seminar, 5-8 March 2003; "UNESCO in Africa (2002-2003)" – an appraisal of the Organization's achievements in Africa; "L'inventaire critique des manuels scolaires d'histoire en usage dans les pays d'Afrique noire francophone: le cas de l'enseignement primaire et secondaire"; "Enjeux et modalités de l'action citoyenne pour l'intégration régionale en Afrique", a comparative study of the experience of subregional organizations in Africa; "La société civile africaine: définition et rôle dans le processus du NEPAD"; "Rôle de la dimension culturelle dans le processus du NEPAD"; "The contribution of UNESCO to United Nations Initiatives, Programmes and Actions in Africa (January 2000 to May 2002)"; "Africa and UNESCO" (CD-ROM); and "Articulating our goals, programmes and strategies in Africa".

387. Also set up were the "Africa Portal", which is updated regularly, and sites dedicated to the seminars mentioned above.

388. In addition, the Organization began and/or continued and strengthened its activities in support of NEPAD and the regional and subregional integration process. It thus held two international seminars (November 2001 and March 2003), the first, "Forward-Looking Approaches and Innovative Strategies to Promote the Development of Africa in the Twenty-First Century", to define the vision and philosophy that should underlie such support and the second, "UNESCO and NEPAD: From vision to action", to decide on its activities and resources. Those two major initiatives and the ensuing follow-up by the Secretariat's units and governing bodies and by NEPAD bodies and institutional partners were backed by the Executive Board (164 EX/Decision 8.6, 165 EX/Decision 8.9 and 166 EX/Decision 4.1) and led *inter alia* to: the establishment by the Director-General of the UNESCO-NEPAD Advisory Committee; account being taken of the recommendations made by the above seminars in the formulation of the regional strategy for Africa (2003-2007) and sectoral work plans; UNESCO's contribution to the formulation of NEPAD's human resources plan of action and to the conduct of activities relating to that component, in particular the granting of $50,000 in financial aid to support a study on the state of the education sector in Africa; the Organization's contribution to the study on the ways and means of taking culture, on the one hand, and science and technology, on the other, into account in NEPAD; President Wade's statement on NEPAD to the 166th session of the Executive Board; and the invitation extended by President Obasanjo, Chairman of the NEPAD Heads of State and Government Implementation Committee, to the Director-General to speak at one of that Committee's sessions.

Public information

389. The new public information and communication strategy approved by the General Conference at its 31st session started to be put into practice in January 2002. This strategy places a central emphasis on relations with the press and electronic media in all Member States of UNESCO and correspondingly less emphasis on the production of in-house products such as magazines and feature-length films and videos. Whereas the greatest proportion of human and financial resources devoted to public information was previously devoted to the production and dissemination of *The Courier* and *Sources* magazines and promotional films or videos, efforts today focus primarily on penetrating the mass media which informs and helps to shape public opinions worldwide.

390. During the first 18 months of the 2002-2003 biennium, BPI issued a total of 148 press releases, 116 media advisories and 27 feature articles. All press releases and features are produced and distributed in English and French and, for the first time at UNESCO, in Spanish as well. Selected press releases, media advisories and features are distributed in Arabic and Russian also. On 23 separate occasions, video sequences (B-rolls) illustrating the content of press releases of particular significance were simultaneously distributed to television broadcasters around the world in cooperation with such agencies as the European Broadcasting Union (EBU), the Asian Broadcasting Union (ABU), ASIAVISION, Reuters, Associated Press TV, and others. A total of 63 press releases and media advisories concerned activities in the cultural sector, 54 in education, 48 in the natural sciences, 21 in the social sciences and 36 in communication. Among these, several benefited from massive media coverage. The launch of the World Water Development Report, in March 2003, set new standards in this regard: more than 700 articles published in 70 countries were collected by BPI which was also informed of countless television and radio broadcasts. The launch of the EFA Global Monitoring Reports (November 2002) also proved particularly successful with more than 250 articles from 38 countries collected. Information on cultural heritage in Iraq received sustained global attention following the sacking of the Baghdad Museum in May 2003. Other UNESCO events/initiatives which received massive or very substantial coverage included the celebration in Manila of the 2002 World Press Freedom Day; the announcement in Budapest (June 2002) of new world heritage sites; the celebration in Venice (November 2002) of the 30th anniversary of the Convention on World Heritage; the announcement by President George Bush of the decision of the return of the United States to UNESCO; the World Water Forum in Kyoto (March 2003) and the meeting in Abuja of the Higher Level Group on Education for All.

391. A rigorous monitoring of television broadcasts in France, the United States and Great Britain over 24 hours on 17 April 2003 revealed that UNESCO-generated information on Iraqi cultural heritage, spawned 68 separate television sequences during that day including 35 on 10 different channels in France, six in the United Kingdom and 27 on 18 channels in the United States. On the same day monitoring of radio programmes revealed that the story was the object of 75 items on 13 separate radio stations in France, 10 items on 9 radio stations in the United States and six items on six separate radios in the United Kingdom. Such monitoring is expensive and only rarely conducted.

392. Large volumes of press clippings reflect the very significant media attention received by UNESCO on these occasions These, once again, demonstrate that with few exceptions the surest way to attract media attention is to produce solid, up-to-date reports laden, wherever possible, with comparative statistics.

393. In May 2002 a trial issue – No.0 – of the *New UNESCO Courier* was published in English and French, and in Spanish, Arabic, Russian and Chinese over the following weeks. Issue No.1 – with a central dossier on Afghanistan – and No.2 – with a dossier on Literacy – were published respectively in October 2002 and April 2003. Distributed through National Commissions and different UNESCO partners, the *New UNESCO Courier* is aimed primarily at members of UNESCO networks.

394. In June 2002, UNESCO and the Discovery Channel signed an agreement for the production of a series of mini-programmes on the world's endangered languages. The first 10 of these programmes were produced over the following months and have been broadcasted in 155 countries. A new series including 10 further programmes is currently under production. Throughout the 18 months under review BPI produced weekly sequences for the CNN World Report. It also co-produced a short feature film on the 300th anniversary of St. Petersburg.

395. A section has been established in BPI to see to the editorial coordination of the UNESCO website. This new function within the Organization has made it possible to initiate a complete overhaul of the Organization's 70 sub-sites, the most noteworthy of which will be posted for the General Conference. The website is viewed increasingly not only as a powerful public information tool, but also as a programme implementation instrument enabling programme sectors to interact quickly and judiciously with a very large number of actors at various levels. A publication policy has been introduced with four main lines of action: the reorganization of content into themes that are easily understood by the public at large; the provision of relevant resources in thematic contexts (documents, books, standard-setting instruments, projects, photographs, etc.); the enhancement of graphic and ergonomic consistency among all components; and the development of Web services such as newsletters and forums. All the sectors, the central services and a growing number of field offices took part in that collective effort which was merely a step towards the transformation of the Organization's website into a portal, the extension and logical development of the knowledge portal experiment carried out as part of the cross-cutting projects.

396. From January 2002 to 30 June 2003 UNESCO Publishing published 10 DVDs, 11 CD-ROMs and 103 books (46 in English, 34 in French, 17 in Spanish, 4 in Russian, 1 bilingual Arabic/French and 1 trilingual English/French/Spanish) out of which 57 came under UNESCO's sole imprint and 46 under co-publishing agreements. During this period a total of 73 co-publishing contracts were entered into, including 25 in English, 18 in French, 11 in Spanish, 7 in Russian, 6 in Arabic and 5 in Chinese. A total of 90 licensing agreements were also signed including 55 in languages other than the six mentioned above. This reflects a policy favouring greater outsourcing and diversification of production partners, resulting in substantial reduction in production costs.

397. Promotion and sales of the Organization's publishing output was continued through the distribution of 36,000 catalogues in English, French and Spanish, promotional campaigns, mailings including 20,000 copies of the Just Published 1-2 and 3-4 as double issues as well as the redesigned *UNESCO Publishing News 1*, three *Readers' Club* brochures and individual information sheets for specific titles and participation in about 50 book expositions and fairs in all regions of the world. There was a marked improvement in press promotion and many titles were reviewed and hyperlinked on websites of NGOs and other organizations.

398. The performance of sales agents in various countries was reviewed and a number of distribution contracts were cancelled due to insufficient performance, including in France, where four new sales agents have been recently appointed. A new software for stock control and invoicing was created in order to improve servicing of orders and claims. A comparison of the first 18 months of the 2002-2003 biennium with that of the 2000-2001 biennium shows a drop in sales revenue of 47.76%. This drop in sales incomes is due to a number of factors including the general reduction in a number of titles published for sales by the various sectors, particularly Education; the drastic reduction in titles from the collection of UNESCO's Representative Works and the stoppage of the World Reports and the UNESCO Statistical Yearbook as previously reported.

Strategic planning and programme monitoring

14004 399. The Bureau of Strategic Planning (BSP) has coordinated the preparation of the programmatic aspects of the **Draft Programme and Budget for 2004-2005** (Draft 32 C/5), in close consultation with all sectors, central services and units in the Secretariat. Special efforts were made to achieve greater concentration and focus of the Organization's programmes: a marked shift has been accomplished in allocating programme resources to the five principal priorities. A major effort has also been made to refine and strengthen the results-based approach (including a more precise definition of the results to be achieved and the formulation of a set of performance indicators

through which the attainment of results may be assessed and measured). This will facilitate future monitoring, evaluation and reporting to governing bodies. The Executive Board, at its 166th session, reviewed the Draft Programme and Budget for 2004-2005 and adopted a decision to the General Conference incorporating recommendations concerning the budget ceiling as well as amendments to document 32 C/5. These recommendations are contained in document 32 C/6. BSP is also establishing and providing to senior management on a regular basis quarterly reports on programme implementation by sectors, including details of the extent of decentralization and the implementation of mainstreaming areas (i.e. Africa, least developed countries, women and youth).

400. During 2002 and 2003, assistance was also provided to several field offices in results-based programming and work plan management. In that context, training has already been provided to more than 300 professionals covering participative methods of results formulation through tools like Logframe. Since June 2003, the Bureau has commenced an intensive training and coaching programme in **results-based programming and budgeting (RBM)** which is geared towards all programme managers at Headquarters and in the field. This programme, financed from corporate training funds under document 31 C/5, will be intensified in the remaining months of 2003 with a view to imparting a "results culture" in the Secretariat and to help improve, as appropriate, the results and performance indicators included in draft document 32 C/5 and in the work plans for the implementation of draft document 32 C/5.

401. BSP has also continued to manage and develop **SISTER**, the main tool for a results-based programming approach, which now includes work plans for all projects funded from both regular and all new extrabudgetary resources. The backlog of prior extrabudgetary projects not yet entered into SISTER has been substantially reduced. SISTER is now fully used for purposes of the Participation Programme, the cross-cutting theme projects and the carry-over funds. Procedures and instructions have been prepared together with BB, BFC, HRM, DIT and DCO in order to ensure full use of SISTER for the 2004-2005 biennium. SISTER is now including both Headquarters and field offices. Extensive staff training has been offered, including through two regional training workshops, the training of five category 1 institutes and training in software use for more than 2,000 staff. In addition, more than a dozen permanent delegations and two national commissions have received training upon their request.

402. Overall, the SISTER system, its infrastructure and its coverage are continuously being further improved and consolidated, including its complementarity with FABS. All planned interfaces between SISTER and FABS were established and made operational. Three new interfaces are still scheduled to be implemented before the end of 2003. In the reporting period, more than 50 major evolutions were implemented to make SISTER more user-friendly. It also includes increased connectivity of field offices/liaison offices/institutes, in close collaboration with ADM/DIT, and a full securitization and consolidation of the SISTER system. Finally, a study of a fully functional and technical recast of SISTER has been completed.

403. BSP also initiated approaches to introduce **knowledge management and networking** into the substantive work of the Organization. This involved a housewide Internet-based discussion on the concept and meaning of global public goods and the implications for UNESCO's activities.

404. During the period under review, the Bureau has also ensured UNESCO participation in programmatic activities of the **United Nations Development Group (UNDG)** and its subsidiary bodies, especially with respect to the pursuit of the Millennium Development Goals, UNDAF and PRSPs, and the **High-level Committee on Programmes of the Chief Executives Board (CEB) of the United Nations system**. Both bodies also dealt with follow-up to the World Summit on Sustainable Development (WSSD). BSP also organized an inter-agency meeting on "Promoting Peace and Security through Education and Science: Elements for a United Nations Strategy against

Terrorism" (Paris, 26 February 2003), in cooperation with the United Nations Department of Political Affairs, and together with the Education and Science Sectors. The concept paper prepared by the Bureau is available online (http://www.unesco.org/bsp/eng/peace_security.pdf) as is the report on the meeting.

405. A number of activities was undertaken by BSP with respect to the **Dialogue among civilizations**, including the setting-up of a global (electronic, Internet-based) network, involving competent organizations and research institutions as well as individual researchers, philosophers and intellectuals; the publication of scientific and policy-relevant papers and speeches in UNESCO's "Dialogue Series"; presentations at international conferences and meetings on UNESCO's involvement in the dialogue among civilizations; and, the co-organization and sponsorship of international conferences, meetings and events on the dialogue among civilizations (see document 166 EX/5, Part I: 164 EX/Decision 7.1.3 – Report by the Director-General on UNESCO's contribution to the implementation of the Global Agenda for Dialogue among Civilizations). Highlights among these activities were: (a) the "**International Ministerial Conference on the Dialogue among Civilizations – Quest for New Perspectives**", held from 9 to 10 July 2003 in New Delhi, India. This Conference resulted in the adoption of the Delhi Declaration on the Dialogue among Civilizations, identifying new avenues for future activities and orientations, especially as regards education, science and technology and values (see http://www.unesco.org/dialogue2001/delhi/index.html); (b) the joint UNESCO/UNU Conference on "**Globalization with a Human Face – Benefitting All**", held at UNU headquarters in Tokyo on 30 and 31 July 2003 (see http://www.unesco.org/dialogue2001/tokyo/index.html); and (c) the second colloquium jointly organized by UNESCO and L'Ecole Pratique des Hautes Etudes (EPHE), Paris on "**Civilizations: how we see others, how others see us**", held at Headquarters on 30 January 2003. Substantive and organizational preparations have also been made by BSP for the holding of other conferences on the subject of the dialogue among civilizations: the Regional Forum on the Dialogue among Civilizations in Ohrid, the Former Yugoslav Republic of Macedonia, 28 and 30 August 2003 (see http://www.unesco.org/dialogue2001/ohrid/index.htm), the Symposium on the Dialogue among Civilizations, to be held in Sana'a, Yemen, from 25 to 26 October 2003; and the International Expert Symposium on "The Culture of Innovation and the Building of Knowledge Societies", scheduled to be held in Moscow, Russian Federation, 3 to 5 November 2003. BSP also contributed to meetings of the Task Force of National Commissions for the Euro-Arab Strategy in Cairo, Egypt, 18 and 19 June 2003; the conference by the AMAR international charitable foundation on "Dialogue Between Civilizations: Women's Empowerment", held in Brussels, Belgium in March 2003; and a workshop on the future of the world order in Tripoli, Libya in May 2003. Consultations were held with ISESCO and ALECSO to identify issues and projects for joint endeavours concerning the dialogue among civilizations during 2004 and 2005.

406. BSP also completed arrangements for an innovative public-private partnership between UNESCO and DaimlerChrysler supporting practical activities related to intercultural dialogue and exchange with the support of the German National Commission. Entitled "Mondialogo – Intercultural Dialogue and Exchange", this partnership aims at contributing to a dialogue between civilizations and cultures through a school contest, organized with UNESCO's Associated Schools Project network (ASPnet), an engineering award, implemented by the Science Sector, and a dedicated Internet portal supporting the partnership. The partnership will be officially launched in October 2003.

407. As regards issues to be mainstreamed in the programmes of the Organization in accordance with the provisions of the Medium-Term Strategy for 2002-2007 (31 C/4), BSP has completed the publication of specific brochures on "Mainstreaming the needs of ..." for women, youth and least developed countries as well as for the culture of peace in two languages (English and French).

408. As regards **gender** mainstreaming in all UNESCO programmes, the Section for Women and Gender Equality in the Bureau of Strategic Planning (BSP/WGE) accomplished during the reporting period six major tasks:

(a) It consolidated its network of gender focal points at Headquarters, in field offices and in the National Commissions for UNESCO. To date, the network comprises 10 focal points from Headquarters, 33 from UNESCO field offices and 83 in National Commissions. In support of the National Commission Gender Focal Points, a Handbook for Gender Focal Points in National Commissions was elaborated and will be printed in 2004 in English, French and Spanish. A Portuguese version will also be printed thanks to support from the National Commission of Portugal;

(b) It developed a comprehensive policy base for the effective implementation of paragraph 32 of document 31 C/4 through the publication of UNESCO's *Gender Mainstreaming Implementation Framework for 2002-2007*, which provides the Organization with a road map and compass that will allow its staff to effectively integrate a gender perspective in policy planning, programming, implementation and evaluation activities in all areas of UNESCO's competence. It is being printed in English, French and Spanish for circulation at the 32nd session of the General Conference;

(c) It launched the preparations of a comprehensive UNESCO-wide gender training programme: BSP/WGE initiated together with HRM and the network of Gender Focal Points the preparations for the first of two gender mainstreaming training workshops for gender focal points from Headquarters and field offices. BSP/WGE also participated in several training sessions for staff members in the field with a view to making people aware of the importance of integrating a gender perspective into their activities;

(d) It assembled and developed a core set of gender-mainstreaming tools: guidelines, resources and "gender lenses" were collected in the *Compendium of UNESCO's Gender Mainstreaming Resources*, available in printed form and accessible online. The brochure UNESCO Mainstreaming: the needs of women, a series of four Mainstreaming Brochures of BSP in English and French, was prepared and distributed widely. The 4th version of the *Passport to Equality*, which contains the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), was widely disseminated to Member States as a tool to raise awareness about women's rights. BSP/WGE moreover participated in work on the publication of an information package on gender equality and HIV/AIDS, and is involved in the preparation of the World Summit on an Information Society in 2003 in Geneva. The paper on *Gender and the information society* was finalized in collaboration with CI/FED, and UNESCO became the co-manager, with ITU and FAO, of the taskforce on ICT's of the Inter-Agency Network on Women and Gender;

(e) It monitored gender mainstreaming throughout UNESCO's programmes by reviewing the implementation of work plans for document 31 C/5, with reports being prepared for senior management, and the provisions made in draft document 32 C/5;

(f) Organized each year various celebrations in observance of International Women's Day – 8 March: in 2002 a general debate on violence against women was organized at Headquarters in collaboration with the American University of Paris, and an NGO forum presenting NGO activities for women and girls was held. On 8 March 2003, several activities were held at Headquarters: (a) a photo exhibition *Intimités Afghanes*

by the Iranian painter and photographer Roshanak Bahramlou; (b) a contemporary art exhibition "On this side of the sky, UNESCO salutes women in art" honouring women artists from all continents; (c) a discussion-forum Overcoming fear, winning the battle against breast cancer" was organized in collaboration with Paris Match on recent scientific breakthroughs and preventive advice; (d) a conference-discussion and an exhibit "Breaking the veils, women artists from the Islamic world" with the participation of Her Majesty Queen Rania of Jordan; and (e) the screening of the documentary "Portraits of Women of the World", produced in collaboration with TV5 and l'Agence Internationale de la Francophonie, during which Mr Titouan Lamazou, French navigator and artist, was designated UNESCO Artist for Peace.

409. Partnerships with the private sector – Paris Match, TV5, Hollenberg, the STAR Group, the International Information Centre and Archives for the Women's Movement, etc. – were successfully initiated. The collaboration with IGO's and United Nations agencies was enhanced, mainly through a more active participation in the inter-agency Network on Women and Gender Equality (IANGWE). The Section also contributed to the further evolution of activities pertaining to the L'OREAL-UNESCO Prize "For Women in Science": following the decision by the Executive Board at its 165th session to approve the Statutes of the Prize. To increase the visibility of the partnership, L'ORÉAL recently decided to increase the amount of the awards "For Women in Science" to $100,000 per prizewinner and to increase the number of fellowships from 10 to 15 as well as the amount of each fellowship grant from $10,000 to $20,000. The programme of the Awards, that initially focused on life sciences, will now also include the sciences of matter. A third project aimed at developing and improving science and technology education, in particular for young girls, is being prepared. The project, which will involve relevant UNESCO networks (including the Associated Schools Network and UNESCO Chairs for "Women and Science"), will seek to alert young people, in particular young girls, to the scientific challenges of the future and encourage them to pursue careers in science.

410. The Youth Section of BSP, regularly monitored the mainstreaming of the needs and concerns of youth throughout UNESCO's programmes by reviewing the implementation of work plans for document 31 C/5, with reports being prepared for senior management, and the provisions made in draft document 32 C/5. In order to support and encourage Member States to develop national **youth** policies, UNESCO participated in a few important meetings and working groups concerning youth-related policies, namely: the Council of Europe Research Seminar "Re-situating Culture: Reflections on Diversity, Racism, Gender and Identity in the context of Youth" (Budapest, Hungary, 10-15 June, 2003); all three meetings of the Council of Europe task force on Youth Policy Indicators (Strasbourg, France, 13-14 December 2002; Budapest, Hungary, 1-3 July 2002 and Strasbourg, France, 26-27 March 2003); the International Congress on Youth Policies (Bilbao, Spain, 19-21 March 2003); the European Conference of Ministers "Youth constructing Europe" (Thessaloniki, Greece, 7-9 November 2002); the IX Ibero-American Conference of Youth Ministers (Salamanca, Spain, 21-22 October 2002); the United Nations Meeting on Global Policies for Youth (Helsinki, Finland, 6-11 October 2002). The participation in these events provided the Organization with a wide range of relevant information for a publication (ongoing) on youth policies which is intended to support Member State initiatives in this domain.

411. The brochure "Mainstreaming the needs of youth" highlights UNESCO best practices in the youth domain and emphasizes the Organization's commitment to empowering young people by focusing on them as responsible partners and catalysts for change. In mid-2003 UNESCO prepared the "Who is Who" directory of international youth-led/youth-serving organizations, tool for stimulation of the networking across borders and cultures.

412.   UNESCO has reinforced in particular its efforts to involve young people in the fight against **HIV/AIDS** by launching on International Youth Day (12 August 2002), in partnership with its youth NGO network, a large initiative within the World AIDS Campaign "Live and Let Live". Since then a special website (www.unesco.org/youth/SIDAHome.htm) provides young people with information, documents, tools and materials for advocacy and campaigning. In collaboration with the World Bank, UNESCO has produced a CD-ROM on HIV/AIDS-related stigma, discrimination and the related human rights issues based on highlights of the World AIDS Day Youth Debate through video-conferencing from 1 to 5 December 2002 (www.unesco.org/youth&aids). The CD-ROM aims at helping youth organizations in their fight against HIV/AIDS. It also contains web-links, documents and experiences generated by sectors and field offices. The CD-ROM will be launched during the UNESCO Youth Forum prior to the 32nd session of the General Conference. Further, UNESCO as a member of the Inter-Agency Task Team on Young People and HIV/AIDS participated in the thematic consultation on HIV/AIDS and young people (New York, 8-10 December 2002) and in the second Meeting on Monitoring and Evaluation of HIV/AIDS Plus in Young Persons (Geneva, Switzerland, 11-12 December 2002), resulting in the development of a Monitoring and Evaluation Manual specific to youth programmes and services.

413. As regards UNESCO's **collaboration with youth NGOs**, a joint Memorandum of Understanding was signed on 1 April 2003 between UNESCO and the International Youth Hostel Federation (IYHF) to develop and implement complementary programmes under the banner of "international peace and understanding". UNESCO also contributed through several teleconferences to the work of the ITU 2003 World Youth Forum Steering Committee, of which it is a member. A youth-friendly version of the Universal Declaration on Cultural Diversity has been prepared in collaboration with the International Youth Parliament (IYP). In that connection, UNESCO attended the first meeting of the African Youth Parliament (AYP), held in Nairobi, Kenya, from 19 to 29 March 2003. UNESCO also participated in the 20th World Scout Jamboree "Share our World, Share our Cultures" (28 December 2002 to 7 January 2003, Hadyao Chonburi, Thailand), where the Director-General inaugurated the "Global Development Village". Finally, UNESCO participated in a Baltic subregional workshop on "How National Commissions and youth NGOs can work together" (Stockholm, Sweden, 22 November 2002). Under contract with CCIVS, a young volunteer was posted to a pilot project in the Democratic Republic of the Congo between October and December 2002 to work with Youth NGOs and networks on a culture of peace and on non-violent conflict-resolution techniques.

414. UNESCO took part twice in the Youth Tennis Tournament "Fila Cup 2002" at the Stade Français (Paris) – in July 2002 and July 2003 – involving several hundred young players hailing from more than 60 countries. UNESCO offered a range of cultural and educational activities which added a new dimension to the tournament, transforming it into an intercultural encounter. UNESCO also presented educational workshops on value in sports and non-violent conflict resolution during the EUR'ALTUS sports meeting (Nice, France, 18-22 June 2003).

415. With respect to **least developed countries** (LDCs), the focal point for LDCs in BSP continued close collaboration with the High Representative of the United Nations Secretary-General for LDCs, Land-Locked Developing Countries (LLDCs) and Small Island Developing States (SIDS) in implementing the Brussels Programme of Action for LDCs. To that end, mainstreaming of the needs of LDCs throughout UNESCO's programmes was regularly monitored, both with respect to the implementation of work plans for document 31 C/5, for which regular reports were prepared for senior management, and to the provisions made for LDCs in draft document 32 C/5.

416. During the last 18 months of the 2002-2003 biennium, the activities of BSP concerning the **International Decade for a Culture of Peace and Non-Violence for the Children of the World** have been mainly intended to increase the participation of the various actors (international NGOs,

United Nations system and civil society) in the world movement for a culture of peace, so as to bring greater recognition and acceptance of the concept of a culture of peace in the world. In this connection, and in accordance with the recommendation contained in the most recent report of the United Nations Secretary-General on the International Decade for a Culture of Peace and Non-Violence for the Children of the World (A/56/349), the priority theme for 2002 was sustainable economic and social development in the framework of the follow-up to the World Summit on Sustainable Development and the celebration of the United Nations Year for Cultural Heritage. Accordingly, a campaign entitled "Peace in our Hands through Local Heritage" was launched in October 2002 to mobilize international NGOs on the theme of the local heritage as a vector of dialogue and peace. An awareness-raising brochure entitled "Heritage for a Culture of Peace" was sent out to all the NGO partners. In addition, the culture of peace coordination service participated in the World Scout Jamboree, which was held in December 2002 in Thailand, by organizing several workshops which helped to raise awareness among over 300 young people of the values of the culture of peace through various practical workshops. The coordination service, in conjunction with the Franco-Japanese Cultural Centre and with financial assistance from Japanese funds-in-trust, also organized a special day on 5 May 2003 as part of the Koï Nobori 2003 Festival, a traditional Japanese festival for children, which provided a basis for launching messages of peace and for organizing several awareness-raising workshops on the culture of peace.

417. The focal point for the culture of peace in BSP regularly monitored the inclusion of dimensions and themes pertaining to the culture of peace in UNESCO's programmes by reviewing the implementation of work plans for document 31 C/5, with reports being prepared for senior management, and the provisions in draft document 32 C/5. In September 2002 a workshop on the indicators of the culture of peace was held in Tokyo at the United Nations University, at which proposals were put forward for a general framework based on the eight fields of action of the Programme of Action on a Culture of Peace and a databank containing the existing indicators. In addition, the communication and information system established in 2000 during the International Year for the Culture of Peace in order to promote widely the initiatives of all the actors of a world movement for the culture of peace has been substantially improved through public and private websites and is now an operational tool for networking and communication. It is worth noting that, as at 15 July 2003, 2,289 national and international organizations were registered on the site, and that during this biennium 524 new short- and long-term projects distributed throughout the regions have been registered.

418. BSP also contributed to UNESCO's conceptual and substantive preparations for input to the United Nations pavilion at the **World Expo 2005** to be held in Aichi, Japan, which has as an overarching theme: "Nature's Wisdom". BSP is co-chairing an intersectoral working group established by the Director-General for that purpose.

Field management and coordination

419. As foreseen, UNESCO's field office network has been streamlined as part of the **decentralization plan**. Eighteen offices were closed in the previous biennium: Abidjan, Bangui, Luanda, Lusaka, Porto Novo, Pretoria, Tunis, Kuala Lumpur, Quebec, Vienna, Washington, Asuncion, Bridgetown, Buenos Aires, Caracas, Panama City, Port of Spain and San Salvador. UNESCO Offices closed in the current biennium were: Conakry (September 2002); Ouagadougou (November 2002). Offices yet to be closed in 2003 are Sarajevo, Guatemala City, La Paz and Santo Domingo Offices. Kabul Office was opened in the current biennium. Cluster offices have initially been built from existing human resources. With new resources available in the 32 C/5 budget, it is expected that multidisciplinarity will be enhanced.

420. Continuous efforts have been made to strengthen the **human resources capacity** in the field through transfers from Headquarters and through the creation of posts in the field. The number of decentralized regular programme budget established posts have increased from 531 (30 C/5 Approved and recosted) to 566 in document 31 C/5 Approved. This represents an additional 28 Professional and NPO posts, and seven local posts. Competent and experienced locally recruited staff members have been encouraged to apply to vacant international UNESCO posts in countries other than their country of origin. In this manner, the use of expertise and experience from within the Organization will increase, resulting in efficient sharing of scarce UNESCO resources and improving the technical knowledge of local professionals (particularly in regard to Administrative Officers). Fifteen new Basque volunteers began to work in Amman, Bangkok, Havana, Jakarta, Mexico, Montevideo, Quito, Rabat, San Jose, and Santo Domingo for a period of one year.

421. Field personnel have been included in **training workshops** such as: Leadership and Change Management (senior level staff managers), workshops for Administrative Officers, Office Team-Building, Supervisory Training workshop, Project Cycle Management and Resource Mobilization or Media Training on the Finance and Budget System (FABS) are ongoing and have been provided to administrative staff from 23 field offices. National Professional Administrative Officers are increasingly being appointed to international posts. The local AO from Islamabad is now in Tehran; the AO from Rabat is going to Beirut; others are anticipated before the end of the year.

422. **Management capacity** of the Organization has been increased. Recruitment time has been shortened for vacant Administrative Officer posts (Beirut, Rabat, Cairo), Director posts (Cairo, Yaounde) and interim arrangements for Directors (Amman). Secondments of Professional staff have been facilitated to Ramallah, Kabul, Bamako, and Accra. Human Resource Mapping is providing a precise frame of reference for the respective areas of competence of UNESCO's various field offices and wider resource network. The implementation capacity of field offices is being enhanced through the use of new management tools, e.g. the delegation of authority matrix (to enhance decision making and accountability) and Guidelines for Programme Evaluation (for added value in self-assessment processes). More than sixteen cluster management consultation meetings have taken place in this biennium enhancing communication and information exchange, capacity-building and networking between field offices, Member States, civil society, and other UNESCO partners. The consultative process is increasingly leading to more field-oriented planning, and results are integrated with Common Country Assessments and United Nations Development Assistance Frameworks.

423. **Telecommunications and hardware capabilities** were upgraded in 30 offices drawing upon carry-over funds. An Intranet website and the UNESCO worldwide Internet website are raising the visibility of field offices, and facilitating networking among field offices and Headquarters. Twelve field offices are in the process of renewing or establishing websites assisted by BFC and BPI/WEB.

424. Housewide implementation of guidelines emanating from the United Nations Security Coordinator (UNSECOORD) is improving the communication network between field and Headquarters in case of security emergencies. The BFC **field security** website is also available on Intranet. All UNESCO field and Headquarters staff are completing the online interactive training package "Basic security in the field – staff safety, health, and welfare".

External relations and cooperation

425. During the period under consideration, **relations with Members States** were further enhanced at various levels and have led to significant results, including in particular a reinforcement of cooperation, the signature of Memoranda of Understanding in areas of UNESCO's competence,

support to regional/subregional institutions, the establishment of UNESCO Chairs, the awarding of UNESCO prizes and the furthering of regional and subregional cooperation and dialogue in those areas.

426. In the **Asia and Pacific region**, the Director-General conducted 16 missions in Member States of the region: the Islamic State of Afghanistan (11-12 January 2002); Pakistan (10 and 12-13 January 2002); the Islamic Republic of Iran (15-19 February 2002); the Philippines (1-4 May 2002); in Australia (5-7 May 2002); in Sri Lanka (8-10 May 2002); in Mongolia (24-27 July 2002); in Japan (27 July – 4 August 2002); in Turkmenistan (26-28 October 2002); in the Kyrgyz Republic (28-31 October 2002); in Tajikistan (31 Oct-2 November 2002); in The Lao People's Democratic Republic (24-26 December 2002); in Thailand (27-30 December 2002); in Indonesia (2-6 July 2003); in Timor-Leste (6–7 July 2003; the Democratic Republic of Timor-Leste became the 189th Member State of UNESCO on 5 June 2003); in India (9-11 July 2003).

427. In addition, the Director-General also held several meetings with the Afghan authorities, leading in particular to the presentation of the established Afghan High Commission on Education (17 December 2002) and to the signature of a Memorandum of Understanding for the rehabilitation of the National Museum in Kabul (1 March 2002). An Arrangement between UNESCO and the Government of New Zealand for cooperation concerning the protection and promotion of World Cultural and Natural Heritage in Asia and the Pacific was also signed at UNESCO Headquarters on 28 April 2003. Following the meeting between the Director-General and Mr Kofi Annan, Secretary-General of the United Nations on 26 November 2002, during which the Expo 2005 on the theme "Nature's Wisdom" in Aichi (Japan) was discussed, the Director-General warmly welcomed the invitation of the Secretary-General to entrust UNESCO with lead agency status for the United Nations Pavilion at the Exposition. In addition, in 2002-2003 the Director-General also had encounters with 23 Ministers and other high-level officials as well as with 15 Permanent Delegates to UNESCO. He received credentials of five new permanent delegates.

428. In the **Arab States region**, the Director-General led 11 missions to the following countries: Yemen (4-6 January 2002); Morocco (17-19 March 2002); Bahrain (19-21 April 2002); Kuwait (21-22 April 2002); Algeria (16-17 June 2002); Iraq (5-10 August 2002); Lebanon (18-19 October 2002); Morocco (21-24 October 2002); Oman (21-24 December 2002); Jordan (5-6 January 2003); and Mauritania (2-4 March 2003). During the period under consideration, the Director-General held talks with 23 senior political officials and 30 permanent delegates to UNESCO and received credentials from five new permanent delegates. The Director-General also signed the UNESCO-ALECSO cooperation programme for 2003 with Mr M. Bousnina, Director-General of ALECSO, on 25 April 2002. He oversaw the monitoring of the situation in Iraq, in particular through the Task Force on Iraq and the holding of information meetings on Iraq with Permanent Delegations to UNESCO (6 June and 16 July 2003), and he also participated in the Task Force on the Middle East.

429. In the **Europe and North America region**, the Director-General led four missions to the following countries: Luxembourg (15-17 May 2003); Portugal (19-20 May 2003); Estonia (29-30 May 2003); and Russian Federation (30 May-4 June 2003). The Director-General also held information meetings with the permanent delegates of Member States in South-East Europe. On 23 May 2003, the Chairperson of the intersectoral working group established by the Director-General in November 2000 held, in cooperation with ERC/EUR, an information meeting with the permanent delegates of Member States in South-East Europe, at which the latter were informed of the progress achieved in implementing projects identified and approved at the High-Level Conference on Strengthening Cooperation in South-East Europe (4-5 April 2002) and their opinions and comments on the areas in which UNESCO should concentrate its future efforts in the context of cooperation with the region of South-East Europe were recorded. In addition, the Director-General signed an agreement with Hewlett Packard-Europe.

430. In the **Latin America region**, the Director-General conducted eight missions in the following countries: Brazil (21-24 January 2002); Ecuador (24-27 January 2002); Peru (15-19 January 2003); Chile (20-22 January 2003); Costa Rica (18-20 February 2003); Jamaica (1-4 May 2003); Guyana (4-5 May 2003); and Suriname (5-8 May 2003). In 2002, he had encounters with 24 permanent delegates to UNESCO and received the credentials of three new Ambassadors and conceded audiences to seven Ministers of Latin American/Caribbean Member States. He participated in a meeting of the GRULAC. In 2003 (January-July), the Director-General had eight bilateral encounters with permanent delegates and received visits of nine ministers and credentials of seven new Ambassadors.

431. The results for the period under consideration indicate that the traditional mobilizing role of **National Commissions for UNESCO** has been reinforced and is ensuring the strengthening of UNESCO's presence and the effectiveness of its activities at country level. This is further confirmed by the accelerated demand for training in key and/or innovative areas of outreach. As a complementary step, the UNESCO Secretariat has made progress towards a clearer definition of the role of National Commissions, notably their interaction with field offices, in programme planning, execution and evaluation. The statutory meetings and training activities of National Commissions have become much better focused in content due to three factors: the availability of a sound literature base of policy documents, the priority given to capacity-building, including the design and production of training materials, and the emphasis on regional/subregional and cluster activities for maximum grass-roots impact.

432. For the 2002-2003 biennium, ERC/NCP has given priority to ensuring that all programme activities reinforce the original mandate of National Commissions as stated in their 1978 Charter, namely, outreach to and involvement of civil society in relation to UNESCO's mission. At the same time, there has been a major effort to add an innovative character to the activities implemented so that the network of National Commissions can help support the main thrusts of the reform process: programme concentration, decentralization and the coordination of robust partnerships. The following activities are to be mentioned:

    (a)   advocacy to promote the appropriate status and functioning of National Commissions has continued with the preparation of a new circular letter of the Director-General (CL/3679), which reports on progress achieved and recalls the shared responsibilities of UNESCO and Member States in this regard;

    (b)   during 2002-2003, policy debate at the 164th, 165th and 166th sessions of the Executive Board centred on the follow-up to decisions of the previous biennium related to enhance capacity-building for National Commissions so that they may play a more effective role in programme delivery;

    (c)   the key policy documents requested by National Commissions have either been published (*Legal Texts, the Architecture of National Commission Structures*) or are nearing completion (*Best Practices in National Commission Outreach*). As planned, work has started on a new Practical Guide for National Commissions which will reflect the new challenges for these entities in relation to UNESCO's reform process;

    (d)   the Guidelines determining the interface between field offices and National Commissions, prepared in cooperation with the Bureau of Field Coordination, are being piloted in a number of restricted meetings so as to ensure readiness for the 2004-2005 biennium;

(e)   with the Internal Oversight Service (IOS), measures have been taken to ensure the accountability of National Commissions and all other contractants with regard to the execution of projects under the PP and RP budgets (in accordance with 164 EX/Decision 7.2). These are contained in an Administrative Circular and have involved a revision of the Activities Financing contract;

(f)   in conformity with the Action Plan for Capacity-Building of National Commissions, 42 training activities have been scheduled for the current biennium (of which six will be completed in the last semester). These cover annual training seminars for newly appointed secretaries-general of National Commissions, regional and subregional seminars and, as innovative regional strategies to support decentralization, a series of training workshops at cluster level focused on specific areas where National Commissions require new skills. The main innovative themes addressed have included: project management including SISTER, ICT skills, media relations, the mobilization of new civil society partnerships (NGOs, parliamentarians, cities and local authorities, UNESCO Clubs and the private sector). Some 650 staff of National Commissions have been trained during 2002-2003.

433. The cycle of meetings on the Director-General's **regional consultation with National Commissions on the draft C/5 document** took place in Rabat, Budapest, Jakarta, Dakar and Montevideo in June-July 2002. As well, two Quadrennial and Statutory Conferences were organized in Rabat, Morocco, for the Arab Region (June 2002), and in Yaoundé, Cameroon (June 2003). In addition, National Commissions have been actively involved in important programmatic initiatives related to the evaluation of UNESCO activities, notably Stockholm+5, WCHE+ 5, the tenth anniversary of the UNITWIN/UNESCO Chairs Network, the 30th anniversary of WHC, the World Summit on Social Development, and the 50th anniversary of ASPnet and WSIS.

434. At this stage in the 2002-2003 biennium, the main targets of the ERC/NCP communication capacity have already been met: the first phase of modernization of the four existing databases, the launching of an electronic discussion forum for National Commissions, the publication of a media guide on media relations for National Commissions and their partners, a series of 10 training seminars in media relations and ICT skills for National Commissions, the advancement of innovative communication projects including the Knowledge Portal (which houses a dedicated website), the production of a CD-ROM and of a website template for National Commissions, and the publication of the twice-yearly newsletter *NCP Synergy*. These tools and services are also available to other civil society partners to facilitate their interaction with UNESCO and with National Commissions.

435. **New partnerships** constitute a vibrant area of UNESCO's action. UNESCO's relations with new civil society partners, namely parliamentarians, cities, the UNESCO Clubs movement and the private sector, have been strengthened. This action has aimed at more dynamic linkages between National Commissions and these groups. Action in this area has privileged policy development (via the preparation of relevant documents and reports), capacity-building (via the production of training materials including those specially designed for National Commissions), and the involvement of new partners in regional activities (via intensified contacts at regional and country levels).

436. During the first 18 months of 2002-2003, the **mobilization of parliamentarians** has been increased at all levels. Reflection on UNESCO's links with legislators was further facilitated by a meeting co-hosted with the Government of Canada in June 2003 resulting in the Ottawa Declaration which pointed to future areas of action. Cooperation with the Inter-Parliamentary Union (IPU) has accelerated and included the keynote speech delivered by the Director-General at the 107th IPU

Assembly (Marrakesh, Morocco), the preparation of a guide to parliamentary practice, and the establishment of a network of focal points consisting of National Commissions for UNESCO and IPU National Committees. This will be officially launched at the 32nd session of the General Conference. In addition, regular articles highlighting UNESCO's programme priorities have appeared in the journals of regional parliamentary associations and further support has been provided via cooperation with the 32 Leagues of Parliamentary Friends of UNESCO. Regional initiatives have involved action by the Forum of African Parliamentarians for Education for All (FAPED) which was formally created at the MINEDAF VIII conference (United Republic of Tanzania, December 2002), and the elaboration of the São Paulo Declaration affirming parliamentary support for EFA in Latin America and the Caribbean. In Europe, an international debate on Science Policy, Technology and Innovation was organized at the Finnish Parliament, Helsinki, in January 2003. To complement the parliamentary dimension, a strategy to foster cooperation with cities and local authorities has been conceptualized as these relate closely to other areas of civil society partnerships (such as UNESCO Clubs and the private sector).

437. Relations with the **UNESCO Clubs movement** have continued throughout the period under consideration. Regarding cooperation with the World Federation of UNESCO Clubs, Centres and Associations (WFUCA), Decision 7.3. of the 164th session of the Executive Board (May 2002) renewed official relations with this NGO for two years to review its management modalities. To this end, a number of meetings of a Joint UNESCO/WFUCA Working Group have been organized to ensure that a report will be presented at the 169th session of the Executive Board (Spring 2004) to outline fresh approaches to cooperation which harmonize with the main thrusts of the Medium-Term Strategy for 2002-2007 and which stimulate linkages between the Clubs movement and other relevant networks such as the Associated Schools, the Associated Libraries and the UNITWIN/UNESCO Chairs programme. A new Manual of the UNESCO Clubs Movement has been finalized, along with a survey of active clubs in order to produce a new Directory of current members. Training sessions on UNESCO Clubs have been held at various UNESCO meetings. Support has also been provided to a number of Clubs-related activities *inter alia* Poland, Belarus, Gabon, Bangladesh, and to the 50th anniversary of the Associated Schools Network (New Zealand, August 2003) where a round table will examine ways to promote closer ties between Clubs, ASP schools and National Commissions.

438. **Cooperation with the private sector** for the 18 months to date involved numerous initiatives designed to align UNESCO's work in this area with the United Nations guidelines. These included internal surveys of sectors and field offices to map UNESCO's relations with the private sector, cooperation with the United Nations Global Compact Office, and participation in meetings and thematic working groups organized by the United Nations Fund for International Partnerships (UNFIP). This cooperation helped to establish the main orientations of the Partnership Guidelines for UNESCO. Other results in the policy field include the publication of a "Regulatory framework on the use of UNESCO's name, abbreviation, emblem and logo", which has been distributed to Member States, commencement of work on UNESCO's graphic identity (in collaboration with BPI) and a report (prepared on a pro bono basis by an international law firm) which outlines the strategic potential and principal modalities for UNESCO's private sector linkages. Major emphasis was placed on strengthening dialogue and cooperation with the private sector at regional, national and local levels. A two-fold strategy was developed and first measures completed for the networking of National Commissions with grass-roots partners such as Rotary, Lions Club, the Chamber of Commerce, the World Association of Small and Medium Enterprises and the International Federation of Business and Professional Women. Responding to increasing demand, outreach skills in this area have been included in regional and subregional training for National Commissions, and training materials developed have been made available to these bodies and also to field offices. Special attention was given to fostering sectoral flagship projects related to UNESCO's priority

activities EFA, WSSD, WHC, WSIS and poverty reduction. These have involved international firms such as J. Walter Thompson, Hewlett Packard, Hachette and DaimlerChrysler.

439. **Relations with international organizations** were enhanced during the period under consideration. UNESCO's activity led to improved participation by the Organization in United Nations system-wide policies and initiatives implemented and in the work of its organs, programmes and specialized agencies. The New York and Geneva Liaison Offices ensured UNESCO's presence at system-level. This action made it possible to assert UNESCO's role as the lead agency in its fields of competence at the inter-agency level and to raise UNESCO's profile and increase its impact in system-wide cooperation arrangements through the Organization's admission as an observer to OCHA's Inter-Agency Standing Committee (IASC). That activity helped to increase various programme sectors' involvement in activities relating to the decisions and resolutions adopted by the United Nations system. Furthermore, UNESCO pursued its objective of strengthening cooperation with IGOs by participating in meetings organized by those organizations and by carrying out joint projects and activities (ISESCO, the Organization of the Islamic Conference and the International Organization of the Francophonie).

440. In regard to **cooperation with the United Nations system**, the Organization participated actively in efforts by the organizations of the United Nations system and interregional intergovernmental organizations (IGOs) to ensure programme consistency and create synergies. For example, UNESCO ensured and coordinated its effective participation in the work of the United Nations and the specialized agencies, in particular at the decision-making level in the United Nations System Chief Executives Board for Coordination (CEB), the Economic and Social Council (ECOSOC) and its subsidiary bodies, the General Assembly (regular sessions and special sessions), inter-agency committees, working groups, technical and regional commissions, etc. UNESCO also contributed to various reports requested by the United Nations system, in particular as input to the *United Nations Yearbook* (2001 and 2002 editions) and to reports by the United Nations Secretary-General regarding the implementation of a resolution adopted by the General Assembly or an ECOSOC decision. The Director-General participated in the spring sessions of the United Nations System Chief Executives Board for Coordination (CEB) in Rome on 10 and 11 April 2002 and at UNESCO Headquarters (Paris) and Rambouillet on 25 and 26 April 2003. Furthermore ERC/RIO collaborated actively with the CEB Secretariat in organizing CEB's last spring session for 2003, which was held at UNESCO Headquarters in Paris. UNESCO also took part in the substantive sessions of the Economic and Social Council (ECOSOC), which were held in New York from 1 to 26 July 2002 and Geneva from 30 June to 25 July 2003. At the end of those sessions, the Secretariat drew up information notes for the permanent delegations on the conduct and outcomes of the sessions. UNESCO also participated in the activities of the United Nations General Assembly's 56th and 57th sessions, on which reports were submitted to the Executive Board.

441. UNESCO is pursuing its efforts in the field of **emergency assistance**. It thus contributed to the meeting of the Inter-Agency Standing Committee Sub-working Group on the Consolidated Appeals Process (CAP), held in Geneva on 22 January 2003, and to the meeting of Directors of Emergency in the United Nations system to review and select CAPs for 2003 in October 2002. Steps have been taken to strengthen working relations with UNOCHA.

442. In the context of reinforced cooperation with the French-speaking Group at UNESCO and the International Organization of the Francophonie, UNESCO took part in the 9th Conference of Heads of State and Government of French-speaking countries (generally known as the Francophonie Summit), which was held in Beirut, Lebanon, from 18 to 20 October 2002. The Summit, held for the first time in a country in the Arab World, was devoted to dialogue among cultures and civilizations. Relations were also maintained with the Commonwealth Group at UNESCO, the Group of 77 and the Organization of the Islamic Conference. UNESCO was represented at the

30th session of the Conference of Foreign Ministers of the Organization of the Islamic Conference, held in Tehran, Islamic Republic of Iran, from 28 to 30 May 2003 and the 12th Conference of Heads of State or Government of the Non-Aligned Movement (XII NAM Summit), held in Kuala Lumpur, Malaysia, on 24 and 25 February 2003. In addition, UNESCO participated in the 14th session of the Monaco World Summit on Private Enterprise and Public Trust, held in Monte-Carlo, from 8 to 10 December 2002, and in the 14th Crans Montana Forum, held in Switzerland from 26 to 29 June 2003.

443. **Cooperation with NGOs, foundations and similar institutions** was stepped up. During the 18 months in question, the evaluation of cooperation with NGOs that had been reclassified to formal consultative relations in 1996 and 1997 was completed. UNESCO's cooperation with NGOs in the field was particularly strengthened by supporting the establishment of national coalitions, especially in Africa, and through dialogue with the National Commissions in the context of the triangular partnership. Cooperation with the other organizations of the United Nations system in this field (annual meetings of NGO focal points and virtual discussion forums) continued. Furthermore, a document was drawn up for the High-Level Committee on Programmes (HLCP) of the United Nations system.

444. The main results include:

(a) the continuation of the examination initiated by the Board at its 162nd session with a view to the renewal of statutory relations with five NGOs maintaining formal associate relations with which framework agreements had not been concluded;

(b) the completion of the exercise to renew statutory relations with 63 NGOs maintaining formal consultative relations. As a result of that exercise, three NGOs were reclassified to formal associate relations; formal consultative relations were renewed with 51 NGOs; six were reclassified to operational relations; and two were admitted to informal relations;

(c) the evaluation of cooperation with NGOs admitted to operational relations. Of the 217 NGOs concerned, operational relations were renewed with 194 NGOs, 17 NGOs were admitted to informal relations, one was maintained provisionally in operational relations for one year and further consultations will be held with five others to agree on how cooperation can be continued;

(d) the organization of consultations with programme sectors concerning their respective strategies for cooperation with NGOs (see document 165 EX/39) in order to update them;

(e) participation in the conference of the Arab network of NGOs, which was held from 23 to 25 April 2002 in Beirut (Lebanon);

(f) the mobilization of NGOs and their participation in the World Summit on Sustainable Development (Johannesburg, 26 August-4 September 2002), under the auspices of the Liaison Committee and in cooperation with the NGO Section;

(g) the mobilization of NGOs for the World Summit on the Information Society (Geneva, 10-12 December 2003), through several meetings at Headquarters (February and April 2002 in particular) and also in Bamako (Mali) on 26 and 27 May 2002 as part of the African regional preparatory conference for the World Summit on the Information Society;

(h) participation in and contribution to the organization of the regional consultation of NGOs (30 September-2 October 2002 in Lilongwe, Malawi) and the eighth Conference of Ministers of Education of African Member States (MINEDAF VIII, 2-6 December 2002 in Dar es Salaam, United Republic of Tanzania), at which African NGOs were mobilized to revitalize African networks;

(i) the organization of the second meeting of the informal network of NGO liaison officers of international agencies as part of the coordination and exchange of information on policies and practices for cooperation with NGOs and other multilateral institutions (Paris, June 2002);

(j) participation in the Programme and Coordination Meeting (PCM) and in the meeting of the United Nations system's NGO/Civil Society Focal Points held by the Non-Governmental Liaison Service (NGLS) from 6 to 7 March 2003 in Geneva (Switzerland).

445. Progress has been steady towards the results identified in document 31 C/5 for **UNESCO's extrabudgetary activities**. A satisfactory number of funding agreements have been concluded with bilateral donor governments on individual projects and programmes, and several review meetings carried out. Particular efforts have been deployed for resource mobilization in favour of the preservation of Iraq's cultural heritage. The information meeting for the permanent delegations on 16 July 2003 on this subject is expected to provide a further impetus for these efforts. A series of donor consultations have also taken place in cooperation with the Education Sector in the field of Education for All, with promising perspectives for the conclusion of multi-donor funding agreements with "soft earmarking", probably beginning with the Nordic countries.

446. Discussions have advanced well to revise the 1996 cooperation agreement with the European Commission, partly to take into account the experience gained, and partly to reflect the overall cooperation agreement concluded in April of this year between the United Nations Secretariat and the European Commission. It is expected that the revised agreement will facilitate UNESCO's future partnerships with the Commission.

447. In April, UNESCO hosted, in the context of the meeting of the Chief Executive Board, a session of the United Nations Development Group that brought together numerous high-level representatives for the member organizations, as well as the two new members, UNEP and UNHCR. The session allowed a very useful exchange of views on perspectives for a further harmonization and simplification of procedures within the United Nations system.

448. While the multilateral development banks still play a rather limited role as funding sources for UNESCO, several promising developments have taken place in recent months. UNESCO has thus placed itself centrally in the cooperation with some of these institutions in the field of HIV/AIDS prevention, and in the field of cultural heritage preservation. Cooperation with the African Development Bank remains steady in terms of joint project formulation missions. Furthermore, a framework cooperation agreement with the Central American Development Bank for Economic Integration will be presented to the Executive Board under a separate item, and is expected to lead to an extensive cooperation within UNESCO's fields of competence.

449. Efforts are steady to enhance funding relations with the private sector, also drawing on the experience from other United Nations organizations active in this area. The implementation rate under ongoing projects has improved, and clearer procedures established. A new policy has been identified for UNESCO's direct mail campaigns to raise funds for major UNESCO activities. These operations will continue in Switzerland and may be extended to other interested countries. The Co-

Action Programme has undergone a major review to assess its financial and political viability; and a set of recommendations to make the Programme more visible and relevant is currently under consideration by UNESCO's senior management.

450. Several websites and databases have been created, or updated, within the Division for Cooperation with Extrabudgetary Funding Sources to allow access to information on the policies and procedures of the main funding sources. These instruments have proved very useful in the efforts to increase mobilization of extrabudgetary resources.

451. Training activities have continued, both for UNESCO's field office staff, and for interested National Commissions, to enhance their skills in project preparation and management, and in resource mobilization. It is expected that these activities will help improve both the implementation rate under UNESCO's extrabudgetary activities, and the overall quality of these activities in further reinforcement of the main objectives and strategic priorities of UNESCO's regular programme and Medium-Term Strategy.

452. Under the **Participation Programme**, 2,002 requests representing a total amount of $77,576,022 were received during the present biennium, of which 1,284 requests amounting to $21,423,832 were approved as at 4 June 2003. This includes 32 requests, amounting to $779,000, approved under the emergency assistance programme and 65 requests amounting to $988,000 for international non-governmental organizations.

453. As to the situation regarding the payment of funds allocated under the Participation Programme in 2002-2003, as at 16 May 2003 40 Member States had still to submit financial and activity reports for the current biennium. Until they discharge their obligation to submit the outstanding reports, the Director-General has proposed to those States that requests approved for 2002-2003 be implemented in close cooperation with UNESCO's field offices, with other forms of aid provided under the Participation Programme, and not a financial contribution. As at 16 July 2003, of the 40 Member States that still had to submit financial and activity reports, eight had already submitted the outstanding reports, 17 had officially opted for implementation in cooperation with UNESCO's field offices and 15 had undertaken to submit the reports.

454. When the new resolution (32 C/5) on the Participation Programme is being drawn up, amendments to the principles and conditions governing the programme will be proposed in order to improve project implementation. Projects will thus be required to reflect, in particular, the priorities defined by the governing bodies for UNESCO's regular programme. Activities of a regional character are limited to three per region and may be submitted by a Member State or a group of Member States; they should be supported by at least five Member States of the region concerned. These projects, which are not subject to any specific deadline, are spread over the biennium, depending on the availability of allocated funds (3% of the budget), and are not included in the quota (of 12 requests) submitted by each Member State. Similarly, given the need for proper accountability, all the additional supporting documents necessary will have to be kept for a period of five years after the end of the biennium concerned and provided to UNESCO or the External Auditor upon written request. Nevertheless, in certain exceptional cases or in unavoidable circumstances, the Director-General may decide on the most appropriate way to handle requests, provided that he duly informs the Executive Board.

455. UNESCO continued its action under the **Fellowships Programme**, whose goal is to respond to the expressed needs of Member States to strengthen and support the Organization's capacity-building programmes as defined in the Approved Programme and Budget (31C/5 Approved). Each and every individual fellowship is administered and implemented in close cooperation with the concerned Programme Sector. In this manner, the Fellowships Programme provides a service to

applying Member States by enabling the Organization to award fellowships with a view to intensifying exchanges of information, knowledge and experience among them, to upgrade research skills of young researchers and to enhance capacities in a number of priority areas and programmes.

456. During the period under review, a total of 311 fellowships (Africa: 85; Arab States: 24; Asia and the Pacific: 86; Europe: 55; and Latin America and the Caribbean: 61) were awarded to beneficiaries, duly endorsed by their respective National Commissions, in priority areas of UNESCO programmes (in conformity with 161 EX/Decision 3.6.3). The gender distribution of the fellowships awarded is 51% to male beneficiaries and 49% to female beneficiaries, the latter far exceeding the 26% of awards in favour of women achieved by the United Nations and sister agencies. The total value of the 311 fellowships under all funding sources (including the contributions-in-kind fellowships under the Co-Sponsored Fellowships Scheme), is estimated at over US $4,195,801 of which:

(a)   40% were in support of Major Programme II "Natural Sciences" – with particular emphasis on capacity-building in the biological sciences and biotechnologies and in technologies related to sustainable development and the sound management of the environment (with special attention being paid to the programmes on water resources and their associated ecosystems). The UNESCO/L'OREAL Co-Sponsored Fellowships for Young Women in Life Sciences, the UNESCO/Israel (MASHAV) Co-Sponsored Fellowships, the UNESCO/Israel Co-Sponsored Fellowships Programme in Science and Technology (and Water) financed by Israel's Council of Higher Education Planning and Budgeting Committee, the UNESCO/Keizo Obuchi Research Fellowships Programme funded by Japan, and the UNESCO/China (The Great Wall) Co-Sponsored Fellowships Programme are five fellowships programmes that have significantly contributed to strengthening capacities in these priority areas.

(b)   20% were in support of Major Programme III "Social and Human Sciences": dialogue has been encouraged among thinkers, philosophers and fellowship beneficiaries in the social and human sciences on issues relating to the "Ethics of Science and Technology", to knowledge societies, and ways of participating in the democratic process. The UNESCO/Czech Republic Co-Sponsored Fellowship have contributed to strengthening this programme.

(c)   17% were in support of Major Programme V "Communication and Information": Education and training of librarians, archivists, computer and media specialists were promoted so as to enable these to make full use of the information and communication technologies. The UNESCO/Republic of Korea (IPDC) Co-Sponsored Fellowships have contributed to strengthening human resources in Television Production.

(d)   12% were in support of Major Programme I "Education": Capacities for education policy formulation and evidence-based decision-making was strengthened mainly for the management, planning and administration of education systems, often in close cooperation with the International Institute for Educational Planning (IIEP) through the award of fellowships.

(e)   11% were in support of Major Programme IV "Culture": Specialists have been trained through fellowships in collection and conservation with a view to protecting cultural diversity and promoting cultural pluralism and intercultural dialogue. In this regard, the UNESCO/Poland Co-Sponsored Fellowships contributed to strengthening this programme.

457. With a view to ensuring transparency on the results of the Fellowships Programme, a "Directory of UNESCO Fellows: 2000-2001" was sent in September-October 2003 to all National Commissions, Permanent Delegations and UNESCO field offices. Work was initiated on revising and updating the webpages concerning the UNESCO Fellowships.

458. **UNESCO Programme for Palestine**: please refer to documents 167 EX/43 and 167 EX/44.

Human Resources Management

459. During the first 18 months of the biennium, the Bureau of Human Resources Management (HRM) focused on the development and implementation of the Human Resources Policy Framework in support of the reform process of the Organization.

460. An integrated policy on Recruitment, Rotation and Promotion was finalized and will be implemented soon. Other policies have also been developed and implemented including the Work-Family Policy, which aligns UNESCO's practices with those of other agencies of the United Nations system, and the new contractual arrangements such as Appointment of Limited Duration and Special Service Agreement. A Revised Performance Appraisal Policy and System has been developed with the implementation scheduled for early 2004, accompanied by information and training sessions. The new HR Policy Framework was subject to extensive consultations with the revived Advisory Committee on Personnel Policies (ACPP) which is composed of elected staff members and representatives designated by the Administration. It should be noted that the substantial work accomplished by ACPP has confirmed its role as an important forum for policy consultation.

461. Learning and development was also the focus of HRM efforts. A new Learning and Development Policy has been designed. It includes an External Study Programme, to be implemented in early 2004. The implementation of this new learning policy will be supported by a Learning and Development Centre, including a Multimedia Learning Laboratory. Enhanced by a significantly higher budget, the training and development programme was extended to areas of strategic importance, such as the leadership and change programme for all senior managers, training for all administrative officers (AO) in the field, Finance and Budget System (FABS), and Supervisory Skills Training, among others. Overall, 122 different courses/workshops have been organized for some 1,800 participants. Some 160 senior managers (P-5 and above) underwent a leadership and change management programme comprising 360° feedback and individual coaching to ensure that each senior manager could develop and advance in his personal development plan.

462. In addition, a Senior Managerial Competency Framework was developed which aims at improving the selection process and development of the senior management cadre of the Secretariat (D-level staff and above and P-5 "managers") by using "state-of-the-art" assessment techniques, based on key managerial competencies.

463. The development and testing of the new seven-level classification standard for GS posts at Headquarters have now been completed and will soon be implemented. It was approved by the Director-General and promulgated by the International Civil Service Commission (ICSC) in December 2002. The new standard shares many of the fundamental design characteristics of other GS standards in the United Nations system, is technically sound, and capable of evaluating the full range of GS work. In parallel to the new Master Standard, a full range of generic post descriptions (totalling 54 grouped under nine job families) was developed following evaluation of close to 750 jobs by the Committee which gave its recommendation to HRM prior to submission to the Director-General. In addition, a new job classification policy was discussed with the College of ADGs and

ACPP. The new policy will be presented to the Director-General for his approval before being implemented in autumn 2003.

464. The review of HRM processes is ongoing. The consultant has completed the review of the administrative processes relating to the Medical Benefits Fund and HRM staff are currently considering the recommendations relating to the future process with DCO and DIT colleagues. Processes to be reviewed in the next phase will include appointments and leave recording. Without the need of additional resources, a number of standard functions have been internally computerized while some structural changes were implemented with a view to developing accuracy and timeliness in processes, allowing better quality response to staff needs.

465. During the biennium, 21 new Young Professionals were recruited (15 women and 6 men) of whom 11 were from non-represented Member States and 10 from under-represented Member States. The 21 intakes were selected from a total of 605 applicants. The majority of them have been assigned to priority programmes such as Promotion of quality education, Intangible and tangible cultural heritage, IOC, Hydrology, the Dakar follow-up, Intercultural dialogue, Ethics of science and technology while some were assigned to the Central Services to support the reform of the Administration.

466. As part of its communication strategy, HRM has launched a newsletter, *HRM Info*, for all staff. The newsletter is being issued regularly to inform staff of the latest news and developments on staff policies. A new CD-ROM will be published before the end of the biennium which should help new staff members know the Organization better. In addition, HRM has implemented the online application system "Recrutweb" which allows external candidates to apply for Professional posts, via the Internet, and staff members to apply for Professional and General Service posts via the Intranet. The new system significantly improves the whole recruitment process in UNESCO.

467. In close cooperation with BPI/WEB, HRM has developed a new HR website entitled "Employment". This new website is part of the overall renewal process of UNESCO's Internet homepage. The main objectives are to provide better information about employment opportunities and to improve the image of the Organization by using a web-oriented style and a user-friendly structure.

Salient developments in cluster subregions and overall aspects and trends of programme implementation

Dakar Cluster Office

468. In general terms, for most of the countries covered by the Dakar Cluster Office the years 2002-2003 have been marked by some degree of political instability and by economic difficulties. NEPAD, which is constantly gaining the support of people and partners, holds out the promise of a better future. For the time being, political stability, good governance and peace, which provide the basis for development and economic expansion, are far from the norm in all the countries of the subregion. Some countries, in particular Liberia and also Sierra Leone, have been afflicted by civil wars and are now trying to achieve stability after long years of conflict. Others, such as Guinea, have been affected by the side effects of the upheavals in the subregion (influx of refugees, rising insecurity). Several countries are also experiencing difficult economic situations, aggravated by the low level of rural development and a high rate of illiteracy. In some countries, however, the consolidation of democratic processes and the rising trend of economic and social indicators, are at least positive factors. In the whole of the subregion the struggle against poverty through the promotion of sustainable development, the strengthening of democratic processes and the

promotion of a culture of peace have been the principal aspects of the work carried out by BREDA in UNESCO's main fields of competence.

469. The implementation of the **Dakar Framework for Action** for EFA and the achievement of the **Millennium Development Goals** justify the priority given to **education**. During the period under review the emphasis has been placed on the planning of EFA. Technical and financial support has been provided, leading to the formulation of plans for Senegal, Gambia, Guinea, Cape Verde and Guinea-Bissau. The process is very advanced in Sierra Leone and in Liberia despite the difficult circumstances.

470. Various activities have been undertaken to promote EFA. They include:

(i)   in the field of **early childhood**: a subregional training workshop for specialists in the production of teaching materials (December 2002); the preparation of a project document on pre-literacy training for young children in the home; a project for the production of teaching material, and support provided by UNESCO for the process of preparing the ECD national policy document in conjunction with UNICEF and ADEA;

(ii)   in the **struggle against HIV/AIDS**: preparation in conjunction with IIEP of a medium-term strategy document for sub-Saharan Africa and of a database for education specialists and researchers which has over 500 annotated references; participation in information and awareness-raising campaigns for young people on the risks of infection by HIV/AIDS;

(iii) regarding the improvement of the **quality of education**: completion in 2002, in Cape Verde, Gambia, Guinea-Bissau and Senegal, of an inquiry leading to the identification of the factors which guarantee the quality of the teaching of the experimental sciences;

(iv)   organization of a conference for the harmonization and synchronization of the objectives of major initiatives (Decade for African Education, NEPAD, MDGs, EFA) leading to the adoption of four projects for the development of education in the ECOWAS countries.

471. Action carried out in the **science** field has been directed principally towards **environmental protection** through integrated management to promote sustainable development. In Guinea, support has been provided for a pilot project for the use of solar energy in Kindia; for the Ziama biosphere reserve and for the future biosphere reserve between Guinea and Guinea-Bissau, and also for the MAB National Committee, in particular to follow up the dossier for the classification of Badiar as a transboundary biosphere reserve. In Cape Verde the Office has helped in the establishment of the MAB National Committee and in the establishment of a national biosphere reserve with a view to promoting the integrated and equitable management of the environment and of natural resources. In Senegal, activities have focused on the establishment of the Saloum-Niumi Biosphere Reserve between Senegal and Gambia and on the establishment of the UNESCO/CSI/UCAD Chair at the Université Cheikh Anta Diop (UCAD) in Dakar within the framework of the activities relating to the integrated management and sustainable development of coastal regions and small islands (CSI). UNESCO, which is also supporting the preparation of a strategy for the conservation of Lac Rose and its basin, has also helped in launching the National Centre for Oceanographic Data in Senegal (CNDO-SN) and in implementing of the monitoring and conservation programme for the antelopes in the Niokolo Koba National Park.

472. UNESCO promoted regional cooperation for research and teaching in the area of **human rights and a culture of peace**, by enhancing networking between African Chairs. In this respect the

second regional meeting of Chair holders and Directors of Institutes concerned with human rights in West and Central Africa, organized in cooperation with the UNESCO Chair on the rights of the person and democracy, University of Calavi d'Abomey (Cotonou, Benin, 28-31 July 2003) to examine challenges for the implementation of social, economic and cultural rights in Africa. A subregional workshop on the integration of teaching on human rights, peace and democracy into education plans and EFA plans was also held in Banjul from 17 to 21 June 2002.

473. Technical assistance was provided for the creation of several other Chairs, in particular the Dag Hammarskjold Chair on peace, human rights and conflict management at the University of the Copperbelt in Zambia and the Chair to be created at the University of Conakry on gender, women, society and development in Guinea. Workshops to help elaborate multidisciplinary programmes were held in each country. Advisory services were provided to the Chair on social development and democracy at the University of Omar Bongo in Gabon. The Chair will have a subregional dimension and also involve some cooperation with Chairs in Europe and North America.

474. A regional consultation on "Africa and the challenges faced in the struggle against racism, discrimination and xenophobia", organized in cooperation with the Senegalese National Commission for UNESCO, examined how UNESCO could best contribute to the implementation of recommendations made by the Durban World Conference. It also contributed to the elaboration of a UNESCO international strategy against racism and xenophobia.

475. A regional consultation to discuss the preparation of a regional strategy for the social and human sciences for Africa organized in cooperation with the University of Nairobi, brought together 50 academics and policy-makers (Nairobi, 26-29 August 2003). The regional consultation addressed and made recommendations for UNESCO action in the following areas: regional integration; human rights, democracy and governance; eradication of poverty; promoting women's advancement and equality; underlying causes of wars and conflicts; overcoming the HIV/AIDS pandemic; and science and technology for development.

476. Results of research findings conducted in cooperation with ENDA Tiers Monde ECOPOP were published (*Organisations communautaires et associations de quartier en milieu urbain ouest-africain* – Community organizations and neighbourhood associations in West African towns and cities). Research has been launched in five African countries (Benin, Burkina Faso, Cameroon, Mali and Togo) on "humanizing cities in Africa: the process of urbanization and social, economic and cultural links between urban and rural areas".

477. In the field of **culture**, resources have been insufficient to allow any action that would truly reflect the important place that culture occupies in the process of development, although it is worth mentioning the continuing action carried out to preserve the Island of Gorée as an essential element of the world heritage.

478. With regard to **information and communication**, action has mainly taken place within the framework of the cross-cutting theme on the contribution of information and communication technologies to the development of education, science and culture and construction of a knowledge society. The following activities have been carried out:

(i) creation of a website and establishment of an Internet communication mechanism in the National Commission for UNESCO in Guinea-Bissau with a view to assisting the central units of the Ministry of Education to participate in the dialogue on education policies and programmes;

(ii)   financial and technical contribution to institutions and NGOs based in Senegal so as to support their efforts to establish appropriate structures relating to the new ICTs, in particular the *Réseau de formation pour les enseignants au Sénégal – REFI* (Teacher training network in Senegal), the Association BOKK JANG BOKK JEFF (Learning together, doing together) to promote a project for the establishment of a centre of excellence for the new ICTs in a working-class district of Dakar, and the *Réseau des Caisses d'Epargne et de Crédit des Femmes de Dakar* (Network of savings and loan banks of the women of Dakar) for the establishment of a community radio station (Radio AFIA).

479.   Cooperation between BREDA and the countries of the region has increased during the current biennium as a result of the frequent consultation and technical support missions undertaken by the Office and of broad and active participation by these countries in the activities carried out at the regional level (MINEDAF, FAPED, consultations as part of EFA follow-up, etc.).

480.   However, it must be acknowledged that the activities implemented have been insufficient to meet the considerable needs that exist and the requests made. That is why it is particularly important to mobilize extrabudgetary resources for the launching of capacity-building projects (Guinea-Conakry, Cape Verde, Sierra Leone, Gambia and Senegal). The consultation of the National Commissions (BREDA, 19-21 May 2003) provided an opportunity to review the cooperation activities, to propose ways and means of improving the cooperation mechanisms and to define priorities for the 2004-2005 biennium. In the future, efforts will need to be concentrated on the mobilization of partners and extrabudgetary resources so as to give greater scope to BREDA's activities.

Nairobi Cluster Office

481.   The Nairobi cluster office covers Uganda, Kenya, Burundi and Rwanda. The following is the description of some of the major developments in the subregion as they relate to the various programme activities of the Organization.

482.   The emphasis in this programme is on **human resource capacity-building** and **management in science and technology**. The universities in the cluster region have all invested heavily in infrastructure for information and communications technology (ICT). Most of the projects leading to this development have been financed through bilateral donations/grants. The ICT infrastructure is currently being used mainly for communication and the search for information on the World Wide Web. There is however a growing interest in the possibility of the use of ICT as a learning/teaching technology. UNESCO Nairobi Office is assisting the effort in the use of ICT in learning/teaching in science and engineering education. In September 2003 the office will organize a subregional training workshop for e-content development in science and engineering courses. The goal is to empower academic staff in the various universities with the skills to convert their lecture notes to electronic learning materials.

483.   National and subregional workshops and training courses on **biosphere reserves** and support for the nomination and periodic review processes are helping to strengthen the World Network of Biosphere Reserves in cluster countries and this strategy should be continued. There is growing interest also in transboundary cooperation, and the recent designation of Mount Elgon, Kenya, as a biosphere reserve is a step towards the planned transboundary reserve (Kenya-Uganda).

484.   There is increasing recognition of the need to mainstream cultural aspects into **biodiversity conservation and sustainable rural development**. NEPAD and other African bodies recognize that good development solutions must integrate effective and sustainable use of local knowledge

and resources, while respecting local rights and encouraging local cultures. UNESCO has the opportunity to take a lead in this field covered by the new joint SC-CLT main line of action on "Enhancing the linkages between biological and cultural diversity as a key basis for sustainable development" and the "Local and Indigenous Knowledge Systems (LINKS) in a global society" cross-cutting project, for example through the proposed extrabudgetary project on "Culture-based sustainable rural development".

485.   National interest in **World Heritage** for both cultural and natural sites is increasingly strong in all countries of the cluster. There is a need to coordinate the many World Heritage activities conducted in or serving the subregion with each other and with other relevant UNESCO activities, and to make adequate supplies of World Heritage information materials available through the field offices and National Commissions.

486.   The **earth sciences** in Africa in the new millennium are characterized by the development of the following features: Africa's mineral resources account for a significant portion of the total world output, but proper exploration, exploitation and subsequent sale is not guaranteed. For this purpose it is salient to increase the number of African geoscientists, with the aim of enlarging their scientific and economic capacity. Exploitation of mineral resources has to be carried out in a sound environment, so that future generations do not suffer from what has been done by our generation. Measures have to be undertaken so that salient development leads to the exploitation of the available resources in a sustainable environment.

487.   Protection of the **geological heritage** is a relatively new aspect within the geosciences, but it should be noted that the conservation of geologically significant monuments may also be income-generating in a particular area and can contribute to education and national identity.

488.   At the global level, there has been an explosive growth of Wi-Fi or high-speed wireless networking technologies. This development in **networking technologies** has enormous potential for Africa. The technology does not only provide wireless networking for small local area networks but also can provide long-distance wireless links through antennas. These technologies are cheaper to deploy and to maintain than wired networks. UNESCO has been and continues to be involved in the development of African community multimedia centres (CMCs) which are often located in remote and rural areas. Most public schools in Africa, especially primary schools, are also situated in similar locations. Wi-Fi technologies can provide the much needed access to educational, health and other information through the Internet. However, many African countries do not authorize the use of Wi-Fi technologies, hence UNESCO has a role to play in promoting appropriate national policy and legal frameworks that accommodate these new technologies as well as in supporting African research initiatives in this area.

Bangkok Cluster Office

489.   The Asia and the Pacific regional context affects UNESCO policy and programming in the field, where specificities of diverse subregions with different social, political and cultural backgrounds as well as recent political developments have to be taken into account. Recent conflicts and the solutions posed by politicians are culturally constructed, underscoring why UNESCO's programme should also focus on the cultural construction of its assistance.

490.   During the first 18 months of the 31 C/5, UNESCO focused significantly in the cluster on advocacy, capacity-building and provision of technical assistance related to the **preparation of the EFA National Plan of Action**.

491. Hanoi Office assisted the Viet Nam Ministry of Education in elaborating a comprehensive EFA National Action Plan through situational analysis, needs assessment and capacity-building workshops at the national and provincial levels. After several months of verification of data and validation of analysis, the Prime Minister approved the Action Plan on 30 June 2003. UNESCO Phnom Penh chairs the Education Sector Working Group, a coordinating mechanism for donor support to the education sector within a sector-wide approach (SWAp). It has resulted namely in the formulation of the National EFA Plan for Cambodia launched on 10 June 2003. With funding from the United Nations Human Security Fund, UNESCO Phnom Penh has developed and is coordinating a large-scale $603,000 project providing non-formal basic education and vocational skills training for 2,285 children (including 993 girls) and youths at risk. In cooperation with UNESCO Bangkok a new project on ICT and education has been launched within teacher-training colleges.

492. With the support of DFID and the Nordic donors, the Bangkok Office has initiated and facilitated a **Gender in Education Network in Asia** (GENIA) to build the capacity of ministries of education to plan, implement, monitor and evaluate gender-responsive education (EFA) policies and organizations. As a result of this a number of EFA plans contain strategies while targeting goal 5. The Office is in the process of reviewing how such strategies can be integrated or taken into account during implementation. The South Asian Ministers of Education agreed to a Declaration in Islamabad addressing a substantive number of gender issues in education as a result of a preparatory meeting of the gender network.

493. A toolkit for creating inclusive, learning-friendly environments to ensure that all children, boys and girls, **children with special needs**, minority and marginalized children benefit from an education of good quality is currently being tested under the supervision of UNESCO Bangkok. The Office is also working towards an adaptation, translation and dissemination of the multimedia teacher-training CD-ROM "Teaching and Learning for a Sustainable Future" in India, China, the Philippines, Malaysia, Thailand, Viet Nam, Pakistan and Cambodia. The translation and adaptation of the programme/CD-ROM within Japan is in the final stage. Partnerships have recently been established with institutes in Thailand and India.

494. Two regional workshops on "Higher Education in Central Asia in Transition 10 Years After", were organized in Almaty, September 2002, and in Kyrgyzstan, June 2003, with delegates from Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan and the Russian Federation. Discussions focused on legislation, mechanisms and standards for accreditation, quality assurance and mutual recognition of qualifications and diversification funding, university strategies and policies in dealing with the market fluctuation and worsening graduate unemployment, as well as the adoption of a draft Charter for the Central Asia Association of Universities (CAAU).

495. In **TVE**, UNESCO Bangkok advised on and assisted with the execution of needs analysis on capacity-building in planning and management of TVET in the Lao People's Democratic Republic. In Cambodia, Thailand and Viet Nam, case studies were produced on improving access, equity and relevance in TVET, which will serve as inputs to a regional synthesis. In Myanmar, channels were negotiated to provide assistance and advice to the country: the provision of the services is to begin with a preparatory meeting on needs analysis. The publication and distribution of a guide for managers for UNEVOC Centres and UNEVOC Associate Centres, as well as the successfully negotiated participation of the ILO East Asia Multidisciplinary Team in a subregional seminar to be held in August 2003, have been two other major developments in TVE affecting the cluster.

496. UNESCO Bangkok's HIV/AIDS Unit was established in July 2002. A **regional HIV/AIDS strategy** was developed and adopted, stressing the potential synergies arising from a full engagement of all UNESCO sectors. A toolkit for education ministries in the region was produced,

providing an overview of issues related to HIV/AIDS and education as well as some tools to promote a stronger response by the Education Sector. Locally adapted (and translated) versions for the various countries are being produced. Educational radio soap operas for ethnic minorities continue to be popular and are being adapted in more and more regions.

497. In direct response to challenges both to **bridge the digital divide** and to improve the quality of education in Asia and the Pacific, UNESCO Bangkok and the Japanese Government agreed on November 2001 to establish the Japanese Trust Fund for the Promotion of Effective Use of Information and Communications Technologies in Education. The objective is to promote effective use of ICTs in education in Asia and the Pacific by providing suitable training to teachers and other professionals concerned, and by implementing relevant activities that can maximize the potential of ICTs in education. As of June 2003, eight out of the ten projects planned have already started.

498. UNESCO Phnom Penh, in cooperation with UNESCO Jakarta and SC/ECO, has been appointed by ADB by direct selection to implement two large-scale programmes of the Tonle Sap Environmental Management Project: an **environmental information** database and a national **environmental education** and awareness campaign.

499. The Bangkok Office has been implementing several ongoing projects such as integration of **human rights** into the curriculum for Rajabhat Institutes (teacher-training institutes) in Thailand, integration of migration education in secondary-school curriculum, promoting women's rights, sharing of social sciences information through the Asia Pacific Schools Social Sciences Network (APSSSNET), promoting youth participation in decision-making and promoting social sciences research. RUSHSAP has also undertaken several new initiatives such as the "Ethics of Science and Technology" programme for the region, organizing a regional follow-up meeting to the World Conference against Racism, a regional consultation on human rights of women, gender equality and development. RUSHSAP also sponsored an international conference on "Re-thinking Ethnicity and Nation Building: Malaysia, Sri Lanka and Fiji in Comparative Perspective" early in 2003 and has commissioned a research on identifying the "obstacles to the signing and ratification of the United Nations Convention on the Protection of the Rights of All Migrant Workers 1990".

500. One of the flagship projects in the field of **culture** implemented by UNESCO Hanoi was the development of Ha Long Bay Ecomuseum through the undertaking of a feasibility study and advocacy for financial support among international donors. The three-year effort recently resulted in the launching of a pilot project within the Ecomuseum concept called Cua Van Floating Cultural Center. In the meantime, 2002 was dedicated to situational analysis and needs assessment to launch several major extrabudgetary projects, namely UNESCO/UNV Youth Volunteers in Cultural Heritage Preservation in Viet Nam and Ha Long Bay Ecomuseum – Cua Van Floating Cultural Center, which are going to be implemented from the second quarter of 2003, and an urban heritage management project in partnership with Hanoi Architectural University. Furthermore, the Office assisted the Government in holding a national round table meeting on cultural diversity.

501. UNESCO Phnom Penh, with a grant from Japan, has supported the revitalization of four forms of traditional theatre, which were almost entirely lost during decades of conflict in Cambodia. As the standing secretariat of the International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC), UNESCO has supported the preparation of a mobility plan in the protected zone, several seminars on restoration techniques and the ICC plenary session commemorating its tenth anniversary.

502. In the framework of the subprogramme "Formulating principles, policies and strategies to widen **access to information and knowledge**", three out of five Member States in the Bangkok Cluster have joined the Asia Pacific Information Network (APIN) and met for the first time at the

Founding Meeting (11-13 December 2002) in Thailand, where the Regional Observatory for the Information Society for Asia-Pacific (ROISAP) was created as a platform for information sharing, development, the conducting of ICT literacy programmes and development of electronic local content in local languages. The Observatory is now operational. Back to back with the APIN Founding Meeting was the first regional seminar on the World Summit on the Information Society (14-15 December 2002). The seminar focused its deliberation on the questions of access for all to information, ethics and perspectives for acceptable content in cyberspace, and the best use of ICTs for improving access. The recommendations of the seminar are the region's contribution to the recommendations to be adopted at WSIS 2003 in Geneva.

503. The UNESCO Phnom Penh and the UNESCO New Delhi Offices collaborated in the setting up of the Cambodian Communication Institute (CCI) in the framework of the Royal University of Phnom Penh. CCI is now a major **training institution in the field of communication** in the region.

Apia Cluster Office

504. The Apia Cluster Office covers 16 countries and one associate member. The Office provides programmes in all five sectors of UNESCO's work.

505. The Pacific remains a challenging subregion for development. In a number of countries the political leadership has changed frequently in recent years. Some countries have serious financial problems; two are seriously threatened if the sea level rises. The varied Pacific histories further complicate development issues. In some Pacific countries indigenous languages and cultures remain strong while in others they are weak.

506. Small populations have infrastructure challenges including coping with urban drift, youth unemployment and the provision of basic social services. However, small populations also offer special development opportunities in the areas of UNESCO's mandate. In the Pacific, and especially if donors develop the cooperation they are planning, aid in cash and kind can make a real difference. This has not been the situation in the past when aid was scattered and uncoordinated, creating gaps and overlaps in development activities.

507. Programme funding has been available for all Region Programme Sectors except social sciences. Extrabudgetary funding raised by the Apia Office is good and currently supports programmes in education, culture, natural sciences and communication. Chief donors are NZAID, UNDP, IPDC, DFID and Italian Funds-in-Trust.

508. Strong Pacific networks are now established for EFA, ASP, directors of education, ministers of education, Pacific leaders of museums, Pacific broadcasters, Pacific researchers and CSI associates. The Office is also a valued member of the Pacific donors group, and the Council of Regional Organizations in the Pacific. As well, the Office has close and regular cooperation with all major Pacific bodies: Secretariat of the Pacific Community, SOPAC, Institute of Education of the University of the South Pacific, South Pacific Regional Environment Programme, and – especially important and hard won – the Pacific Leaders Forum.

509. In the Office itself, computerization has developed and a website will be launched soon; this will be of great support to Pacific members as they come online. The Office also now has a fully computerized library.

510. Cooperation with other United Nations agencies is complicated as some (UNDP and UNICEF) have more than one Pacific office. However, the Apia Office participates fully in theme groups, UNAIDS, UNDAF and other United Nations joint activities.

New Delhi Cluster Office

511. UNESCO New Delhi was designated as a **Cluster Office** and the **Asia-Pacific Regional Bureau for Communication and Information** in 2001. As a cluster office for six countries in South Asia (Bangladesh, Bhutan, India, Maldives, Nepal and Sri Lanka), it is a platform for delivery of UNESCO's activities in all its fields of competence, namely, education, sciences, culture, communication and information and is multisectoral in nature.

512. Created as a part of UNESCO's new decentralization policy, the Asia-Pacific Regional Bureau for Communication and Information is an advisory body to the Asia-Pacific Member States. It plans and implements regional programme activities in cooperation with other UNESCO cluster/national offices as well as with its partners in the region to promote the use of ICTs to support peace and development in the region.

513. The year 2002 witnessed the preparation and endorsement of UNESCO's first **Asia-Pacific Medium-Term Regional Strategy** (2002-2006), which provides a broad overview of regional and sectoral priorities and strategies offering a larger vision to guide programme development at all levels and in all of UNESCO's fields of competence. Realizing the immense potential, wide reach and the all-pervasiveness of ICT, the Office has embarked on implementation of the regional strategy flagship programmes in the field of communication and information and in particular "ICT for Reaching the Unreached". This programme was launched to address the problems in the region with diverse socio-geographical conditions. The efforts involving the pooling of resources – physical and economic, and expertise from all over the region and beyond, would go a long way in effectively addressing the problems of the unreached within the society, as well as in taking on the major challenges in the global context.

514. Besides implementing the regular and extrabudgetary programmes in 2002, the Office embarked on three new initiatives. The first one was to establish the regional website "**UNESCO Knowledge Hub for Asia-Pacific**" (http://www.ukhap.nic.in), which was launched by a message from the Director-General of UNESCO, during the meeting of the Asia-Pacific National Commissions for UNESCO, held in Jakarta (Indonesia) in June 2002. In his message the Director-General indicated the potential of this website to promote the free flow of ideas and universal access to information and to contribute to the strengthening of communication and information capacities in the Asia-Pacific Region.

515. South Asia comprises more than one fifth of the world's population and is the cradle of some of the most ancient and diverse civilizations. As such, UNESCO has a key role in the region towards peace-building. This would entail a long process involving a multiplicity of actions and would require tackling of issues at national, regional and global levels. As a first step towards this end, the second initiative was on "**Peace Education in South Asia**". Its publication *A Teachers' Guide to Peace Education* has been launched in both Indian and Sri Lankan parliaments and has already been translated into four languages. It is currently being used by teachers in some countries of South Asia. This method, it is hoped, would encourage, through education, future generations to grow up with appropriate values, attitudes and behaviours, that are needed to bring about a paradigm shift in the thinking of the people of the world. This initiative was unanimously supported by all the ambassadors/representatives of all SAARC countries including Afghanistan, to UNESCO in a meeting held in Paris with the Director-General of UNESCO in October 2002.

516. The third initiative was to support the "**Peace-building process in Sri Lanka**", in the strife-torn North East of the country, through developing extrabudgetary projects in building capacities of institutions, promotion of a free media centre, computerization and networking of the Jaffna library

which was burnt during conflict and promotion of concepts for peaceful living through UNESCO's "intercultural dialogue" programme.

Santiago Cluster Office

517. Following the mandate of the World Education Forum (Dakar, 2000), the strategic orientations of document 32 C/5, and the guidelines on decentralization, the main efforts of the Regional Bureau of Education in Santiago have been focused on pursuing the Education for All goals and initiatives. To this end, UNESCO's Regional Bureau of Education for Latin America and the Caribbean acts at two different levels: regional coordination and mobilization of EFA partners, and country-level assistance in developing and implementing the EFA national plans.

518. In order to support the elaboration or review of national EFA plans, the UNESCO Regional Education Bureau has been engaged in creating a network of National EFA Coordinators, trained and equipped with analytical information tools, and supported by the collaboration of other EFA co-sponsors. Main activities comprised (i) regional and subregional meetings and workshops, including two subregional meetings (Latin American and Caribbean countries); (ii) the constitution of a regional forum on Education for All in Latin America, with the participation of national EFA coordinators, and a second regional meeting on EFA (in September 2003); (iii) agreements with partner agencies, international organizations and civil society representatives; (iv) development of new tools for dissemination and training; as well as (v) publications such as an EFA information kit: development of a regional EFA kit "Education for All: In Search of Equity in Latin America".

519. In order to guarantee that national EFA plans are effective in each of the national settings, UNESCO OREALC has been engaged in the elaboration and the implementation of a new Regional Education Project for Latin America and the Caribbean (PRELAC, 2003-2017). The elaboration of PRELAC was a mandate of a regional Ministers of Education meeting, held in Cochabamba, Bolivia, in March 2001 (PROMEDLAC VII). In November 2002, in Havana, the Ministers of Education unanimously adopted the project and the follow-up model as a means to allow the insertion of the EFA plans in national settings, with the full commitment of experts and technicians of the Ministries of Education, in partnership with civil society organizations. The PRELAC highlights five strategic focuses in which countries and the region must concentrate efforts to achieve the goals established in the Dakar Framework for Action:

- Education contents and practices to construct meanings in regard to ourselves, to others, and to the world in which we live, following the concepts of the Delors Commission on the four pillars of twenty-first century education;

- Teachers. Strengthening their participation in education changes as one of the main actors of education processes;

- Culture of schools. To convert these institutions into participatory learning communities;

- Management of educations systems. To allow systems to offer effective lifelong learning opportunities;

- Social responsibility for education. To create a commitment among society at large with EFA outcomes rather than only the State education sector.

520. In this context, the primary areas of support requested fro UNESCO include:

- Periodic monitoring based on production of information, comparative studies and assessments;

- Capacity-building of ministries of education in negotiating with other education stakeholders (especially teachers' unions);

- Permanent coordination of international cooperation in education at national, subregional and regional levels;

521. To accomplish the EFA goals following the strategies proposed by PRELAC, the UNESCO Regional Bureau for Education built networks designed to support regional activities targeted at different national actors. Among others, PRELAC will coordinate activities with education experts and technicians; teachers, students and parents; parliaments; NGOs and other members of civil society, in order to produce cooperation and synergy between them at national level.

522. The networks are:

- Network of Leadership in Quality Education for All. Designed to disseminate the ethic of the Education for All initiative among school directors by means of inspirational training workshops. Mainly, but not exclusively, addressed to principals of schools located in marginalized zones.

- Educational Innovation Network "INNOVEMOS". Designed to collect and disseminate pedagogical innovations at the school level, and connect school innovators. This network is also designed to produce different information pieces such as Lessons Learned, Best Practices and State-of-the-Art.

- Latin American Laboratory for Assessment of the Quality of Education (LLECE). Addressed to experts and technicians on education assessment issues. It is a network of the units of ministries of education in charge of national exams. The network is designed to produce comparative assessment information and factor analysis research.

- Regional Information System (SIRI). Network of the statisticians of the ministries of education. Designed to collaborate with the UNESCO Institute for Statistics in Montreal, and to produce statistics series and studies.

- Science Education Network. Designed to introduce scientific views and methodologies into multidisciplinary curricula.

- Permanent Forum of Secondary Education. Network designed to support the processes of achieving the goal of secondary education for all, as part of the regional agenda.

- Regional Forum of Education for All. Created to link the national EFA coordinators.

523. In addition, during the First Inter-parliamentary Education Conference, organized by the Latin American Parliament (PARLATINO) and UNESCO in São Paolo, Brazil (5-6 November 2002), the Presidents of Education Commissions of Latin American Parliaments (of both the House of Representatives and the Senate) expressed their full support for PRELAC.

Beirut Cluster Office

524. Eleven Arab countries have submitted their **national EFA plans of action** and these plans were further reviewed and evaluated with the counterpart officials in the concerned countries according to the EFA goals. These plans of action cover the national work plans for 2003-2015. A regional meeting related to the mobilization of resources and development of specialized networks between NGOs working on EFA took place in Beirut, from 8 to 10 January 2003. Capacity-building and support of individuals/institutions were achieved, based on the joint work plan of cooperation on EFA Regional Programme (UNESCO, ISESCO, ABEGS and AGFUND).

525. In the context of providing education for marginalized youth and children, UNESCO Beirut organized, in collaboration with regional partners, several regional and national activities, aiming at influencing related policies and practices. Some of these activities targeted children with special needs and others targeted street/working children, as well as deprived youth in refugee camps. Within the framework of the improvement of education in the Arab States, UNESCO Beirut organized the Arab Consultation Meeting of Local School Governance in Cairo (March 2003). The aim of this activity is to enhance the participation of local communities in the education process. Other related activities were organized to build up national and regional capacity in the areas of environment education and school guidance and counselling.

526. The Arab States and **UNEVOC** Centres have taken action in relation to youth employment in rural areas and shared experiences on secondary education diversification to meet social and economic development in the region (Aleppo TVET Symposium, 26-29 January 2003).

527. Innovative approaches were adopted towards the development of school curricula in the region, with the objective notably to include international trends in science and technology education (Beirut, STE Regional Workshop, 20-22 May 2003). Forty NGOs active in the field of HIV/AIDS and human rights have received training and developed initial proposals to establish national and local programmes on HIV/AIDS and human rights as part of the joint cooperation between UNESCO, UNDP and UNAIDS (Bhersaf HIV/AIDS and Human Rights Workshop, 16-20 June 2003).

528. The guidelines established for national and regional evaluation and accreditation systems for **higher education** institutions were shared in the region, as part of the cooperation between UNESCO, the Association of Arab Universities and select Arab universities (i.e. the University of Jordan and the Lebanese University). Efforts have been conducted towards the reinforcement of national capacities to devise higher education policies that can contribute to the renewal of systems and institutions to meet the challenges of globalization. Development of a national strategy for higher education and technical assistance for the re-organization of the Ministry of Higher Education in Yemen and the development of a framework for quality assurance (UNESCO/UNDP/World Bank). The "Restructuring and Differentiation of Higher Education Systems to meet the Challenges of the Present and the Future" were adopted as the theme for the short-term work of the Regional Scientific Committee of the UNESCO Forum on Higher Education, Research and Knowledge (Cairo, 13-15 May 2003).

529. The International Centre for Human Sciences in Byblos runs a programme on culture and **democracy** that is expected to contribute to analytical democracy theory. Within this framework, an international conference on democracy and peace was organized in Beirut on 2 and 3 June 2003 and the UNESCO report on "the Interaction between Democracy and Development" elaborated by Boutros Boutros-Ghali has been widely disseminated and shared among policy-makers at the regional level.

530. During the present biennium, two major regional meetings were organized by the Beirut Office in the field of **culture**, namely a conference on the Illicit Traffic of Cultural Property (Beirut, 11-14 February 2002), where lawyers, customs and police officers and cultural heritage experts explored the means of reinforcing action and cooperation among the Arab States in order to fight against the illicit import and export of movable cultural property; and a conference on Arts Education in the Arab States (Amman, Jordan, 18-21 May 2002) gathering educators and experts from the whole Arab world, attempting to harmonize the teaching of arts and its inclusion in the school curriculum.

Moscow Cluster Office

531. The Moscow Office successfully implemented its programme, with the implementation rate being between 80% and 90% for most of the sectors. The contacts with the five new cluster countries have consolidated further, while close cooperation with the Russian Federation and with the United Nations family have continued. The Office was able to attract several hundred thousand dollars in extrabudgetary funds for the countries of the cluster to foster programme activities. The need to assure and facilitate long-term systematic programme planning with the countries of the cluster remains a relevant and important task for the Office.

532. The main priority for the **Education** Sector continued to be **Education for All** (EFA): a United Nations Team Group on Education was established in Russia to support the country in achieving the Millennium Development and EFA Goals. Two subregional workshops on EFA planning and policy implementation have contributed to building capacity in the cluster countries. In the framework of a joint Moldova/UNESCO/UNDP/UNICEF project, the EFA strategy has been elaborated and approved by the Government. In the framework of the UNESCO Caucasus plan, and in close cooperation with UNESCO IBE, the seminar "Quality Education for All: teacher training and curriculum reform in the South Caucasus region" (Georgia, June 2003) was conducted, further fostering the cooperation between the three countries. Two international events on inclusive education (Moldova, May 2003 and Pskov, Russia, June 2003) aimed at enhancing the knowledge and skills of specialists from Central and Eastern Europe in inclusive education planning and implementation and to facilitate the incorporation of inclusive education goals into the national EFA plans.

533. In the field of **early childhood care** teaching method materials have been worked out and a series of lectures were held in maternity hospitals and consultative centres. Jointly with the Russian Ministry of Education and the Federal Centre of ECCE, a conference for specialists working in this field was conducted. Further activities are related to **quality education**, application of **ICT in teacher education**, policy dialogue on **secondary education** and **education** and **education for sustainable development**. A number of activities have been dedicated to the prevention of HIV/AIDS, including the interregional EFA experts' consultations "HIV/AIDS and School Health in the context of EFA" (Riga, April 2003), preparation of UNAIDS UBW Planning Sheets (in cooperation with IIEP), and launching the special project on cultural approaches to HIV/AIDS prevention in the South Caucasus region. Several activities were conducted in the framework of the celebration of the fiftieth anniversary of **ASPnet**. The results of the Office's activities in the field of **World Heritage education** were presented during the relevant planning meeting (Paris, March 2003).

534. The UNESCO Moscow Office continued to support the Russian Federation with regard to the restoration and modernization of the education system in the Chechen Republic. The Minister of Education of the Russian Federation appointed a special Steering Committee and a group of experts (Moscow, April 2003). Following high demand, a second print of the Assessment Report is being

envisaged. A UNESCO high-level expert mission to Moscow aiming at elaborating precise activities is scheduled for June.

535. As a follow-up to the round table on **science policy reform** and new partnerships (December 2002) the Office has continued to facilitate the discussion on science policies as well as on innovation. Several publications are being prepared on the subject in cooperation with the Office. The seminar and exhibition on "Innovative Waste Water Treatment Technologies", organized in the framework of this year's Great Rivers Forum (Nizhny Novgorod, May 2003), proved to become a showcase of the high innovative potential in the cluster. Several meetings, organized jointly with colleagues from the Volga Task Force of Paris, have helped to advance with the Volga Vision process (the progress can be monitored on www.unesco.ru/volga). The work was presented to the public during the Great River Forum. In parallel, the Office has started to design extrabudgetary projects to continue this initiative in the coming biennium.

536. Two extrabudgetary projects aiming at promoting **biosphere reserves** as model territories for **sustainable development** have gained momentum: the implementation of a regional project on biosphere reserves in the Caucasus, being part of the Caucasus Plan, has started. Recently a Memorandum of Understanding was signed with UNDP Belarus on the creation of biosphere reserves in the Polessie, Belarus. The two field project assessments of CSI have been finalized and the follow-up activities commenced. The science section of the Office continues to provide services to the World Heritage Centre, especially with regard to monitoring the World Natural Heritage sites and to implementing activities funded through the World Heritage Fund.

537. In the **social and human sciences**, the Office focused on formulating regional strategies on the main thematic areas of SHS. Senior-level scholars and decision-makers from 12 European countries elaborated a regional SHS strategy for Central and Eastern Europe during the regional consultation "Towards a Strategy for the UNESCO Sector for Social and Human Sciences in the CEE" (Moscow, April 2003). A European expert meeting on racism, discrimination, xenophobia and related intolerance in Europe was held in Moscow (March 2003) with the participation of UNHCR and EUMC and resulted in a European regional contribution to the global UNESCO Strategy against Racism.

538. Cooperation with the Central and Eastern European Network on Migration was continued and deepened. The international conference on "Migration and the labour market in the countries of Central and Eastern Europe" took place in Moldova (May 2003). The conference focused on the development of labour migration in front of the ongoing economic transformation, a changing demographic situation and the globalization process.

539. A main priority continued to be the promotion of **human rights** and democratic principles, with young people as the main target group. An interdisciplinary sociological research programme on economic, social and cultural rights of young people in several cluster countries was launched to obtain reliable data, important for future decision-making. These activities were accompanied by an awareness-raising campaign, including a video-clip to promote democratic principles among young people, which was broadcast by Russian television free of charge and reached an audience of some 120 million Russian-speaking spectators in Russia and Belarus. The book *Human Rights Protection: International and Domestic Mechanisms* was translated into Armenian and Georgian and released as an adapted country version on the Internet.

540. In the field of **culture** the UNESCO Moscow Office continued to provide assistance to the countries of the cluster in implementing relevant UNESCO conventions. Further activities were devoted to issues related to safeguarding the **tangible and intangible cultural heritage**, cultural diversity, the promotion of cultural dialogue, and the role of culture for development. Recent

activities included a round table entitled "Cultural Diversity, Development and Globalization", devoted to the World Day for Cultural Diversity (Moscow, 21 May 2003). The meeting adopted a set of concrete recommendations addressed to the governments of the countries of the cluster.

541. In the framework of UNESCO's Caucasus Plan and under the heading "Dialogue among civilizations – Caucasus" a series of artistic and cultural events were conducted in Vilnius, Lithuania, aimed at improving peace and stability between Armenia, Azerbaijan and Georgia by fostering regional and interregional cooperation.

542. The first and main stage of implementation of the Hermitage/UNESCO project was completed, and a strategy for its future development was elaborated and adopted. On the occasion of the three hundredth anniversary of the founding of Saint Petersburg, a special issue of *Museum International* is in print, completely devoted to the State Hermitage. The partnership with the Bolshoi Theatre was updated and re-adapted to present needs. In the framework of the short-term strategy developed in December 2002 a UNESCO experts' mission provided technical and architectural expertise on the main building of the theatre. An international conference was organized to offer broad international expertise to the reconstruction/restoration of the Bolshoi. As a result of the conference, an International Advisory Board, under the auspices and coordination of UNESCO, is to be formed in the near future with a main objective of providing the Theatre with independent expertise for the reconstruction.

543. In **communication and information** the Moscow Office paid special attention to promoting freedom of expression, development and promotion of media education programmes, improvement of media legislation and regulation, and to training programmes for media professionals. With the financial and technical support of the Office, an international conference "Shaping Tomorrow's Media Systems" was organized (Moscow, May 2003). The conference examined the challenges faced by media systems in countries in transition and highlighted the need for adaptation to present changes, the new role of media, and the power of information and communication technologies. An important initiative in the field of media education in the cluster countries, a meeting of deans of faculties of journalism of all cluster countries is scheduled. This seminar will serve as a basis to develop concrete activities for the next biennium promoting media education.

544. In close cooperation with the Russian Union of Journalists, a book entitled *The Mass Media Law – On the Crossroad of Ages and Opinions* was elaborated. The book presents texts of the relevant laws of different countries, comments on these laws, experts' assessments and opinions of journalists and publishers. Training seminars for media professionals were organized and conducted in Armenia and Azerbaijan. The training included theoretical courses as well as internships in the leading national media structures, and aimed at combining national and international news coverage in the regional media, legal and ethical regulations, management and marketing as well as design and layout of print media.

Beijing Cluster Office

545. The Beijing Office, which covers five countries of the East Asian subregion, namely, the Democratic People's Republic of Korea, Japan, Mongolia, the People's Republic of China and the Republic of Korea, deals with a subregion that shares a profound and rich history and culture. Because of the historical and cultural background, mutual cooperation could be easy, while on other occasions, it could prove to be sensitive. It is also a subregion with much potential for taking the lead in promoting international understanding and a culture of peace in the world. As a multilateral intergovernmental agency, UNESCO has a critical role in promoting, providing and ensuring the right environment to realize the aspirations of the people in these countries through its programme and projects.

546. In China, two new extrabudgetary projects have been developed and established under a multilateral/bilateral cooperation arrangement: "Improving Basic Education in Hainan and Jilin Provinces" financed by Italy and "Ecological Research for Sustaining the Environment in China (ERSEC)" financed by Germany. These projects pursue a new approach whereby the donor establishes a bilateral cooperation agreement with the recipient country for a specific project and invites a multilateral agency, in this case UNESCO, to implement that project in the country. The funding from the donor is provided to UNESCO directly under a funds-in-trust agreement. While the negotiation process with the Chinese counterparts on various implementation modalities have been more complex than the traditional FIT projects, this type of project has indeed broadened UNESCO's partnership with and visibility among different donors and national partners (provincial governments, universities and institutes) in China. It has also increased the opportunity for a cluster office to directly seek extrabudgetary resources from donor embassies and to engage in direct consultation and negotiations with the donor.

547. In Mongolia, UNESCO's participation in the United Nations Fund for International Partnership project on "Improving the Outlook of Adolescent Girls and Boys in Mongolia" has facilitated the outreach of UNESCO's project impact through joint and coordinated action with other agencies, such as UNICEF, UNFPA and WHO. UNESCO's regular programme activities for education have also been well integrated into the overall EFA national action plan, which has been guided closely by a joint national and inter-agency committee, of which UNESCO is also part. The Mongolian Government (Ministry of Science, Technology, Education and Culture) is in favour of this comprehensive joint response by the United Nations agencies in Mongolia and is also taking more initiatives and responsibility in coordinating projects that are supported by the international community. Such initiatives on both the national and the international sides have reduced the chances of unnecessary duplications of efforts in Mongolia.

548. For the cluster region as a whole, the cooperation with National Commissions for UNESCO in all five countries for coordination and implementation of UNESCO's programme activities have become ever closer through regular consultations and in particular through the regular holding of the annual Subregional Meeting of the Secretaries-General of the National Commissions for UNESCO in East Asia and the UNESCO Children's Performing Arts Festival of East Asia (CPAF). The Office convened the fourth Subregional Meeting with the Secretaries-General of National Commissions for UNESCO in East Asia with the participation of the UNESCO Centre of Macao in Jakarta in June 2002 on the occasion of the Consultation Meeting with the National Commissions of Asia and the Pacific. The meeting discussed the regional strategy of document 31 C/4 and agreed that "rural education" and "desertification" should be the main subregional issues.

549. The second Children's Performing Arts Festival was held in Fukuoka, Japan from 1 to 3 August 2002, which the Director-General attended. Over 200 children from five East Asian countries participated in the Festival. The active participation in the preparation of the CPAFs of the National Federations of UNESCO Associations in Japan and of China as well as the UNESCO Centre of Macao should be particularly mentioned. In the field of rural education, the Office organized, with INRULED, two regional workshops in October and November 2002 and the International Symposium on Rural Education in January 2003. The latter was co-organized with other United Nations agencies such as WFP, FAO and UNICEF.

550. The MAB Programme is the most active of the science programmes. In 2003, the EABRN Secretariat was transferred from the UNESCO Office Jakarta to the UNESCO Office Beijing.

551. Urban poverty alleviation among migrants is the main topic in the social and human sciences. The SHS approach is being widely used in the Office to launch intersectoral projects. UNESCO's suggestion to the Beijing Municipal Government for the preservation and protection of Old Beijing

for the benefit of and with the participation of the inhabitants is an example of SHS/CLT joint efforts.

552. As the year 2002 was the United Nations Year for Cultural Heritage and the thirtieth anniversary of the Convention for the Protection of the World Cultural and Natural Heritage, the Office supported a lot of cultural heritage awareness-raising events and conferences. Three large-size Japanese FIT projects on restoration and conservation of cultural sites in China have been implemented, namely "Conservation and Restoration of the Longmen Grottoes", "Protection and Conservation of Hanyuan Hall of the Daming Palace" and "Conservation and Restoration of Kumtura Thousand Buddha Caves". The Office hosted the UNESCO International Seminar on Silk Roads in Xi'an in November 2002 to celebrate the completion of the ten-year "Hirayama Fellowship Programme". Intangible cultural heritage is drawing more and more the attention of people. The Office is putting emphasis on the importance of the preservation of minority groups' intangible cultural heritage (Protection and Promotion of Minority Chinese Nationalities Folk Tales in Danger of Extinction – under Japanese FIT).

553. In the Democratic People's Republic of Korea and Mongolia where a very limited number of United Nations agencies have offices, the United Nations agencies resident in these countries have come to give more emphasis to inter-agency cooperation and collaboration in various fields of activity, which in turn has helped to enhance the impact and efficiency of UNESCO's programme activities (mostly in education) as a whole in the two countries. Furthermore, thanks to the increased United Nations inter-agency coordination and collaboration, the Beijing Office has been able to increase its operational efficiency despite its physical absence in the countries.

554. The CCA for China was first prepared in 2000. After having been reviewed by the Government, the document was updated in March 2003. The UNDAF for China (for the period 2001-2005) was signed by the United Nations Resident Coordinator and the Government of China in October 2000. A mid-term review was made in April/May 2003. The CCA and UNDAF for Mongolia (for the period 2002-2006) were both produced in June 2001. The CCA for the Democratic People's Republic of Korea was produced in September 2002.

Budgetary and financial matters

555. The 2002-2003 **regular budget** approved by the General Conference at its 31st session amounted to **$544,367,250**. As at 30 June 2003, this has been increased by:

(i) the carry-over of the unspent balance of $8,005,346 arising from the Approved 2001-2002 regular budget, in accordance with the decision of the 164th session of the Executive Board (164 EX/Decision 6.2); and

(ii) donations and special contributions amounting to $2,912,409 including government contributions to the running costs of field units ($799,077), in accordance with the Appropriation Resolution (31 C/Resolution 73, para. A(b)), resulting in an adjusted appropriation of **$555,285,005**. The Director-General expressed his gratitude to governments, institutions and individuals for their generous donations and contributions.

556. As of 30 June 2003, the total amount of appropriation for Parts I to III of the budget (excluding the carry-over funds of $8,005,346) is $554,581,509, which includes $9,959,700 transferred from Part IV and $1,498,700 transferred from the reserve for reclassifications as already approved by the Executive Board. The Appropriation Resolution requires, however, that this

amount be reduced by $11,034,300 through absorption during the execution of the programme in order to respect the budget ceiling. The Director-General intends to realize this absorption under the staff costs. As of 30 June 2003, the total amount obligated under the regular budget (excluding the carry-over funds) was $403,485,822, or 73.7% of the total budget allocation of $547,279,659.

557. With regard to the **staff costs**, budget allocation as at 30 June 2003 amounts to $329,897,700 including the reserve for reclassifications ($321,040,700 provided for in the Appropriation Resolution for 2002-2003, plus the transfer of $8,857,000 from Part IV of the budget approved under 164 EX/Decision 6.2 and 166 EX/Decision 8.1). As mentioned in the previous paragraph, it is required that this staff costs allocation be reduced by $11,034,300 through absorption during the execution of the programme. The actual **expenditure on staff costs** as at 30 June 2003 amounted to $233,173,136, which represents 70.7% of the allocation of $329,897,700, or 73.1% of the "reduced" allocation of $318,845,400.

558. Under the **Participation Programme**, 2,002 requests representing a total amount of $77,576,022 were received for the present biennium, of which 1,283 requests amounting to $21,398,832 have been approved as at 30 June 2003. This includes 31 requests approved under the emergency assistance programme.

559. For the first 18 months of the 2002-2003 biennium, the total expenditure for the implementation of activities funded from **extrabudgetary resources** amounted to **$373.3 million**, compared to $213.4 million for the corresponding period of 2000-2001, thus an increase of $159.9 million.

Funding source	Implementation expenditure (first eighteen months of the biennium)		Increase /(Decrease) in 2002-2003 compared to 2000-2001
	2000-2001 $M	2002-2003 $M	$M
United Nations sources			
UNDP	13.2	9.4	(3.8)
UNFPA	4.5	2.1	(2.4)
Other United Nations sources	33.2	105.6	72.4
Other sources			
World Bank	0.5	3.7	3.2
Regional Banks and Funds	2.1	7.1	5.0
Self-benefiting Trust Funds	74.6	128.3	53.7
Donated Trust Funds	50.6	65.3	14.7
Associate Experts, Special Accounts and Voluntary Contributions	34.7	51.8	17.1
Grand Total	**213.4**	**373.3**	**159.9**

This increase may be attributed to two main programmes: UNESCO cooperation with Brazil ($120.1 million or 32% of total expenditure) under self-benefiting trust funds and the Iraq "Oil for Food" Programme (representing $86.6 million or 23% of total expenditure) under other United Nations sources. It is also worthwhile noting the increase of Donated Trust funds ($14.7 million) and Special Accounts and Voluntary Contributions ($17.1 million). More detailed information can be found in Part II of document 167 EX/4 (Tables 7 to 9).

United Nations Educational,
Scientific and Cultural Organization

Executive Board

e**x**

Hundred and sixty-seventh Session

167 EX/4
Part II
PARIS, 8 August 2003
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Item **3.1** of the provisional agenda

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

PART II

Management Chart for Programme Execution in 2002-2003

(31 C/5 Approved)

No. 32

Status as at 30 June 2003

TABLE OF CONTENTS

I. INTRODUCTION

1.   The "Management Chart for Programme Execution" is a technical document, which is intended to facilitate examination and assessment by the Executive Board of the budgetary aspects of the approved regular budget and extrabudgetary programmes. The nature and presentation of data provided in this document have evolved over the years with a view to meeting the Board's requirement for full and more relevant information.

2.   In the Management Chart presented at the 165th session of the Executive Board, the format of the document was restructured with a view to facilitating the interpretation of the Charts and Tables, accompanied by explanations and comments when appropriate. This revised format has been maintained in the present Management Chart.

3.   It should be noted that this Management Chart relates to the original 31 C/5 Approved budget ($544.4 million). However, a separate Table 3 has been introduced on the implementation of the carry-over funds from the unspent balance of the resources from 2000-2001 biennium, amounting to $8,005,346.

4.   We envisage preparing an update on the status of programme execution for the regular budget and the 2000-2001 carry-over funds as at 31 August 2003.

II.   PRESENTATION OF THE PROGRAMME AND BUDGET FOR 2002-2003

CHART 1

UNESCO REGULAR BUDGET
FROM 1981 TO 2003
(Nominal growth and real growth)
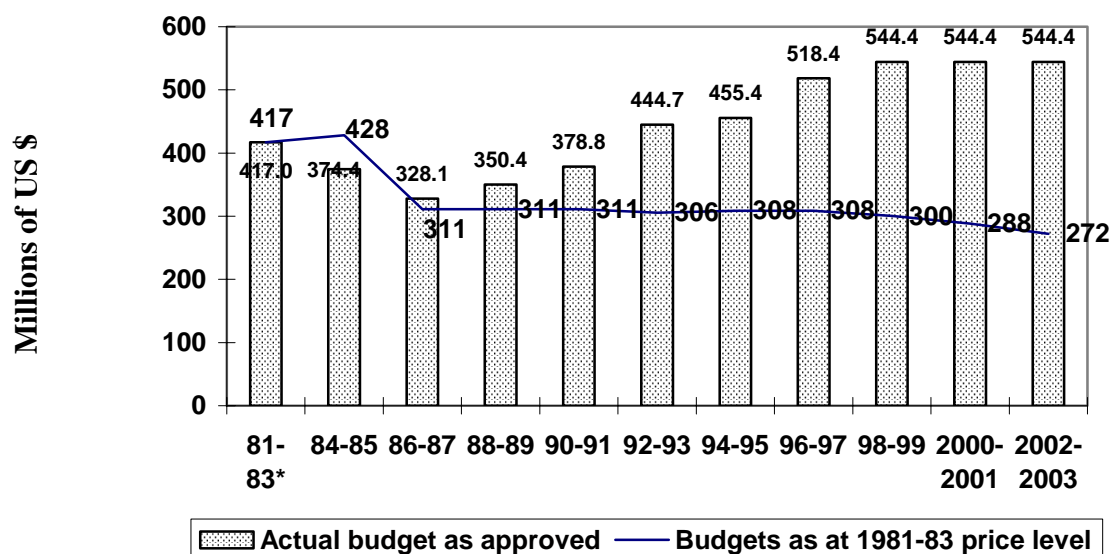
Chart 1 enables a comparison of budget trends over more than 10 biennia in terms of **nominal value** (or the approved budget ceiling) and **real value** corresponding to the amount of resources actually available for implementation of the programme of work, taking into account the loss of purchasing power due to inflation.

In contrast to the previous set of statistics, in which the year 2000 was taken as a base, the period 1981-1983 is used here as a basis for comparison (i.e. the theoretical starting-point). This choice of base period does not modify in any way the annual trend towards a reduction in purchasing power of the budget, which had already begun during the 1981-1983 period. This presentation is, however, more logical and easier to interpret visually.

Comments:

Despite a trend towards growth in the budget's **nominal value**, that is, in dollars (cf. the rising series of columns), resources are in reality substantially declining in **real value**, that is, in volume of activities. The Organization is in fact witnessing a decrease in the volume of resources actually available for the implementation of its programme of work (cf. the downward curve).

_____
*   Two thirds of the three-year budget.

CHART 2

DISTRIBUTION OF REGULAR BUDGET
RESOURCES FOR 2002-2003

Reserve for reclassification 0.3%

III.G Renovation of Headquarters premises 1.1%

III.F Administration 16.0%

III.A-E Support for Programme Execution 19.3%

II.C Programme Related Services 4.5%

II.B Participation Programme 4.0%

II.A UNESCO Institute for Statistics 1.3%

IV. Anticipated Cost Increases 2.5%

I.A Governing bodies 2.5%

I.B Direction 2.9%

II.A Communication and Information 6.0%

I.C Participation in the Joint Machinery of the United Nations system 0.4%

II.A Education 16.9%

II.A Natural Sciences 9.3%

II.A Social and Human Sciences 5.1%

II.A Culture 7.9%

Chart 2 shows the distribution of the regular budget by parts of the budget in accordance with document 31 C/5 Approved (ref. page XXIII).

CHART 3

<div align="center">

TOTAL BUDGET 2002-2003
(REGULAR BUDGET AND EXTRABUDGETARY FUNDS)
BY STAFF COSTS AND ACTIVITIES
AND BY PROGRAMME, SUPPORT FOR PROGRAMME EXECUTION AND
DIRECTION/ADMINISTRATION

</div>
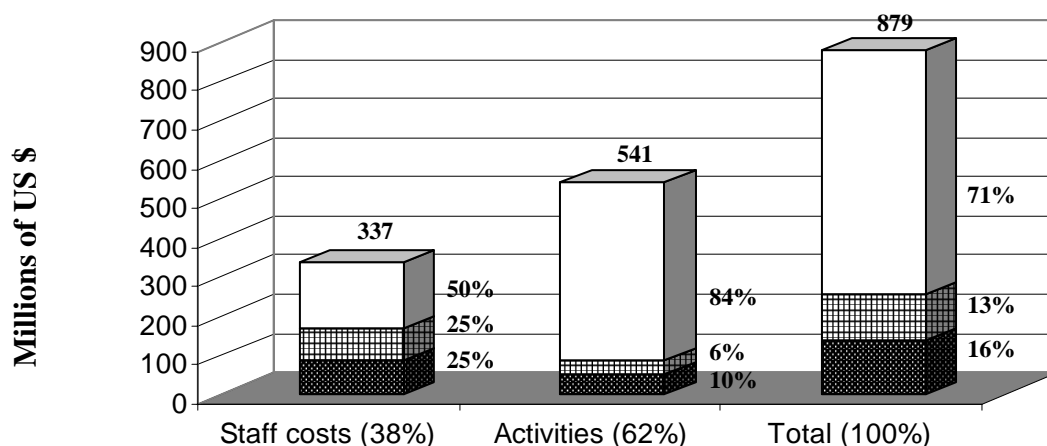
The total budget (regular budget and extrabudgetary funds) is split into staff costs and activity costs, which are represented by the first two columns. Each of the three columns is broken down into "programme", "support for programme execution" and "direction/administration".

This analysis includes Part IV of the budget and takes into account the $11 million adjustment to the regular budget ($544.4 million) which the Director-General intends to absorb. With regard to extrabudgetary funds, the analysis is based on the level of resources anticipated in document 31 C/5 Approved ($334.2 million). For both types of funds, staff costs cover only the costs of established posts.

Comments:

This chart shows that the relative share of established posts within the total budget (regular budget and extrabudgetary funds) is 38%, compared to 62% for activities.

The relative share of "direction/administration" and "support for programme execution" is 29% of the total budget, while the relative share of "direction/administration", strictly speaking, represents 16% of the total budget.

CHART 4

**REGULAR BUDGET 2002-2003
BY STAFF COSTS AND ACTIVITIES AND BY PROGRAMME, SUPPORT FOR
PROGRAMME EXECUTION AND DIRECTION/ADMINISTRATION**
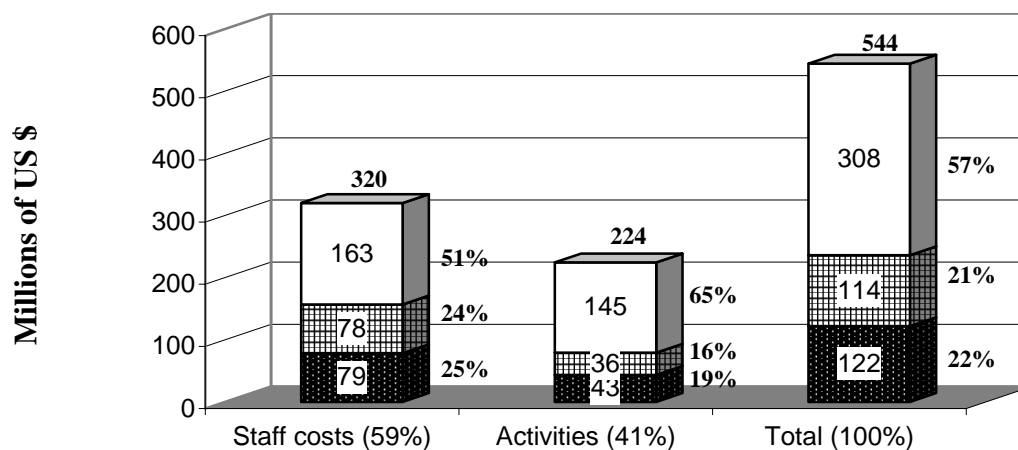
Chart 4 concerns the regular budget only. The regular budget is split into staff costs and activity costs, which are represented by the first two columns. Each of the three columns is broken down into "programmes", "support for programme execution" and "direction/administration".

This analysis includes Part IV of the budget and takes into account the $11 million adjustment to the regular budget ($544.4 million) which the Director-General intends to absorb. Staff costs are limited strictly to the costs of established posts.

Comments:

The categories "direction/administration" and "support for programme execution" account for a relatively higher share of the regular budget, representing 43% (Chart 4), as compared with 29% of the total budget (Chart 3). This results from the fact that administrative services are financed under the regular budget, but they support both regular programme activities and extrabudgetary projects. Nevertheless, extrabudgetary resources also help finance overhead costs through funds collected under support costs.

III. REGULAR PROGRAMME EXECUTION

TABLE 1

REGULAR PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE

**(Expenditures including staff costs and Participation Programme
as at 30 June 2003)**

Table 1 shows the execution of the regular programme by principal appropriation line.

The Table includes Part IV (Anticipated Cost Increases) and takes into account the transfers made therefrom to the other parts of the budget that have already been approved by the Executive Board.

The difference between the columns "31 C/5 Approved" and "Work plan allocation" is explained by the amounts transferred from Part IV and donations additionally appropriated up to 30 June 2003.

Comments:

The overall implementation rate as at 30 June 2003 is 73.7% compared to the target of 75.0% corresponding to the time elapsed since the beginning of the biennium. This global implementation rate takes into account the $11 million absorption. However, since the $11 million absorption is not yet apportioned to each appropriation line, the implementation rate shown under each line does not take into account this absorption and is therefore slightly underestimated.

The corresponding overall rate of implementation at the same time in the previous biennium was 72.1%.

Expenditures under Part I are particularly low (49.6%) principally due to the fact that the General Conference will be held in September-October 2003.

TABLE 1

REGULAR PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE

**(Expenditures including staff costs and Participation Programme
as at 30 June 2003)**

Appropriation line	31 C/5 Approved	Work plan* allocation	Expenditure (delivered/ unliquidated)	Implementation rate
	$	$	$	%
PART I GENERAL POLICY AND DIRECTION				
A. Governing bodies				
1. General Conference	6 292 400	6 309 000	1 601 192	25.4
2. Executive Board	7 839 400	7 897 200	5 440 219	68.9
Total, Part I.A	**14 131 800**	**14 206 200**	**7 041 411**	**49.6**
B. Direction				
3. Directorate	2 282 100	2 329 000	1 524 986	65.5
4. Office of the Director-General	6 437 700	6 650 200	5 264 123	79.2
5. Internal Oversight	4 671 600	4 772 700	2 805 019	58.8
6. International Standards and Legal Affairs	2 795 000	2 901 400	1 890 101	65.1
Total, Part I.B	**16 186 400**	**16 653 300**	**11 484 229**	**69.0**
C. Participation in the Joint Machinery of the United Nations System	2 153 000	2 392 700	1 273 659	53.2
TOTAL, PART I	**32 471 200**	**33 252 200**	**19 799 300**	**59.5**
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES				
A. Programmes				
I Education	94 091 700	96 454 015	72 672 916	75.3
II Natural sciences	51 867 600	53 271 019	37 207 483	69.8
III Social and human sciences	28 582 200	29 180 769	20 655 301	70.8
IV Culture	43 849 900	45 087 980	32 591 650	72.3
V Communication and information	33 064 600	33 781 291	22 870 326	67.7
UNESCO Institute for Statistics	7 320 000	7 320 000	3 543 288	48.4
Total, Part II.A	**258 776 000**	**265 095 074**	**189 540 964**	**71.5**
B. Participation Programme	**22 000 000**	**22 000 000**	**15 832 648**	**72.0**
C. Programme Related Services				
1. Coordination of action to benefit Africa	2 647 700	2 749 600	1 778 762	64.7
2. Fellowships Programme	1 962 400	1 997 100	1 520 983	76.2
3. Public Information	20 354 400	20 847 200	14 553 955	69.8
Total, Part II.C	**24 964 500**	**25 593 900**	**17 853 700**	**69.8**
TOTAL, PART II	**305 740 500**	**312 688 974**	**223 227 311**	**71.4**
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION				
A. Strategic planning and programme monitoring	6 128 000	6 305 058	4 129 304	65.5
B. Budget preparation and monitoring	4 244 900	4 353 200	2 589 875	59.5
C. Field management and coordination	48 954 500	50 636 177	36 917 408	72.9
D. External relations and cooperation	22 008 800	22 586 400	17 991 177	79.7
E. Human resources management	25 684 800	26 270 700	20 166 810	76.8
F. Administration	88 685 500	91 658 300	72 212 138	78.8
G. Renovation of Headquarters premises	6 292 500	6 830 500	6 452 500	**94.5**
TOTAL, PART III	**201 999 000**	**208 640 335**	**160 459 211**	**76.9**
TOTAL, PARTS I-III	**540 210 700**	**554 581 509**	**403 485 822**	**72.8**
Reserve for reclassifications	**1 500 000**	**1 300**	**-**	**-**
PART IV ANTICIPATED COST INCREASES	**13 690 850**	**3 731 150**	**-**	**-**
TOTAL, PARTS I-IV	**555 401 550**	**558 313 959**	**403 485 822**	**72.3**
LESS: Amount to be absorbed during the execution of the programme and budget within the limits of the approved total budget	**(11 034 300)**	**(11 034 300)**	**-**	**-**
TOTAL	**544 367 250**	**547 279 659**	**403 485 822**	**73.7**

*   "Work plan allocation" includes appropriation of donations received and transfers from Part IV to Parts I-III as already approved by the Executive Board.

TABLE 2

PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE

**(Expenditures excluding staff costs and Participation Programme
as at 30 June 2003)**

Table 2 presents the implementation status of **programme activities** by principal appropriation line, excluding staff costs and Participation Programme.

The table includes Part IV (Anticipated cost increases) and takes into account the transfers made therefrom to the other parts of the budget that have already been approved by the Executive Board at its 164th and 166th sessions.

Comments:

The overall implementation rate is 75.2%, which is close to the rate of 75%. The implementation rate for Part II is 75.3%. The corresponding rate of implementation for Part II.A at the same time in the previous biennium was 74%.

TABLE 2

PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE

(Expenditures excluding staff costs and Participation Programme as at 30 June 2003)

Appropriation Line	31 C/5 Approved	Work plan* allocation	Expenditure (delivered/ unliquidated)	Implementation rate
	$	$	$	%
PART I GENERAL POLICY AND DIRECTION				
A. Governing bodies				
1. General Conference	5 491 200	5 491 200	1 001 813	18.2
2. Executive Board	6 531 800	6 531 800	4 437 017	67.9
Total, Part I.A	**12 023 000**	**12 023 000**	**5 438 829**	**45.2**
B. Direction				
3. Directorate	458 500	458 500	441 663	96.3
4. Office of the Director-General	399 500	399 500	345 147	86.4
5. Internal Oversight	567 600	567 600	411 504	72.5
6. International standards and legal affairs	203 100	203 100	183 408	90.3
Total, Part I.B	**1 628 700**	**1 628 700**	**1 381 721**	**84.8**
C. Participation in the Joint Machinery of the United Nations System	2 153 000	2 392 700	1 273 659	53.2
TOTAL, PART I	**15 804 700**	**16 044 400**	**8 094 209**	**50.4**
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES				
A. Programmes				
I Education	47 382 700	48 353 515	39 072 785	80.8
II Natural sciences	21 829 900	22 304 619	15 901 324	71.3
III Social and human sciences	11 426 600	11 517 469	8 856 664	76.9
IV Culture	12 312 900	12 547 680	9 854 131	78.5
V Communication and information	14 278 000	14 443 691	9 847 408	68.2
UNESCO Institute for Statistics	7 320 000	7 320 000	3 543 288	48.4
Total, Part II.A	**114 550 100**	**116 486 974**	**87 075 601**	**74.8**
C. Programme Related Services				
1. Coordination of action to benefit Africa	419 600	419 600	383 920	91.5
2. Fellowships Programme	1 018 600	1 018 600	824 302	80.9
3. Public Information	4 868 000	4 868 000	4 151 167	85.3
Total, Part II.C	**6 306 200**	**6 306 200**	**5 359 389**	**85.0**
TOTAL, PART II	**120 856 300**	**122 793 174**	**92 434 990**	**75.3**
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION				
A. Strategic planning and programme monitoring	984 100	990 558	792 322	80.0
B. Budget preparation and monitoring	70 000	70 000	53 972	77.1
C. Field management and coordination	12 638 700	13 437 777	11 953 489	89.0
D. External relations and cooperation	4 396 500	4 406 500	2 825 444	64.1
E. Human resources management	10 702 100	10 702 100	9 346 002	87.3
F. Administration	26 925 100	27 410 100	22 527 111	82.2
G. Renovation of Headquarters premises	6 292 500	6 830 500	6 452 500	94.5
TOTAL, PART III	**62 009 000**	**63 847 535**	**53 950 839**	**84.5**
TOTAL, PARTS I-III	**198 670 000**	**202 685 109**	**154 480 038**	**76.2**
PART IV ANTICIPATED COST INCREASES	**3 827 450**	**2 724 750**	**-**	
TOTAL, PARTS I-IV	**202 497 450**	**205 409 859**	**154 480 038**	**75.2**
LESS: Amount to be absorbed during the execution of the programme and budget within the limits of the approved total budget	-	-	-	-
TOTAL	**202 497 450**	**205 409 859**	**154 480 038**	**75.2**

* "Work plan allocation" includes appropriation of donations received and transfers from Part IV to Parts I-III as already approved by the Executive Board.

TABLE 3

EXECUTION OF 2000-2001 CARRY-OVER FUNDS

(Activity expenditures in the field as at 30 June 2003)

As explained in the introduction, a separate **Table 3** has been introduced on the implementation of the carry-over funds from the unspent balance of the resources from the 2000-2001 biennium, amounting to $8,005,346.

Comments:

The overall implementation rate of execution for the carry-over funds is 71.9%, which is reasonably close to the rate of 75%. This rate is considered satisfactory given the fact that the use of the carry-over funds was approved in April 2002 during the spring session of the Executive Board and the detailed work plans were finalized only in May-June 2002.

There is no implementation shown for the **Bureau of Public Information** as the funds allocated are to be spent for the special edition of the *Courier* that is foreseen to be published at the end of 2003.

As far as the **Social and Human Sciences** sector is concerned, 37% of the total funds could not be committed by end June 2003 due to the postponement of the date of the World Forum on Human Rights within the context of "Terrorism and Human Rights". In an agreement between the Mayor of Nantes and UNESCO, the Forum was postponed and is now scheduled to take place in February 2004, instead of October 2003. The rest of the funds was foreseen for activities in Palestine, but could not be committed so far due to the security situation in Palestine. All funds are nevertheless expected to be committed by end July 2003.

The low rate of implementation for **Education** is explained by the fact that the two major activities are planned to be executed between September and the end of the year, namely "National capacity-building for lead teacher-training institutions in sub-Saharan Africa" and "Donation from Fundacion Catalana de Gas (Spain)-Chair UNESCO-Gaz Natural, University of Mohamed V, Rabat, Morocco".

TABLE 3

EXECUTION OF THE 2000-2001 CARRY-OVER FUNDS

(Activity expenditures as at 30 June 2003)

Principal Appropriation Line	Work plan allocation	Expenditure (delivered/ unliquidated) as at 30 June 2003	
	$	$	%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES			
A. Programmes			
I Education	2 414 306	1 562 016	64.7
II Natural sciences	326 150	301 701	92.5
III Social and human sciences	535 000	170 619	31.9
IV Culture	1 224 142	995 214	81.3
V Communication and information	695 000	624 691	89.9
UNESCO Institute for Statistics			
Total, Part II.A	**5 194 598**	**3 654 241**	**70.3**
C. Programme Related Services			
1. Coordination of action to benefit Africa	- -		-
2. Fellowships Programme	- -		-
3. Public Information	140 000 -		-
Total, Part II.C	**140 000**	**0**	**0.0**
TOTAL, PART II	**5 334 598**	**3 654 241**	**68.5**
PART III SUPPORT FOR PROGRAMME EXECUTION			
AND ADMINISTRATION			
A. Strategic planning and programme monitoring	400 000	351 189	87.8
B. Budget preparation and monitoring	- -		-
C. Field management and coordination	1 170 748	1 024 804	87.5
D. External relations and cooperation	- -		-
E. Human resources management	- -		-
F. Administration	1 100 000	722 857	65.7
G. Renovation of Headquarters premises	- -		-
TOTAL, PART III	**2 670 748**	**2 098 850**	**78.6**
TOTAL	**8 005 346**	**5 753 091**	**71.9**

TABLE 4

EXECUTION OF DECENTRALIZED FUNDS

**(Staff costs and activity expenditures in the field
as at 30 June 2003)**

Table 4 shows the budget implementation in the field as of 30 June 2003 for Part II (Programme and Programme Related Services) and Part III (Support for Programme Execution and Administration).

Comments:

The overall implementation rate of execution for the decentralized funds is 73.1%, which is close to the rate of 75%. As reported earlier in the last session of the Board, this rate was 42.8% vis-à-vis the theoretical rate of 50%. The corresponding rate of implementation for decentralized activities at the same time in the previous biennium was 71.5%.

TABLE 4

EXECUTION OF DECENTRALIZED FUNDS

(Staff costs and activity expenditures in the field as at 30 June 2003)

Principal Appropriation Line	31 C/5 Approved for all field units	Allocation for all field units	Expenditure (delivered/ unliquidated) as at 30 June 2003	
	$	$	$	%
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES				
A. Programmes				
I Education**	51 784 600	51 944 811	40 889 243	78.7
II Natural sciences	16 131 600	16 861 994	10 721 212	63.6
III Social and human sciences	7 920 300	7 735 022	4 406 769	57.0
IV Culture	10 983 800	11 011 871	7 311 627	66.4
V Communication and information	11 182 800	10 949 805	7 199 040	65.7
UNESCO Institute for Statistics	150 000	500 000	130 788	26.2
Total, Part II.A	**98 153 100**	**99 003 503**	**70 658 681**	**71.4**
B. Participation Programme	**22 000 000**	**21 398 832**	**15 832 648**	**74.0**
C. Programme Related Services				
1. Coordination of action to benefit Africa	-	-	-	-
2. Fellowships Programme	-	-	-	-
3. Public Information	310 600	326 900	428 448	131.1
Total, Part II.C	**310 600**	**326 900**	**428 448**	**131.1**
TOTAL, PART II	**120 463 700**	**120 729 235**	**86 919 776**	**72.0**
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION				
A. Strategic planning and programme monitoring	-	29 205	26 000	89.0
B. Budget preparation and monitoring	-			
C. Field management and coordination	45 480 000	46 886 277	34 636 218	73.9
D. External relations and cooperation	2 520 800	2 695 100	2 872 298	106.6
E. Human resources management	-	-	-	-
F. Administration	-	-	-	-
G. Renovation of Headquarters premises				
TOTAL, PART III	**48 000 800**	**49 610 582**	**37 534 515**	**75.7**
TOTAL	**168 464 500**	**170 339 817**	**124 454 291**	**73.1**

**   The figures for education includes the UNESCO institutes as a part of decentralization. The rate of execution excluding the institutes is 69%.

TABLE 5(A)

PARTICIPATION PROGRAMME

AS AT 30 JUNE 2003

5(A) EXECUTION BY REGION

Table 5(A) shows the execution of the Participation Programme by region as at 30 June 2003, together with the status of implementation of requests approved for international NGOs and under emergency assistance.

Comments:

The difference between the allotments issued, i.e., the amount of requests approved by the Director-General and the expenditures as of 30 June 2003 can be explained by the fact that the financial reports that are required to be submitted by Member States had not been received. This applies particularly to the Africa and Arab States regions.

The overall implementation rate of 74% is considered satisfactory compared to the target of 75%. A detailed report by the Director-General on the implementation of the Participation Programme and emergency assistance is presented in document 167 EX/31. Under the Participation Programme, 2002 requests representing a total amount of $77,576,022 have been received during the present biennium, of which 1,283 requests amounting to $21,398,832 have been approved as of mid-June 2003. This includes 31 requests approved under the emergency assistance programme ($754,000).

TABLE 5(A)

PARTICIPATION PROGRAMME

EXECUTION BY REGION

(as at 30 June 2003)

Region	Allotment issued	Expenditure (delivered/unliquidated) as at 30 June 2003	
	$	$	%
AFRICA	5 667 950	3 238 625	57.1
ASIA AND THE PACIFIC	4 383 250	3 469 900	79.2
ARAB STATES	2 107 450	1 160 900	55.1
EUROPE 1 (Western Europe, United States, Canada)	923 350	825 328	89.4
EUROPE 2 (Eastern and Central Europe)	2 414 250	2 102 250	87.1
LATIN AMERICA AND THE CARIBBEAN	4 160 582	3 654 466	87.8
INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS	988 000	652 178	66.0
EMERGENCY ASSISTANCE PROGRAMME	754 000	729 000	96.7
TOTAL	**21 398 832**	**15 832 648**	**74.0**

TABLE 5(B)

PARTICIPATION PROGRAMME

AS AT 30 JUNE 2003

5(B) EXECUTION BY NATURE OF EXPENDITURE

Table 5(B) shows the execution of the Participation Programme broken down by "Financial contributions" and "Material and technical assistance provided by UNESCO".

Comments:

Expenditures under "Financial contributions" represent 93.0% of the total expenditure of the Participation Programme. Most of the allotments issued were destined to the financing of conferences and meetings, followed by acquisition of supplies and equipment.

A detailed report by the Director-General on the implementation of the Participation Programme and emergency assistance is presented in document 167 EX/31.

TABLE 5(B)

PARTICIPATION PROGRAMME

EXECUTION BY NATURE OF EXPENDITURE

(as at 30 June 2003)

Nature of expenditure	Allotment issued	Expenditure (delivered/unliquidated) as at 30 June 2003	
	$	$	%
A. FINANCIAL CONTRIBUTIONS FOR:			
Conferences, meetings	6 336 550	4 883 328	77.1
Consultants	2 497 491	1 834 067	73.4
Fellowships, study grants	543 046	376 266	69.3
Publications, translations, reproduction	2 081 383	1 649 280	79.2
Supplies and equipment	5 428 738	3 996 587	73.6
Training seminars or courses	2 637 624	1 996 732	75.7
Subtotal	**19 524 832**	**14 736 260**	**75.5**
B. MATERIAL AND/OR TECHNICAL ASSISTANCE PROVIDED BY UNESCO			
Conferences, meetings	312 950	290 500	92.8
Consultants	343 900	241 800	70.3
Fellowships, study grants	166 650	86 489	51.9
Publications, translations, reproduction	70 815	36 700	51.8
Supplies and equipment	366 685	264 399	72.1
Training seminars or courses	613 000	176 500	28.8
Subtotal	**1 874 000**	**1 096 388**	**58.5**
GRAND TOTAL	**21 398 832**	**15 832 648**	**74.0**

TABLE 6

SITUATION OF POSTS AND STAFF COSTS

AS AT 30 JUNE 2003

Table 6(A) shows the monthly evolution of the net savings in terms of posts from January 2002 to June 2003. The posts shown in this table correspond to the posts that are budgetarily vacant, and hence those that generate savings, after deduction of those used to finance temporary assistance. It is therefore not directly comparable with data that may be published by HRM, which relate to vacant posts open to recruitment.

Table 6(B) presents a summary of the overall staff costs expenditures as at 30 June 2003 by Headquarters and the field offices.

Comments:

From 1 January to 30 June 2003 the average number of posts budgetarily vacant was 154. This number of vacant posts is **94** in excess of the number required (60) to allow for the lapse factor, fixed at 3% for the current biennium in accordance with the budgeting techniques in force.

The low rate of expenditure under the staff costs (70.7%) is a result of a cautious approach applied in the management of the staff costs in order to absorb $11 million during the course of the biennium.

When compared with the budget available after taking into account the required absorption of $11 million (i.e., $330 million – $11 million = **$319 million**), the implementation rate would be 73.1%, which is still within the target of 75%. Staff costs expenditure will continue to be closely monitored in order to ensure that the overall expenditure remains within the budgetary allocations.

TABLE 6

SITUATION OF POSTS AND STAFF COSTS

A.   Monthly breakdown of posts budgetarily vacant from January 2002 to June 2003

YEAR/ MONTH	31 C/5 Approved Total number of posts	Filled posts			Vacant posts					Variation vis-à-vis the vacancy requirement of the lapse factor (3% = 60 posts)
		HQ	Field	TOTAL	HQ		Field		TOTAL	
					P	GS	P	L		
2002										
January	1 983	1 303	471	**1 774**	57	57	71	24	**209**	**149**
February	1 983	1 307	473	**1 780**	56	54	50	43	**203**	**143**
March	1 983	1 308	481	**1 789**	56	53	47	38	**194**	**134**
April	1 983	1 308	479	**1 787**	56	53	49	38	**196**	**136**
May	1 983	1 321	472	**1 793**	52	44	50	44	**190**	**130**
June	1 983	1 331	478	**1 809**	40	46	45	43	**174**	**114**
July	1 983	1 327	478	**1 805**	54	36	45	43	**178**	**118**
August	1 983	1 337	486	**1 823**	44	36	40	40	**160**	**100**
September	1 983	1 351	486	**1 837**	39	27	40	40	**146**	**86**
October	1 983	1 353	477	**1 830**	41	23	48	41	**153**	**93**
November	1 983	1 358	504	**1 862**	31	28	30	32	**121**	**61**
December	1 983	1 350	503	**1 853**	31	36	26	37	**130**	**70**
2003										
January	1 983	1 348	487	**1 835**	36	33	40	39	**148**	**88**
February	1 983	1 355	494	**1 849**	25	37	33	39	**134**	**74**
March	1 983	1 359	499	**1 858**	21	37	31	36	**125**	**65**
April	1 983	1 360	495	**1 855**	22	35	35	36	**128**	**68**
May	1 983	1 374	502	**1 876**	8	35	32	32	**107**	**47**
June	1 983	1 379	529	**1 908**	11	27	17	20	**75**	**15**
Average	**1 983**	**1 341**	**489**	**1 829**	**38**	**39**	**41**	**37**	**154**	**94**

B.   Cumulative situation of staff costs as at 30 June 2003

	Allocation $	Expenditure $	%
HEADQUARTERS	252 452 300	183 148 496	72.5%
FIELD	77 444 100	50 024 640	64.6%
Reserve for reclassifications	1 300	-	**-**
TOTAL (excluding Part IV)	**329 897 700** *	**233 173 136**	**70.7%**

* The total allocation takes account of a sum of $8,857,000 that was transferred from Part IV as approved by the Executive Board
   at its 164th and 166th session.

IV.   PRESENTATION OF EXTRABUDGETARY OPERATIONAL PROGRAMMES

CHART 5

EXTRABUDGETARY OPERATIONAL PROGRAMMES FOR 2002-2003
BY FUNDING SOURCE AND BY MAJOR PROGRAMME

ALLOCATIONS AS OF 30 JUNE 2003

TOTAL: US $559 MILLION

Regional banks
2%
Associate experts
2%
Special accounts
and voluntary
contributions
11%
Funds-in-trust
(Donations)
18%
UNDP
3%
UNFPA
1%
Other United
Nations sources
35%
World Bank
1%
Funds-in-trust set
up for the benefit
of the donors
27%
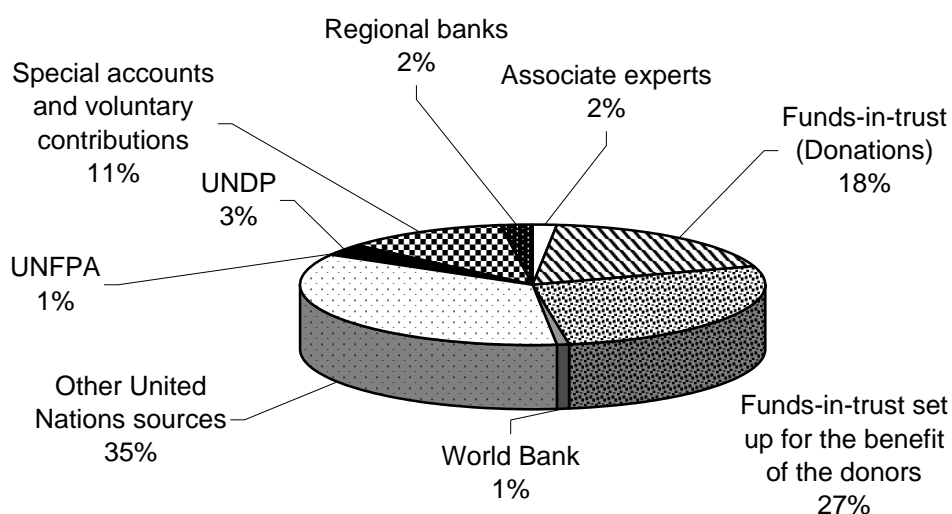
Amounts in millions of US $

37   18
68
52
60
324

- MP I (ED)
- MP II (SC)
- MP III (SHS)
- MP IV (CLT)
- MP V (CI)
- Other progr.
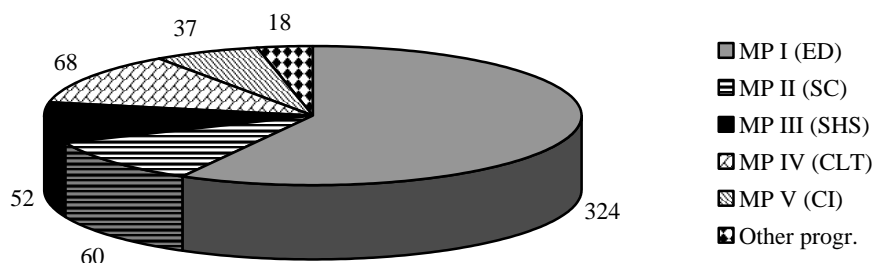
Chart 5 gives the allocations for extrabudgetary programmes as at **30 June 2003**, by **funding source** and by **major programme**.

The predominance of other United Nations sources (35% of the allocations) and self-financing funds (27% of the allocations) is due to the scale of the Oil for Food Programme for Iraq and the

projects implemented in Brazil respectively. The Education Sector holds the bulk of the resources with **$324 million** in allocations, i.e. **58%** of the total allocation of **$559 million**. It is worth mentioning, however, that out of this $324 million, **$240.2 million** come respectively from the Oil for Food Programme (**$169.5 million**) and from the cooperation programme with Brazil (**$70.7 million**).

CHART 6

EXTRABUDGETARY OPERATIONAL PROGRAMMES
ALLOCATIONS VS. EXPENDITURE
AS AT 30 JUNE 2003

	1996-1997	1998-1999	2000-2001	2002-2003
☐ Allocations	174.0	253.0	381.0	559.0
■ Expenditure	111.0	175.0	213.0	373.0
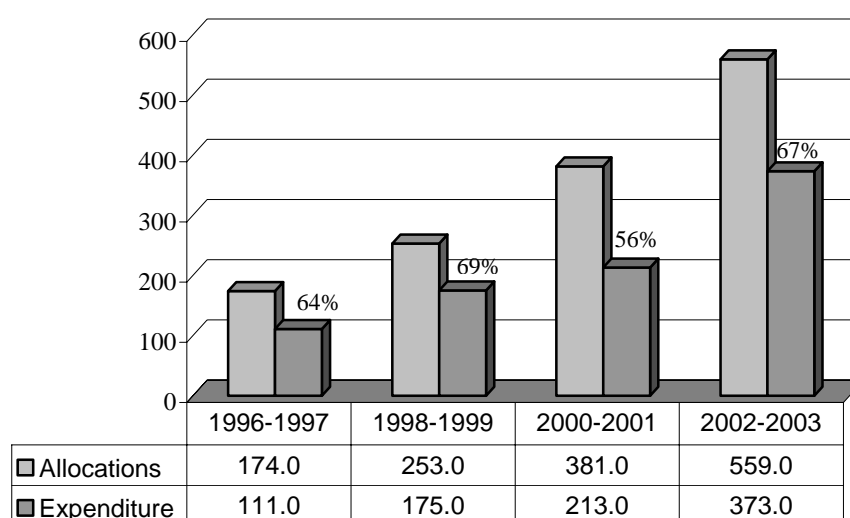
Chart 6 shows the way in which the allocations and expenditures have evolved over the last four biennia. Mention must be made of the strong progression in extrabudgetary funds, which have trebled from 1996 to 2003. The constant increase in these resources is explained by donor confidence in the Organization's expertise in its areas of competence. The execution rate has improved by 11% as compared with the corresponding period of the 2000-2001 biennium.

V.   EXTRABUDGETARY OPERATIONAL PROGRAMME EXECUTION

Tables 7, 8 and 9 give a more detailed analysis by **funding sources**, the **sectors** implementing the extrabudgetary programmes and the **regions** benefiting from these resources.

The following points can be noted in these tables:

- The **marked increase in the execution rate**, already seen in **Chart 6**. This is due to the faster recognition of the obligation of funds since the introduction of the new Finance and Budget System (FABS), which has also been installed in a number of field offices. This factor could explain the marked improvement in the project execution rate in Brazil, rising from **57%** as of 30 June 2001 to 85% as of 30 June 2003.

- The importance of the **United Nations programme in Iraq** ($169.5 million in allocations and $86.6 million in expenditures) and of the **self-financed projects of Brazil** (with allocations amounting to $141.8 million and expenditures amounting to $120.1 million).

- **Japan, Italy and Norway** constitute the major donors, with **$63.2 million** in contributions to UNESCO's programmes in the form of funds-in-trust.

TABLE 7

EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE

1 January 2002 to 30 June 2003

(in millions of US $)

SOURCE OF FUNDS	2002-2003			2000-2001		
	Allocation	Expenditure	Rate of expenditure %	Allocation	Expenditure	Rate of expenditure %
UNITED NATIONS SOURCES						
➤ UNDP	14.4	9.4	65	22.5	13.2	59
➤ UNFPA	2.9	2.1	72	7.0	4.5	64
➤ Other United Nations sources:						
UNOIP (Iraq)	169.5	86.6	51	66.5	23.9	36
UNFIP	9.5	6.7	71	2.7	1.4	52
UNAIDS	8.8	6.1	69	5.8	2.9	50
UNEP	3.6	3.4	94	0.2	0.2	100
UNICEF	0.5	0.4	80	0.3	0.2	67
UNHCR	0.6	0.4	67	0.5	0.4	80
WFP	0.6	0.4	67	0.7	0.5	71
Others	2.3	1.6	69.6	4.4	3.7	84.1
Subtotal, United Nations sources	**212.7**	**117.1**	**55**	**110.6**	**50.9**	**46**
OTHER PROGRAMMES						
➤ World Bank	4.8	3.7	77	1.9	0.5	26
➤ Regional banks and funds	12.1	7.1	59	10.1	2.1	21
➤ **Donated funds-in-trust**						
Japan	38.3	24.9	65	26.9	19.2	71
Italy	18.0	11.2	62	6.7	4.0	60
Norway	6.9	4.1	59	5.8	3.7	64
Netherlands	6.5	5.3	82	7.8	7.2	92
Denmark	3.7	2.6	70	1.4	0.6	43
Flanders	3.3	2.3	70	2.0	1.5	75
Germany	3.0	1.8	60	2.3	1.5	65
Saudi Arabia	0.6	0.4	67	4.1	3.2	78
European Commission	5.3	2.9	55	6.0	4.7	78
Private funds	4.0	2.0	50	2.4	1.3	54
Others	12.1	7.8	64	6.2	3.7	60
➤ **Self-benefiting funds-in-trust**						
Brazil	141.8	120.1	85	125.2	71.2	57
Libya	8.1	5.8	72	4.6	1.0	22
Ecuador	0.9	0.7	78	0.1	0.1	100
Mexico	0.5	0.3	60			
Guatemala	0.3	0.3	100			
Chile	0.2	0.2	100	0.2	0.2	100
Bahrain	0.3	0.2	67			
Costa Rica	0.1	0.1	100	0.9	0.6	67
Others	0.8	0.6	75	2.3	1.5	65
➤ Associate experts, special accounts and voluntary contributions	74.4	51.8	70	53.7	34.7	65
Subtotal, other programmes	**346.0**	**256.2**	**74**	**270.6**	**162.5**	**60**
TOTAL	**558.7**	**373.3**	**67**	**381.2**	**213.4**	**56**

TABLE 8

EXECUTION OF EXTRABUDGETARY PROGRAMMES BY REGION

1 January 2002 to 30 June 2003

(in millions of US $)

SOURCE OF FUNDS	Total	Africa	Arab States	Asia and the Pacific	Europe and North America	Latin America and the Caribbean	Interregional and global
UNITED NATIONS SOURCES							
UNDP	**9.4**	5.2	2.2	0.5	0.2	1.3	
UNFPA	**2.1**	0.1		0.3			1.7
Other United Nations sources:							
UNOIP (Iraq)	**86.6**		86.6				
UNFIP	**6.7**	2.0		0.7		1.6	2.4
UNAIDS	**6.1**	0.3		0.6	0.1	0.3	4.8
UNEP	**3.4**	0.4					3.0
UNICEF	**0.4**	0.3		0.1			
UNHCR	**0.4**	0.4					
WFP	**0.4**						0.4
Others	**1.6**	0.4		0.6	0.1		0.5
Subtotal, United Nations sources	**117.1**	**9.1**	**88.8**	**2.8**	**0.4**	**3.2**	**12.8**
OTHER PROGRAMMES							
World Bank	**3.7**	0.1	2.3	0.2		0.8	0.3
Regional banks and funds	**7.1**	4.9	0.3	1.0		0.9	
Donated funds-in-trust							
Japan	**24.9**	2.0	0.6	9.3	0.3	1.2	11.5
Italy	**11.2**	2.3	0.3	0.6	5.1	1.1	1.8
Norway	**4.1**	0.1	0.2	1.3			2.5
Netherlands	**5.3**	1.2				2.8	1.3
Denmark	**2.6**	1.0	0.1	0.6		0.1	0.8
Flanders	**2.3**	1.5	0.5		0.1	0.1	0.1
Germany	**1.8**	0.4		0.6	0.1		0.7
Saudi Arabia	**0.4**		0.3		0.1		
European Commission	**2.9**	1.6	0.3		0.5		0.5
Private funds	**2.0**	0.1	0.1	0.4	0.1	0.4	0.9
Others	**7.8**	1.8	1.7	1.5	0.2	0.7	1.9
Self-benefiting funds-in-trust							
Brazil	**120.1**					120.1	
Libya	**5.8**		5.8				
Ecuador	**0.7**					0.7	
Mexico	**0.3**					0.3	
Guatemala	**0.3**					0.3	
Chile	**0.2**					0.2	
Bahrain	**0.2**		0.2				
Costa Rica	**0.1**					0.1	
Others	**0.6**		0.3			0.1	0.2
Associate experts, special accounts and voluntary contributions	51.8	3.1	2.7	2.9	7.6	0.9	34.6
Subtotal, other programmes	**256.2**	**20.1**	**15.7**	**18.4**	**14.1**	**130.8**	**57.1**
TOTAL	**373.3**	**29.2**	**104.5**	**21.2**	**14.5**	**134.0**	**69.9**

TABLE 9

EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR
1 January 2002 to 30 June 2003

(in millions of US $)

SECTOR	2002-2003			2000-2001		
	Allocations 1 Jan 2002 - 30 Jun 2003	Expenditure 1 Jan 2002 - 30 Jun 2003	Rate of expenditure %	Allocations 1 Jan 2000 - 30 Jun 2001	Expenditure 1 Jan 2000 - 30 Jun 2001	Rate of expenditure %
➤ ED	323.9	196.9	61	178.5	84.3	47
➤ SC	59.5	46.7	78	41.8	25.7	61
➤ SHS	51.8	45.6	88	77.8	54.5	70
➤ CLT	68.1	45.5	67	47.4	29.6	62
➤ CI	37.3	25.9	69	25.3	12.7	50
➤ Others	18.1	12.7	70	10.4	6.6	63
TOTAL	558.7	373.3	67	381.2	213.4	56

ANNEX

**DETAILED STATUS REPORT ON THE REGULAR BUDGET
AS AT 30 JUNE 2003**

The **Annex** shows the execution of the regular programme by main line of action as indicated in the Annex of document 31 C/5 Approved.

Based on the discussions held during the previous sessions of the Executive Board concerning the rationality of analysing the staff costs by main line of action, the method of presentation has been improved. Accordingly since the 166th session of the Executive Board, allocations and expenditures of staff costs have been shown at the level of the principal appropriation line, while those for activity costs are shown at the level of the main line of action. This table includes Part IV (Anticipated Cost Increases), and takes into account the transfers made therefrom to the other parts of the budget that have been already approved by the Executive Board.

General Comments:

The relatively low rates of implementation for the cross-cutting themes are due to the creation and implementation of the arrangements and mechanisms. Thus the work plans for projects were only approved and launched in middle of 2002. Ever since, project implementation, however, has improved steadily.

Detailed explanations for extremely high or low rates of implementation (+/- 15% vis-à-vis the theoretical rate of 75%) by each line are given separately in **Addendum** to this document.

ANNEX
DETAILED STATUS REPORT ON THE REGULAR BUDGET
EXPENDITURES AS AT 30 JUNE 2003

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	$	$	%	$	$	%
PART I GENERAL POLICY AND DIRECTION						
A. Governing bodies						
1. General Conference	5 491 200	1 001 813	18.2	817 800	599 380	73.3
2. Executive Board	6 531 800	4 437 017	67.9	1 365 400	1 003 202	73.5
Total, I.A	**12 023 000**	**5 438 829**	**45.2**	**2 183 200**	**1 602 582**	**73.4**
B. Direction						
3. Directorate	458 500	441 663	96.3	1 870 500	1 083 323	57.9
4. Office of the Director-General	399 500	345 147	86.4	6 250 700	4 918 976	78.7
5. Internal Oversight	567 600	411 504	72.5	4 205 100	2 393 515	56.9
6. International Standards and Legal Affairs	203 100	183 408	90.3	2 698 300	1 706 694	63.3
Total, I.B	**1 628 700**	**1 381 721**	**84.8**	**15 024 600**	**10 102 508**	**67.2**
C. Participation in the Joint Machinery of the United Nations System	2 392 700	1 273 659	53.2	-	-	-
TOTAL, PART I	**16 044 400**	**8 094 209**	**50.4**	**17 207 800**	**11 705 090**	**68.0**

PART II PROGRAMMES AND PROGRAMME RELATED SERVICES

A. Programmes

I EDUCATION

I.1 Basic education for all: meeting the commitments of the Dakar World Education Forum

I.1.1 Coordinating the follow-up of the Dakar Framework for Action

Appropriation line	Work plan allocation	Expenditure	Implementation rate			
1 Policy research, monitoring and information dissemination in regard to Education for All	1 921 970	1 210 994	63.0			
2 National and regional education strategies and EFA action plans	6 050 099	5 000 185	82.6			
3 EFA activities in the E-9 countries	1 070 000	746 779	69.8			
4 Forging EFA partnerships and coordinating the EFA global initiative	793 145	679 639	85.7			
I.1.2 Strengthening inclusive approaches to education and diversifying delivery systems						
1 Strengthening formal education through inclusive and innovative approaches	5 482 183	3 546 878	64.7			
2 Promoting literacy and non-formal education through the diversification of delivery systems	5 070 666	3 800 266	74.9			
Total, I.1	**20 388 063**	**14 984 741**	**73.5**			
I.2 Building knowledge societies through quality education and a renewal of education systems						
I.2.1 Towards a new approach to quality education						
1 Education for a culture of peace and human rights	1 749 011	1 267 654	72.5			
2 Education for a sustainable future	868 767	618 120	71.1			
3 Promoting science and technology education	594 200	417 068	70.2			
4 Preventive education in response to the HIV/AIDS pandemic	838 690	531 907	63.4			
5 Promoting the use of information and communication technologies for education	978 759	479 058	48.9			
I.2.2 Renewal of education systems						
1 Reorienting general secondary education	299 600	200 600	67.0			
2 Technical and vocational education and training for citizenship and the world of work	997 324	735 845	73.8			
3 Reform, innovation and internationalization in higher education	1 366 895	1 050 367	76.8			
4 Improving teacher education and the status of teachers	634 740	410 994	64.8			
5 Development of new norms and standards	252 160	165 996	65.8			
Total, I.2	**8 580 146**	**5 877 609**	**68.5**			
UNESCO education institutes						
UNESCO International Bureau of Education (IBE)	4 591 000	4 591 000	100.0			
UNESCO International Institute for Educational Planning (IIEP)	5 100 000	5 100 000	100.0			
UNESCO Institute for Education (UIE)	1 900 000	1 894 400	99.7			
UNESCO Institute for Information Technologies in Education (IITE)	1 100 000	1 095 550	99.6			
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 200 000	2 195 750	99.8			
UNESCO International Institute for Capacity-Building in Africa (IICBA)	1 200 000	1 184 000	98.7			
Total, UNESCO education institutes	**16 091 000**	**16 060 700**	**99.8**			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	595 000	351 493	59.1			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	1 281 776	659 832	51.5			
Total, Projects relating to cross-cutting themes	**1 876 776**	**1 011 325**	**53.9**			
General Operating Expenses						
A. ADG's indirect costs	636 600	413 507	65.0			
B. Programme support costs	150 130	94 103	62.7			
C. Common charges	630 800	630 800	100.0			
Total	**1 417 530**	**1 138 410**	**80.3**			
Total, Major Programme I	**48 353 515**	**39 072 785**	**80.8**	**48 100 500**	**33 600 131**	**69.9**

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	$	$	%	$	$	%
II NATURAL SCIENCES						
II.1 Science and technology: capacity-building and management						
II.1.1 Follow-up to the World Conference on Science: policy-making and science education	1 869 095	1 106 128	59.2			
II.1.2 Science and technology capacity-building						
1 Capacity-building in mathematics, physics and chemistry	2 416 800	1 843 136	76.3			
2 Capacity-building in the biological sciences and biotechnologies	1 139 900	720 670	63.2			
3 Capacity-building in engineering sciences and technological research and their applications to developmental issues	884 042	468 009	52.9			
Total, II.1	**6 309 837**	**4 137 944**	**65.6**			
II.2 Sciences, environment and sustainable development						
II.2.1 Water interactions: systems at risk and social challenges						
1 Water resources and related ecosystems: assessments and sustainable management at different scales	2 517 406	1 980 750	78.7			
2 Water interactions and security	842 838	625 483	74.2			
3 Land-water interactions: towards sustainable management	882 430	585 990	66.4			
4 Evaluation of the fifth phase of IHP (1996-2001)	60 300	57 466	95.3			
II.2.2 Ecological sciences						
1 Biosphere reserves: the ecosystem approach in action	1 454 089	1 129 930	77.7			
2 Capacity-building in ecosystem science and management	1 173 954	941 318	80.2			
II.2.3 Cooperation in earth sciences and natural hazards reduction						
1 International cooperation in earth sciences	927 669	782 650	84.4			
2 Natural disaster preparedness and prevention	250 417	136 434	54.5			
II.2.4 Towards sustainable living in coastal regions and on small islands						
1 Enhancing sustainable living in coastal regions and on small islands: mainstreaming integrated approaches and intersectoral cooperation	797 540	627 340	78.7			
2 Advance actions on priority areas of Small Island Developing States and effective contribution to implementing Barbados+5 and other multilateral agreements and action plans	178 750	152 193	85.1			
II.2.5 UNESCO Intergovernmental Oceanographic Commission						
1 Reducing scientific uncertainties about coastal and global ocean processes in the context of marine ecosystems	1 012 000	746 129	73.7			
2 To further develop, within the Global Ocean and Global Climate Observing Systems (GOOS and GCOS), the monitoring and forecasting capabilities needed for the management and sustainable development of the open and coastal ocean	1 062 000	838 644	79.0			
3 To further develop and strengthen the IODE (International Oceanographic Data and Information Exchange) system as a global mechanism to ensure open and full access to ocean data and management of relevant information for all	787 100	651 766	82.8			
Total, II.2	**11 946 493**	**9 256 095**	**77.5**			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	1 682 189	607 745	36.1			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	670 000	592 775	88.5			
Total, Projects relating to cross-cutting themes	**2 352 189**	**1 200 520**	**51.0**			
General Operating Expenses						
A. ADG's indirect costs	251 500	210 551	83.7			
B. Programme support costs	600 500	581 182				
C. Common charges	844 100	515 009	61.0			
Total	**1 696 100**	**1 306 767**	**77.0**			
Total, Major Programme II	**22 304 619**	**15 901 325**	**71.3**	**30 966 400**	**21 306 158**	**68.8**
III SOCIAL AND HUMAN SCIENCES						
III.1 Ethics of science and technology						
1 Ethics of science and technology and bioethics	2 212 600	1 644 658	74.3			
2 Human sciences and philosophy						
Total, III.1	**2 212 600**	**1 644 658**	**74.3**			
III.2 Promotion of human rights, peace and democratic principles						
1 Promotion of human rights and struggle against discrimination	2 325 649	2 121 225	91.2			
2 Promotion of peace and democratic principles						
Total, III.2	**2 325 649**	**2 121 225**	**91.2**			
III.3 Improvement of policies relating to social transformations and promotion of anticipation and prospective studies						
1 Social transformations and development	3 793 420	3 061 893	80.7			
2 Social science research, training and knowledge sharing						
3 Promotion of UNESCO's role as a forum of anticipation and future-oriented thinking						
Total, III.3	**3 793 420**	**3 061 893**	**80.7**			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	1 785 000	1 362 177	76.3			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	795 000	249 167	31.3			
Total, Projects relating to cross-cutting themes	**2 580 000**	**1 611 345**	**62.5**			
General Operating Expenses						
A. ADG's indirect costs	145 100	144 003	99.2			
B. Programme support costs	22 000	22 000	100.0			
C. Common charges	438 700	251 542	57.3			
Total	**605 800**	**417 545**	**68.9**			
Total, Major Programme III	**11 517 469**	**8 856 665**	**76.9**	**17 663 300**	**11 798 637**	**66.8**
IV CULTURE						
IV.1 Reinforcing normative action in the field of culture						
IV.1.1 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage	1 068 900	1 014 794	94.9			
IV.1.2 Meeting new demands in the area of standard-setting						
1 Draft convention concerning the protection of the underwater cultural heritage	124 340	118 175	95.0			

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	$	$	%	$	$	%
2 Preparatory work for the implementation of the Second Protocol to the Hague Convention and follow-up of the implementation of the UNESCO and UNIDROIT Conventions (1970 and 1954)	685 669	484 084	70.6			
3 Establishment of a conceptual and legal framework for a normative instrument on the intangible heritage	158 860	153 919	96.9			
4 UNESCO conventions and recommendations in the field of copyright and neighbouring rights: follow-up of the implementation of the Florence Agreement and adaptation of the concept of "fair use" to the digital environment	284 350	257 453	90.5			
Total, IV.1	**2 322 119**	**2 028 426**	**87.4**			
IV.2 Protecting cultural diversity and promoting cultural pluralism and intercultural dialogue						
IV.2.1 Safeguarding and revitalization of the tangible and intangible cultural heritage						
1 Safeguarding of the tangible cultural heritage	1 472 658	1 161 406	78.9			
2 Safeguarding and revitalization of the intangible cultural heritage	1 145 368	763 516	66.7			
IV.2.2 Promotion of cultural pluralism and intercultural dialogue						
1 Construction of cultural pluralism and strengthening of action in favour of indigenous peoples	659 700	423 101	64.1			
2 Encouraging intercultural dialogue for the promotion of universal values	1 281 800	1 011 153	78.9			
3 Promotion of cultural diversity in cultural goods and services and support of cultural industries	675 200	582 916	86.3			
Total, IV.2	**5 234 726**	**3 942 091**	**75.3**			
IV.3 Strengthening links between culture and development						
1 Assistance to Member States for the formulation of their cultural policies	997 635	847 117	84.9			
2 Promotion of arts and crafts	1 251 378	1 028 753	82.2			
3 Contribution of culture to the implementation of the Dakar Plan of Action: promotion of reading and art education	94 500	70 626	74.7			
Total, IV.3	**2 343 513**	**1 946 496**	**83.1**			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	1 472 393	1 099 345	74.7			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society			-			
Total, Projects relating to cross-cutting themes	**1 472 393**	**1 099 345**	**74.7**			
General Operating Expenses						
A. ADG's indirect costs	215 700	133 763	62.0			
B. Programme support costs	507 029	394 909	77.9			
C. Common charges	452 200	309 100	68.4			
Total	**1 174 929**	**837 772**	**71.3**			
Total, Major Programme IV	**12 547 680**	**9 854 131**	**78.5**	**32 540 300**	**22 737 519**	**69.9**
V COMMUNICATION AND INFORMATION						
V.1 Promoting equitable access to information and knowledge, especially in the public domain						
V.1.1 Formulating principles, policies and strategies to widen access to information and knowledge						
1 Establishing an international framework for narrowing the digital divide through the "Information for All" programme	214 993	184 599	85.9			
2 Addressing ethical and societal challenges of the information society	623 235	493 036	79.1			
3 Global portals and tools	725 362	483 327	66.6			
V.1.2 Development of infostructure and building capabilities for increased participation in the knowledge society						
1 Promoting wider access to information in the public domain and Memory of the World	1 220 632	749 861	61.4			
2 Strengthening public broadcasting	238 837	187 406	78.5			
3 Reinforcing the role of libraries, archives, information services and networks and community multimedia centres	823 214	544 954	66.2			
4 Developing human resources and capabilities	1 062 389	778 456	73.3			
Total, V.1	**4 908 662**	**3 421 638**	**69.7**			
V.2 Promoting freedom of expression and strengthening communication capacities						
V.2.1 Freedom of expression, democracy and peace						
1 Freedom of expression, media and democracy	1 156 836	984 049	85.1			
2 Media for peace and tolerance	200 786	149 817	74.6			
V.2.2 Strengthening communication capacities						
1 Strategies and projects for the development of communication and information and promotion of endogenous production	1 842 296	1 383 302	75.1			
2 Improving professional training in communication and in information technologies	800 805	496 635	62.0			
Total, V.2	**4 000 723**	**3 013 803**	**75.3**			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	400 000	336 392	84.1			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	2 913 486	1 468 973	50.4			
Total, Projects relating to cross-cutting themes	**3 313 486**	**1 805 365**	**54.5**			
Funds earmarked for other direct programme purposes *						
Mobilization of extrabudgetary resources	323 364	220 732	68.3			
Total	**323 364**	**220 732**	**68.3**			
General Operating Expenses						
A. ADG's indirect costs	209 200	184 377	88.1			
B. Programme support costs	1 103 056	839 552	76.1			
C. Common charges	585 200	361 941	61.8			
Total	**1 897 456**	**1 385 870**	**73.0**			
Total, Major Programme V	**14 443 691**	**9 847 407**	**68.2**	**19 337 600**	**13 022 918**	**67.3**
UNESCO Institute for Statistics	6 820 000	3 412 500	50.0			
Project relating to cross-cutting theme	500 000	130 788	26.2			
Total, UNESCO Institute for Statistics	**7 320 000**	**3 543 288**	**48.4**			
Total, II.A	**116 486 974**	**87 075 602**	**74.8**	**148 608 100**	**102 465 363**	**69.0**

* Specific activities in this field will be decided upon the ADG concerned through a selective process in the course of the biennium, on the basis of an assessment of the most urgent or priority needs.
Funds for the activities approved by the ADG will be ploughed back to the relevant programme where expenses will be incurred.

Appropriation line		Activity costs			Staff costs		
		Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
		$	$	%	$	$	%
B.	Participation Programme	22 000 000	15 832 648	72.0	-	-	-
C.	Programme Related Services						
	1. Coordination of action to benefit Africa	419 600	383 920	91.5	2 330 000	1 394 842	59.9
	2. Fellowships Programme	1 018 600	824 302	80.9	978 500	696 680	71.2
	3. Public Information	4 868 000	4 151 167	85.3	15 979 200	10 402 788	65.1
	Total, II.C	6 306 200	5 359 389	85.0	19 287 700	12 494 310	64.8
	TOTAL, PART II	144 793 174	108 267 639	74.8	167 895 800	114 959 673	68.5
PART III	SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION						
A.	Strategic Planning and Programme Monitoring	990 558	792 322	80.0	5 314 500	3 336 982	62.8
B.	Budget Preparation and Monitoring	70 000	53 972	77.1	4 283 200	2 535 904	59.2
C.	Field Management and Coordination	13 437 777	11 953 489	89.0	37 198 400	24 963 919	67.1
D.	External Relations and Cooperation	4 406 500	2 825 444	64.1	18 179 900	15 165 733	83.4
E.	Human Resources Management	10 702 100	9 346 002	87.3	15 568 600	10 820 808	69.5
F.	Administration						
	1. Administrative coordination and support	6 111 300	5 729 923	93.8	3 170 018	2 090 502	65.9
	2. Accounting and financial control	1 593 100	1 413 623	88.7	7 362 562	6 082 950	82.6
	3. Information systems and telecommunications	3 741 300	2 925 308	78.2	8 994 270	6 105 100	67.9
	4. Procurement	72 500	70 825	97.7	2 967 850	1 761 856	59.4
	5. Conferences, languages and documents	3 686 000	2 761 955	74.9	25 541 000	19 605 452	76.8
	6. Common services, maintenance and security	12 205 900	9 625 477	78.9	16 212 500	14 039 165	86.6
	Total, III.F	27 410 100	22 527 111	82.2	64 248 200	49 685 026	77.3
G.	Renovation of Headquarters premises	6 830 500	6 452 500	94.5	-	-	-
	TOTAL, PART III	63 847 535	53 950 839	84.5	144 792 800	106 508 372	73.6
	TOTAL, PARTS I - III	224 685 109	170 312 688	75.8	329 896 400	233 173 136	70.7
Reserve for reclassifications		-	-	-	1 300	-	-
PART IV	ANTICIPATED COST INCREASES	2 724 750	-		1 006 400	-	-
	TOTAL, PARTS I - IV	227 409 859	170 312 688	74.9	330 904 100	233 173 136	70.5
LESS: Amount to be absorbed during the execution of the programme and budget within the limits of the approved total budget *		-	-	-	(11 034 300)	-	-
	TOTAL	227 409 859	170 312 688	74.9	319 869 800	233 173 136	72.9

* The entire amount of -$11,034,300 is shown here under the Headquarters budget although this amount is foreseen to be absorbed within the overall staff costs budget.

United Nations Educational,
Scientific and Cultural Organization

Executive Board

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167 EX/4
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<u>Item **3.1**</u> of the provisional agenda

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

PART II

**Management Chart for Programme Execution in 2002-2003
(31 C/5 Approved)**

ADDENDUM

Explanatory Notes on Programme Execution

No. 32

Status as at 30 June 2003

EXPLANATORY NOTES ON PROGRAMME EXECUTION

Ref: Annex to "Management Chart" (167 EX/4 Part II)

In conformity with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General "to identify and explain, in a separate section of future reports on the execution of the Programme and Budget, those activities that vary from expected expenditures by a rate of more than 15%", the present document provides explanations on the **activities for which implementation rates indicated in the Annex to document 167 EX/4 Part II ("Management Chart" as at 30 June 2003) are more than 90% or less than 60%.**

The overall implementation rate for **activities** as at 30 June 2003 for Parts I to III of the budget is 75.8%. An update on the status of programme execution as at 31 August 2003 will be provided to this session of the Executive Board.

As stated in the "General Comments" for the **Annex** of the Management Chart, the cross-cutting themes continue to show relatively low rates of implementation due to the creation and implementations of the arrangements and mechanism. The work plans were approved and launched only in the middle of 2002. However, project implementation has improved steadily.

	Main Line of Action	Execution Rate	Remarks

PART I   GENERAL POLICY AND DIRECTION

A. Governing Bodies

1.	**General Conference**	**18.2%**	The major expenditures relating to this Chapter will be incurred during the forthcoming session of the General Conference.

B. Direction

3.	**Directorate**	**96.3%**	This rate is attributable to an increase in the cost of supplies utilized for protocol purposes during official visits and missions of the Director-General (UNESCO material including publications) as well as to the updating of some equipment required for the utilization of FABS.
6.	**International Standards and Legal Affairs**		
		90.3%	The expenditure is higher than the initial estimation due to the increased number of appeal cases.

C. Participation in the joint machinery of the United Nations system

		53.2%	UNESCO received from the United Nations the bills for 2003 relating to the activities under this Chapter. As the bills exceeded the available funds, the payment is pending, and transfer of the necessary amount is being requested from Part IV (ref.: 167 EX/29). Upon approval by the Executive Board of the proposed transfer, the pending bills will be paid.

PART II   PROGRAMMES AND PROGRAMME RELATED SERVICES

A. Programmes

I   EDUCATION

I.2   Building knowledge societies through quality education and a renewal of education systems

I.2.1   Towards a new approach to quality education

5	Promoting the use of information and communication technologies for education	**48.9%**	The activities have been implemented as planned and the remaining funds, which were originally kept in abeyance for support, are being redeployed to priority activities.

Main Line of Action	Execution Rate	Remarks

Projects relating to cross-cutting themes

	Main Line of Action	Execution Rate	Remarks
o	Eradication of poverty, especially extreme poverty	**59.1%**	The available funds are mostly foreseen for the evaluation at the end of the biennium to assess the results of the project, and for some training activities planned during the last quarter of the biennium.
o	The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	**51.5%**	The majority of the expenditures related to this project will be incurred in July 2003.

II   NATURAL SCIENCES

II.1   Science and technology: capacity-building and management

	Main Line of Action	Execution Rate	Remarks
II.1.1	Follow-up to the World Conference on Science: policy-making and science education	**59.2%**	This low rate of implementation is primarily due to a delay in the process of launching the International Basic Science Programme (IBSP). The first IBSP meeting scheduled in December 2003 is subject to the decision of the General Conference at its 32nd session.

II.1.2 Science and technology capacity-building

	Main Line of Action	Execution Rate	Remarks
3	Capacity-building in engineering sciences and technological research and their applications to developmental issues	**52.9%**	The contracts for this activity are about to be signed and the activities are planned for implementation before December 2003.

II.2   Sciences, environment and sustainable development

II.2.1 Water interactions: systems at risk and social challenges

	Main Line of Action	Execution Rate	Remarks
4	Evaluation of the Fifth Phase of the IHP (1996-2001)	**95.3%**	The appointment of the Evaluation Team which represents major costs of this Main Line of Action was concluded in 2002, therefore the rate of implementation is as scheduled.

	Main Line of Action	Execution Rate	Remarks

II.2.3 Cooperation in earth sciences and natural hazards reduction

2	Natural disaster preparedness and prevention	**54.5%**	The organization of a meeting and training workshop on cooperative activities in seismology in the Eastern-Mediterranean region had to be postponed due to the situation in the Middle East.

Projects relating to cross-cutting themes

o	Eradication of poverty, especially extreme poverty	**36.1%**	Location and stakeholders have been identified to carry out pilot activities of natural disaster reduction in Asia and the Caribbean. The contracts of the UNISOL-TAPE project are now ready and will be implemented before December 2003.

III SOCIAL AND HUMAN SCIENCES

III.2 Promotion of human rights, peace and democratic principles

1	Promotion of human rights and struggle against discrimination	**91.2%**	Major funds have been committed to ensure implementation of the activity work linked to the elaboration of the draft strategies on human rights, the struggle against discrimination and the promotion of the rights of women and gender equality, in order to present these strategies to the General Conference at its 32nd session.

Projects relating to cross-cutting themes

o	The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	**31.3%**	The funds foreseen for the first UNESCO World Report on "Building Knowledge Societies" (representing 63% of the total allocation) were expected to be committed between July and August 2003. (The implementation rate stood at 83% as of 31 July 2003.)

IV CULTURE

IV.1 Reinforcing normative action in the field of culture

IV.1.1	Promotion of the Convention for the Protection of the World Cultural and Natural Heritage	**94.9%**	The bulk of this programme relates to the statutory meetings of the World Heritage Centre, which have already taken place.

Main Line of Action	Execution Rate	Remarks

IV.1.2 Meeting new demands in the area of standard-setting

1	Draft convention concerning the protection of the underwater cultural heritage	**95.0%**	Two of the three regional training workshops aimed at accelerating the implementation of the Convention have already been held (Latin America in June 2002, Africa in May 2003). The funds for the Asia workshop – scheduled to take place soon – have also been committed, therefore the implementation rate is as scheduled.
3	Establishment of a conceptual and legal framework for a normative instrument on the intangible heritage	**96.9%**	All three intergovernmental meetings of experts have already taken place, in order to submit the preliminary draft convention to the General Conference at its 32nd session.
4	UNESCO conventions and recommendations in the field of copyright and neighbouring rights: follow-up of the implementation of the Florence Agreement and adaptation of the concept of "fair use" to the digital environment	**90.5%**	Teaching-support activities for the various UNESCO Chairs and copyright training were planned for 2002 and the first semester of 2003, to coincide with academic terms. The rate is therefore as scheduled.

V   COMMUNICATION AND INFORMATION

Projects relating to cross-cutting themes

o	The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	**50.4%**	The CCT projects commenced late due to a long process of consultation required for their effective planning. However, the implementation rate is now significantly improving (69% at 31 July 2003) and is expected to meet the target shortly.

Main Line of Action	Execution Rate	Remarks

UNESCO Institute for Statistics

Project relating to cross-cutting theme

	26.2%	The project only began in July 2002 and most of the expenditure, including the organization of the Dakar and Bangkok workshops, was postponed to 2003, hence the relatively low rate. The two major studies under way since the beginning of 2003 and the final report of the project will be completed during the second half of 2003.

C. Programme-related services

1	Coordination of action to benefit Africa	91.5%	This is mainly due to the fact that the general operating expenses, particularly photocopying of documents to be provided to the Delegations and to seminars and meetings, were higher than foreseen.

PART III   SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION

F.   Administration

1	Administrative coordination and support	93.8%	This Chapter includes the funds earmarked for transfer to the FABS Special Account ($5 million). These funds, representing 87% of the appropriation line, have been transferred and recorded entirely as expenditure, thus raising the rate of implementation.
4	Procurement	97.7%	Due to the small budget allocated to this line ($72,500), no funds were originally foreseen for temporary assistance. However, the Unit was required to resort to temporary assistance in order to meet its ongoing needs, which has led to a high rate of implementation. (This requirement is taken into consideration in draft document 32 C/5.)

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(31 C/5 Approved)

CORRIGENDUM

In Table 7: **Execution of extrabudgetary programmes by funding source**.

Add a footnote to the heading "Donated funds-in-trust", to read as follows:

The amount of the funds allocated under the heading "Donated funds-in-trust" does not include the contributions of certain donors to Institutes (not covered by this report) and other UNESCO programmes which may be covered under other headings. For instance, Italy has contributed $40.5 million to the Abdus Salam International Centre for Theoretical Physics (ICTP) and $6.3 million to the Third World Academy of Sciences (TWAS), the latter amount being taken into account under the heading "Associate experts, special accounts and voluntary contributions" in the same table.