

Report of the Director-General 2000-2001

32 C/3

Report of the Director-General
on the activities of
the Organization in 2000-2001,
communicated to Member states
and the Executive Board
in accordance with
Article VI.3.b of the Constitution



Published in 2002 by the United Nations Educational,
Scientific and Cultural Organization
7, place de Fontenoy, 75352 PARIS 07 SP

Composed and printed in the workshops of UNESCO

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Printed in France

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Introduction by the Director-General

Reform, as I have seen it since I took over as Director-General in November 1999, must reach into every nook and cranny of the life of the Organization. The re-vamping of the C/3 document, along with a speedier distribution timeline, is one such reform.

Here, then, is the 32 C/3 document. Longer on substance. Somewhat sharper on self-appraisal. Shorter on the non-essentials. But still a long way from what we all want to make of this “bird’s eye view” of UNESCO’s work over a biennium.

I welcome the innovations it contains. With my determination to introduce a mentality of delegated authority, I like particularly the personal contributions by the ADGs and Central Service Directors of the activities in their units.

Of course, this C/3 document deals with a particularly trying biennium. The years 2000 and 2001 were tremendously difficult in every sense. We were grappling with the implementation of the first stages of the reform process I was elected to spearhead, while at the same time struggling with a third biennium in a row of shrinking regular programme funds. Staff were laid off, and the sorely needed rationalization and restructuring of the Secretariat, at Headquarters and in the field, inevitably led to disorganization before the new order could emerge. I am more than satisfied with what this Organization achieved in such conditions and, although I would be the first to say that more improvements are needed – and are indeed on the way – there is every reason to be proud.

As we all write our part of this C/3 document in the late spring of 2002, we can at the same time measure the progress we are making quite quickly in so many areas. The last biennium is well behind us, and we are now hard at work on the first biennial *tranche* of the new Medium-Term Strategy period (2002-2007), while at the same time already refining our thinking about the next C/5 document. From the outside, a report of this type stands alone. When you are on the inside, you realize how much of a continuum it all is.

Planning, implementing and evaluating are indeed seamless parts of our daily lives. Each component feeds on the other, and vice versa, which means that past experience always helps in planning the future. What we do need to do, however, is show this in more concrete ways in our reports. Results-based programming will in due course lead to results-based reporting. That is our goal, and I hope you will share my view that this C/3 document is a good step in the right direction.

Note to the Reader

By 162 EX/Decision 3.1.3 (Proposals of the Director-General for strengthening the report on the execution of the Programme and Budget (C/3) and Structure of the Report of the Director-General on the activities of the Organization in 2000-2001 (32 C/3)), the Executive Board approved the proposals put forward by the Director-General in document 162 EX/6 for the strengthening of his Report on the activities of the Organization during the previous biennium (C/3). Most of these proposals fell broadly into two categories. The first concerned the (added) content of the Report and its (analytical) style, while the second concerned the timing of its production. There were two further requirements that the Board considered primordial and which were implied in document 162 EX/6 – that the C/3 document be more of an accountability document, and that it endeavour to ensure transparency. The overall aim of these improvements was to ensure that "... the C/3 document becomes a more effective tool for management and corporate governance". In other words, the C/3 document was to move more into the realms of the new Organizational logic of results-based management (including results-based programming, management and reporting).

At the start of the exercise for collecting the relevant information for the compilation of the present version of the Director-General's Report (32 C/3), the Internal Oversight Service (IOS) endeavoured to identify which, if any, of the proposals put forward in document 162 EX/6 could immediately be integrated. It was understood from the start, both by the Executive Board and the Secretariat, that document 32 C/3 would be a transitional document, and that it would therefore not necessarily contain all of the proposed improvements for the C/3 document.

Clearly, the programme presented in 30 C/5, which is the subject of the present report, had not been conceptualized within the new Organizational logic of results-based programming. Thus, the achievement of more results-based reporting backed up with solid evidence of such results, as proposed in document 162 EX/6, was going to be a difficult task. In order to try to move as close as possible to achieving this ideal however, IOS, together with BSP, did two things. First, they developed a new methodology and process for information collection from the sectors, services and field offices. Secondly, they adjusted the manner in which that information was presented so that it encompassed as many of the requirements of document 162 EX/6 in respect of (added) content as possible.

Methodology and process

The methodology for the C/3 document was based on the notions of accountability and transparency, as well as on ensuring an analytical approach. These principles underpinned the process developed by IOS and BSP for the collection of information from the programme sectors, the central services and the field offices. What this translated into in respect of accountability was that the responsibility

for the reporting on the implementation of the programme during this particular C/3 exercise lay squarely in the hands of the various sectors and services. Such reporting is contained in Part I of the present document. IOS's role consisted in offering guidance on how the initial contributions received could be improved so that they were more analytical and results and evidence-based in style. There was also a large amount of linguistic editing carried out on the texts. In a second phase and in order to ensure transparency and reinforce the evidence-based approach, IOS carried out verification on a series of activities that had been reported upon. The choice of the verified results was determined by their extrabudgetary and/or decentralized nature, or the lack of evidence in the form of measurable outputs.

The reporting process for document 32 C/3 took place on four levels, using appropriately adapted forms. In respect of the programme sectors, the first (Form 1) consisted of a table, dedicated to each main line of action, by which the implementing programme specialists were required to report on the actual results of each action that constituted that main line of action and for whose implementation they had been responsible. The reporting was done against the action names rather than the expected results for those actions because it was found that the action level expected results put into the System of Information on Strategies, Tasks and the Evaluation of Results (SISTER) for the 2000-2001 biennium could not be relied on for accuracy since the sectors had not systematically used this tool during the preparation of their work plans for that period. Given this fact, the decision was taken that for document 32 C/3, exceptionally, reporting would be against the actions that constituted each main line of action. For subsequent C/3 documents, however, such reporting would be against the expected results as stated in SISTER at the beginning of the biennium in question. The information that IOS requested be put into Form 1 was not limited to the reporting of actual results. It required that programme specialists take into consideration, for regular programme activities, the role played by extrabudgetary funds in the implementation of their projects, as well as those activities that were decentralized, the major outputs of their projects and any other indices of result achievement. This was in compliance with the proposed improvements for the C/3 document put forward in document 162 EX/6. In addition, it was essential that this information be provided since it was to serve as part of the empirical evidence that IOS would use during the verification process.

Once the Form 1s had been filled in by the programme specialists, they were sent to the Director responsible for their corresponding subprogramme in order that he/she could use them as a basis for preparing an assessment¹ of

1. Including lessons learnt, best practices, risks to successful implementation, impact, etc.

the implementation of that subprogramme (Form 2). IOS made it clear at the start of the exercise that the Form 2s had to be completed by the responsible programme officer. He/she would ultimately be accountable both for its content, and for the content of the Form 1s on which he/she was partly basing his/her analysis. In Form 2, they were also required to give a short description of projects or activities that, in their view, had been particularly successful and/or innovative, and which, eventually, could be replicated in other subprogrammes.

The Form 1s and 2s were then sent to the office of the Assistant Director-General of the sector (ADG) for his/her preparation of an assessment of the implementation at major programme level (Form 3). In common with the officers in charge of subprogrammes, the ADGs were expected to complete their own forms and were ultimately accountable for its content and that of all the other forms.

With regard to the central services, the process was similar to that for the programme sectors, although their forms were designed differently to take into account their different way of functioning. As such, in the Form 1(b)s, they were required to define, in a generic manner, the services that they provide (in other words, outline their mandate). In addition, they were required to provide information on the actions that they took during the biennium under consideration to improve those services, and the results that they achieved. They also had the opportunity to highlight the lessons that they had learnt

and that should be considered for feeding into the future programming of the Organization. The Form 2(b)s, completed by the Director of the service, required an assessment of service implementation during the biennium. These two forms were the only two required from the services. The exceptions to this rule were the sectors for Management and Administrative Services (ADM) and for External Relations and Cooperation (ERC)² which, because of their size and the specificity of the services they provide, were treated in the same manner as programme sectors. Thus, although they used the same Form 1(b)s and 2(b)s as the other services, they were required to produce an overall service assessment, prepared by the ADG (Form 3b).

Finally, in respect of field offices, a special Form was prepared (Form 4), which required them to indicate the activities that they had implemented in the field within each subprogramme. It should be noted that the actual reporting on these indicated activities was the responsibility of the programme sectors, within the context of their Form 1s. In addition, the field offices were asked to provide in their forms, information on one or two major projects that highlight the intersectoral nature of fieldwork, underlining their observed best practices, results achieved and lessons learnt. When the first contributions were received by IOS, they

were examined and returned to the concerned parties, through the Executive Office of the ADG/Director of service (IOS's focal points during the 32 C/3 process) with relevant comments for improvement. Such suggested improvements related both to the analytical style of the reporting and to its results/evidence-based nature. When they were returned to IOS, they received a final editing before being submitted for the Director-General's approval. They also served as the basis for IOS/BSP's preparation of Part II of the Report.

Presentation of information

The present C/3 document presents its information in a manner radically different from the way it was presented in the past. Part I contains a self-assessment of implementation by the sectors and services. Part II contains an IOS/BSP assessment of the whole of the implementation of the programme contained in document 30 C/5. It is however important to note that in a bid to incorporate some of the (added) content proposed in document 162 EX/6, the following measures have been taken:

Decentralization: In general, decentralized activities are those which, on a budgetary level, were implemented away from Headquarters. However, an analysis of the results provided at the main line of action level demonstrates that this applies to most of the Organization's activities. IOS therefore employed a more narrow definition of decentralization – that is, one that included only those activities that were conceptualized and implemented by field offices, and for which the larger part of the funding had been received from extrabudgetary sources. Reporting on such activities is presented in the section on Decentralization. In addition, those activities that fall under the broader definition of decentralization, that were reported upon at subprogramme level and that were judged to be particularly successful, have been encased in open-cornered boxes.

Extrabudgetary funded activities: In those cases where the programme sectors indicated in their main line of action level reporting that an activity within an action was funded through extrabudgetary funds, the results of that activity have been indicated in bold.

Results of evaluations and audits: Information relating to evaluations and audits, as well as to actions taken by the Secretariat in respect of the consequent recommendations, are presented in boxes at the end of the relevant subprogramme analysis.

Special projects: The special project activities in favour of UNESCO's priority groups (women, youth, least developed countries and the Member States of sub-Saharan Africa), which had been the implementation mechanism for the priority groups strategy in the Medium-Term Strategy for 1996-2001, have been presented in blue text.

2. Formerly the Bureau for External Relations (BRX)

Part I

Report on Programme Implementation

I. IMPLEMENTATION

I.1 Major programmes

Major Programme I

Education for all throughout life

I.1 Basic education for all

- I.1.1 Providing basic education for all children
- I.1.2 Fostering literacy and non-formal education among youth and adults
- I.1.3 Mobilizing commitments and partnerships for education for all

I.2 Reform of education in the perspective of education for all throughout life

- I.2.1 Renewal of education systems for the information age
- I.2.2 Renovation of general secondary and vocational education
- I.2.3 Higher education and development

- ▶ The status of teachers and teacher education in the information society
- ▶ Educating for a sustainable future (environment, population and development)

UNESCO Education Institutes

UNESCO International Bureau of Education (IBE)

UNESCO International Institute of Educational Planning (IIEP)

UNESCO Institute for Education (UIE)

UNESCO Institute for Information Technologies in Education (IITE)

UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)

UNESCO International Institute for Capacity-Building in Africa (IICBA)

Assessment of the Education Programme

Assistant Director-General for Education

Assessment of UNESCO's Education Strategy

The first biennium of the twenty-first century began with preparatory work for the Dakar World Education Forum and ended with anguished reflection on the attacks of 11 September 2001. The Dakar Forum of April 2000 produced a Framework for Action that will guide UNESCO's Education Programme for a decade or more. September 11 and its sequel brought sharp focus to discussions about quality and purpose in education. This was a biennium of transition that began the process of refocusing both the 'what' and the 'how' of UNESCO's work in education. The Dakar Forum set quantitative goals with deadlines in the areas of primary education, gender balance and literacy, as well as more general goals for early childhood education, youth training and educational quality. During the biennium, UNESCO did useful work in all these areas. The challenge in the next biennia is to focus this work even more explicitly on the goals and strategies set in Dakar.

The Dakar Forum charged UNESCO with coordinating the work of the international community in progressing the campaign for Education for All. This has required UNESCO's Education Sector to develop effective working relations with the other agencies involved and to identify more clearly the content and style of its own interventions. Both are overdue. The days are long gone when UNESCO had a monopoly on educational expertise among the international agencies. Today, to take four examples, UNICEF has extensive capacity for promoting basic education in the field, the World Bank has an impressive programme for policy-related research, the International Labour Organization addresses issues from teacher status to child labour, and the Food and Agriculture Organization of the United Nations takes a close interest in rural education. During the biennium the Education Programme evolved significantly from a stance of inter-agency rivalry to one of constructive collaboration, notably in relation to the Dakar agenda. Such cooperation led, for example, to the declaration of the *United Nations Literacy Decade: Education for All*, which will be a flagship programme within the Education for All campaign.

More work is needed to develop the optimal balance in UNESCO's Education Programme, between giving policy support to governments and carrying out projects within countries. In particular, given the immense needs, more attention must be given to ensuring that projects, when successful, can be generalized into policy and become the basis for large-scale and widespread innovations. In this context the Education Programme intends to develop clear policies and positions on a range of educational issues for the benefit of Member States.

The biennium also highlighted operational weaknesses that make it difficult for UNESCO to respond quickly to new imperatives such as follow-up work to Dakar, preventive education for HIV/AIDS and the reconstruction of Afghanistan. The reforms now under way, notably in the area of human resource policy and practice, should facilitate a more expeditious reaction to new priorities. The step change in efficiency achieved in the Oil for Food Programme in Iraq is an encouraging example.

Lessons learnt

Sustainable and/or particularly visible achievements

Creating effective follow-up mechanisms for the Dakar agenda, even though it took time, was an important achievement of the biennium. The creation of a dedicated unit for this purpose has shown its worth and this approach will be repeated for the *Monitoring Reports on Education for All* which will be the most important publications of the Education Programme in coming years. The challenge of harnessing the work of all parts of the Education Sector to the Dakar goals will, however, require constant vigilance.

The adoption by the General Conference at its 31st session of the *Revised Recommendation concerning Technical and Vocational Education (2001)* was an important milestone in this area of high interest to Member States. It constitutes a good example of UNESCO's collaboration with many partners, through a series of conferences and events, to produce a wide consensus on good practice in a particular field.

Replicable projects/activities

The expansion of higher education across national borders and the multiplication of educational institutions operated for profit has created a need for a forum where the implications of these developments can be discussed. UNESCO has responded by setting up a Global Forum for International Quality Assurance and the Recognition of Qualifications – a response replicable in other areas where the world community needs a disinterested and international forum in which to discuss the implication of new trends.

The two UNESCO education initiatives that reach out directly to institutions, namely the Associated Schools Project Network and the UNESCO/UNITWIN Chairs Programme, provide excellent models for helping people across the world to learn to live together by working together.

Cases for further support or financing/new opportunities or challenges

The most glaring inconsistency between priorities and resources in the Education Programme is in primary education, which is generally regarded as the central item on the Dakar agenda. The team at Headquarters that supports this work is tiny and lacks specialist staff in the field.

The biggest challenge ahead is the recruitment and training of the 10 million new teachers that will be needed in the next decade. Conventional methods of teacher education are inadequate. The Education and the Communication and Information Sectors are working together to develop approaches using distance learning.

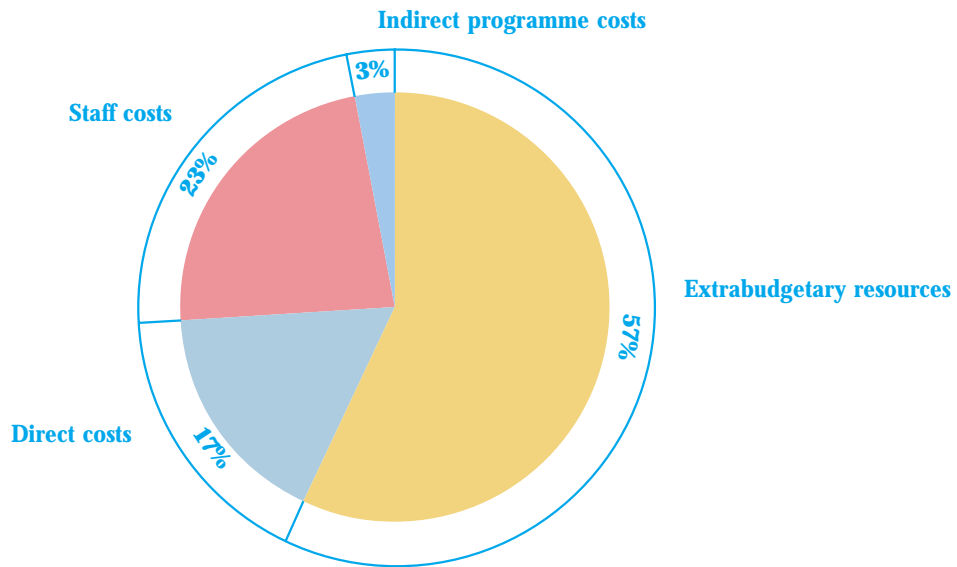
Actions already taken in response to lessons learnt

In order to align the Education Programme even more closely to the agenda of Education for All, document 32 C/5 will be structured explicitly around the Dakar goals. A series of policy and position papers is being developed in order to bring better coherence and a more widely shared vision to UNESCO's work in education. The methods of work planning and resource allocation used successfully for coordinating the work of field offices and Headquarters in the current biennium will be extended.

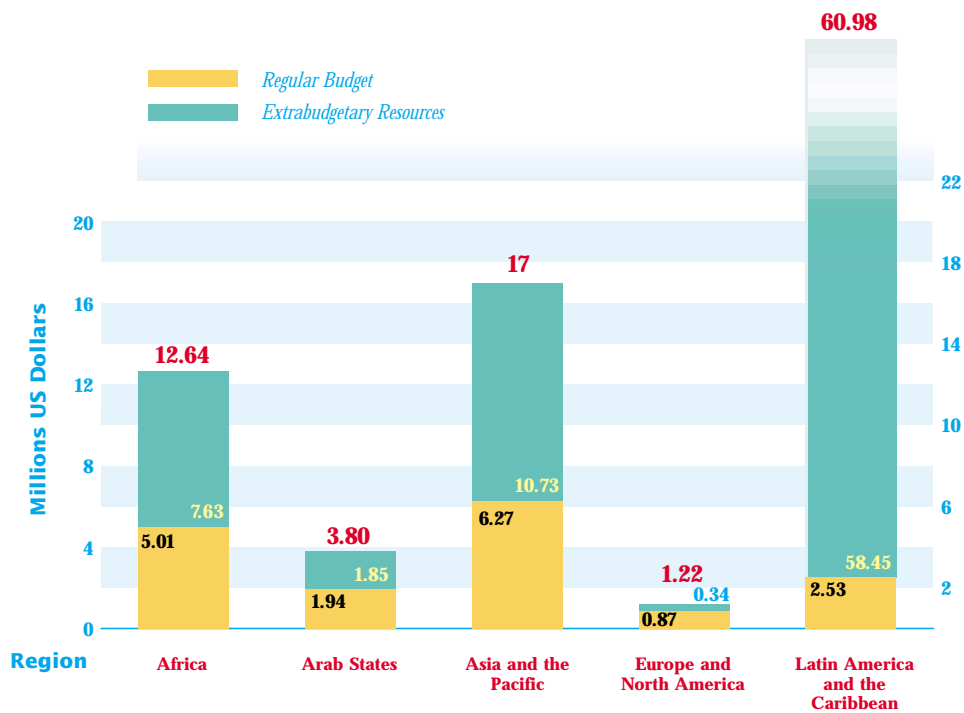
Administrative and budgetary information (MPI)

Appropriation line	Expenditure \$
Major Programme I: Education for all throughout life	
I.1 Basic education for all	
I.1.1 Providing basic education for all children	15 011 643
I.1.2 Fostering literacy and non-formal education among youth and adults	13 668 895
I.1.3 Mobilizing commitments and partnerships for education for all	10 047 252
Total, Programme I.1	38 727 790
I.2 Reform of education in the perspective of education throughout life	
I.2.1 Renewal of educational systems for the information age	14 969 253
I.2.2 Renovation of general secondary and vocational education	13 390 257
I.2.3 Higher education and development	4 656 066
The status of teachers and teacher education in the information society	2 384 607
Total, Programme I.2	35 400 184
Educating for a sustainable future (environment, population and development)	7 476 809
UNESCO education institutes	
UNESCO International Bureau of Education	4 876 000
UNESCO International Institute for Educational Planning	5 405 984
UNESCO Institute for Education	2 090 000
UNESCO Institute for Information Technologies in Education	1 200 000
UNESCO International Institute for Higher Education in Latin America and the Caribbean	2 375 300
UNESCO International Institute for Capacity Building in Africa	1 300 000
Total, UNESCO Education Institutes	17 247 284
Transdisciplinary project: Towards a culture of peace	7 689 657
Education Sector common charges (inc. Indirect programme costs)	10 997 712
Sub-total, Major Programme I	117 539 435
Extrabudgetary resources	152 176 000
Total, Major Programme I	269 715 435

Distribution of total expenditure



Distribution of decentralised funds by region



NOTE: The above chart values have been rounded off to the nearest US \$10,000.

Major Programme I

Education for all throughout life

Programme I.1: Basic Education for All

Main Line of Action as presented in the 30 C/5 document	Actions that constitute Main Line of Action as presented in SISTER	Actual results by action on 31 December 2001 as reported by Sector
Subprogramme I.1.1: Providing basic education for all children		
Para. 01111 MLA 1 Renewal and expansion of primary education	Primary education policies and reform	Coordination of EFA (Education for All) partners to assist Madagascar in capacity-building and to mobilize resources (\$25 million) in order to enhance its EFA programme; Institutional capacities reinforced at all levels to carry out EFA programmes; Human resources capacities improved for greater and more effective participation in EFA policy and programme development; National consensus focused on the need for basic education systems to be country-specific to properly serve educational needs in sociocultural context.
	Training of educational personnel and local governance	Capacity-building through participation of educational personnel in development of education for all training materials; Preparation for implementation of UPE (Universal Primary Education) by strengthening human resource and heightened awareness in Member States of need to strengthen the book sector and involve public and private sector in process; Educational governance at local levels strengthened.
	Production and use of low-cost teaching and learning materials	Improvement of quality of teaching in classrooms; Substantial increase in capacities of governments and local communities to provide wider access to educational material; Strengthening of institutional capacities and technical skills in low-cost learning/teaching materials in National Institutes for Pedagogy; Progressive development of culture of maintenance of educational materials and equipment.
	Education for poverty eradication	Commitment of participants at an international workshop, held in Uganda, to incorporate experiences gained into preparation of national poverty eradication programmes.
	Assessment of learning achievement	Reinforcement of "critical mass" of endogenous human resources for monitoring and assessment of quality through intensive workshops (45 altogether) in survey methodology, sampling, instrument-development, testing, data analysis, and report-writing (around 80 trainees per country); Institution-building and strengthening on international level to ensure sustainable monitoring programmes for quality improvement in basic education.
	Reading for all	Heightened awareness of need for teacher trainers to be skilled in reading techniques and the necessity for professional associations to give support in African countries.

Improving learning spaces

Preparation of research study on Compressed Stabilized Earth Block Manufacture in Sudan to make available information on local materials and technology acquired during construction of El Hadj Yousif school and of a study on Roofing Systems in Sudan; Publication of *Learning in Public Places*; Implementation of the Costa Rica – Community Education Vulnerability to Natural Disasters in Costa Rica Project.

Para. 01112
MLA 2
Promoting early childhood education and education of children with special needs

Promote integrated early childhood and family education

Participation of over 13 countries in their national policy development for early childhood; Implementation of regional early childhood indicator programmes in Central Asia, South-East Asia and Latin America; Increased awareness and capacity-building among government officials of necessity and importance of involvement of government in policy development regarding early childhood; Preparation of programming manual and CD-ROM (*Early Childhood Counts: Programming Resources for Early Childhood Care and Development*); Recognition of *clos d'enfants* and toy library approaches to promote early childhood issues at community level; Expansion of partnership arrangements at international level.

Develop inclusive education for children with special needs

Open file on Inclusive Education, a Support Material for Managers and Administrators; and Understanding and Responding to Children's Needs published; Production of two case studies (Romania and Uganda) providing an account of the efforts to address marginalization in and exclusion from education; Technical assistance provided (including a two-week consultancy to Pakistan) and participation in regional workshops; The second phase of the Inclusive Schools Project, with 11 countries involved, was finalized and evaluated; Cooperation in the field of education of Roma children reinforced; Cooperation with ISESCO strengthened; Increased awareness of the general public through the dissemination of advocacy materials on street and working children and educational materials for educators and social workers; A pilot project in Mali and Honduras that involved the development of a worldwide methodology, which can be used in any country, led to the publication and wide dissemination of the *White Book of our Future*; 150 children from nine countries trained in artistic activities; Pupils from 100 schools around the world expressed themselves on the issue of children's rights, writing in their national languages.

Support to joint actions in favour of education

Preparation and publication of working document on Gender Equality in Basic Education; Organization of international experts group meeting and of a round table on gender equality in basic education held in Cochabamba; Preparation and publication of two regional overviews in Latin America and the Caribbean; Regional seminar in Japan; Statistical review and analysis on gender parity in basic education; Development of situation reviews and consultation meetings on early childhood indicators in five target countries.

Subprogramme I.1.2: Fostering literacy and non-formal education among youth and adults

<p>Para. 01121 MLA 1 Literacy and community education</p>	<p>Developing literacy and non-formal education strategies</p>	<p>Reinforcement of promotion of literacy for all and global commitments towards EFA by the United Nations General Assembly through proclamation of the United Nations Literacy Decade 2003-2012; Strengthening of national literacy and non-formal education strategies in selected countries towards EFA goals; Reorientation of perspective on basic education for gender equality within UNGEI for EFA; Increase of UNESCO's advisory service capacity in use of ICT in non-formal education.</p>
	<p>Capacity-building for improving and expanding literacy and non-formal education</p>	<p>Increased capacities of the United Republic of Tanzania, India and Cambodia in monitoring non-formal education; Enhanced networking and collective capacity-building processes of NGOs and CSOs for Education for All; Collection of more systematic information on experiences of Africa in women's and girls' education; Strengthening of advocacy for girls' and women's education; Increase in gender-sensitive learning materials and literacy programme personnel in selected countries, particularly in HIV/AIDS prevention.</p>
	<p>Support to literacy and non-formal education for rural development</p>	<p>Global promotion and recognition of successful and innovative literacy programmes through the awarding of five International Literacy Prizes; Reinforcement worldwide of the importance of literacy.</p>
	<p>Advocacy and mobilization for literacy and non-formal education</p>	<p>Strengthening of technical cooperation with specialized institutes; Enhancement of UNESCO's programme delivery capacities and efficiency in monitoring and assessment of literacy and non-formal education through the development of a methodological package for monitoring non-formal education (developed in cooperation with UIS).</p>
<p>Para. 01122 MLA 2 Extending learning opportunities to the unreached</p>	<p>Educational services in emergency situations and for refugees</p>	<p>Increase of teachers' capacities and development of learning materials in Ethiopia, Djibouti, and the Great Lakes region; Number of trained teachers, educational managers and learning materials increased in Pakistan and Afghanistan; Enhancement of environmental education techniques in the Great Lakes region; Improvement of primary education policies and educational delivery to refugee populations in the Balkan States.</p>
	<p>SPECIAL PROJECT: Enhancement of learning opportunities for marginalized youth</p>	<p>Demonstration of the efficiency of mixing basic functional education with skills training and income-generating activities through the implementation of 12 pilot projects; Enhancement of national counterparts and youth educators' capacities using videos, training materials and workshops; Conception of the development of electronic information exchange and networking for non-formal education; Basic vocational training for marginalized youth in Africa financed through three extra-budgetary projects.</p>
	<p>SPECIAL PROJECT: Promoting girls' and women's education in Africa</p>	<p>Growing recognition that to achieve Education for All, the school must nurture young people by providing social, emotional and physical security; Training in counselling for children affected by HIV/AIDS; Increased sphere of impact on the programme rurally; Design of a Centre for the Education of Girls to build capacity for reaching girls.</p>

Street children

National programmes and local pilot projects for street and working children supported in six countries; Strengthening of NGOs and associations dealing with these children in their efforts to provide children in difficult circumstances with basic education and vocational training; Enhanced knowledge and understandings concerning HIV/AIDS and street children in western and southern Africa through sharing of experiences and training among professionals working with these children.

Subprogramme I.1.3: Mobilizing commitments and partnerships for education for all

Para. 01131
MLA 1
International EFA Forum and Assessment 2000

World Education Forum – Dakar

Vast mobilization of EFA partners at global, regional and national levels, including representatives from national governments, United Nations agencies, bilateral donors, civil society, media and the private sector; Approval of the Dakar Framework for Action; Grant to UNESCO of the mandate to coordinate follow-up to Dakar; Preparation of strategies and guidelines for the implementation of the Dakar Framework for Action.

Cooperation and partnerships

Sustained partnerships and commitment to the goals of the Dakar Framework for Action as expressed in the Communiqué adopted by the first meeting of the High-Level Group.

Advocacy

Heightening of awareness of EFA issues among the media, civil society groups, NGOs, ministerial staff, development partners, etc.; Increased coverage of EFA issues in the international, regional and national media; Improvement of communication and information sharing among EFA stakeholders.

Outcome of the EFA 2000 Assessment

Provision of catalytic impetus for major progress on key education indicators, such as enrolment and participation rates in universal primary education, and on other aspects of “rights-based” approaches to education by the EFA 2000 Assessment – a task-oriented approach to a global commitment; Awareness of linkage between education and functional outcomes such as literacy and relevance to professional world led directly into post-Dakar commitment of international community to such goals as poverty reduction.

Monitoring Learning Achievement

50 Monitoring Learning Achievement (MLA) surveys worldwide; Several hundred educationalists trained in capacity-building programmes and over 500,000 pupils tested; Establishment of regional and subregional institutions for monitoring the quality of education in all regions; Development of national reports (50), and of monitoring and evaluation instruments (tests and questionnaires); Prototypes, manuals and handbooks produced.

Countdown

Doubling of the number of visitors to the online Countdown, contributing to heightened advocacy and visibility (<http://www.unesco.org/education/html/countdown.shtml>)

Para. 01132
MLA 2
Reinforcing regional cooperation programmes for basic education

Pursuing the E9 initiative

Continuation and reinforcement of E9 countries’ commitment to achieve EFA; Increase in capacities for planning EFA and assessing learning achievement, especially in South Asia; Reinforcement by E9 of the principal lobby role for EFA at international forums; Focus on EFA, literacy, gender, distance education, through joint publications and meetings;

	Improvement in delivery capacity and credibility of E9 offices to assist E9 countries in EFA.
Partnerships for basic education	Strengthening of UNESCO-NGO partnership through the post-Dakar reform process; Improvement of the Collective Consultation of NGOs on EFA at country-level through decentralization.
Reinforcing regional cooperation programmes for basic education: Africa	No result reported for this action.
Arab States	Evaluation report on ARABUPPEAL produced in 2001; Organization of a regional workshop on diversification of organizational structures for literacy programmes with ISESCO; Presentation of a paper on The Role of Universities and Civil Society in Girls' Non-Formal Education at the meeting on Women and Development in the Arab Countries, Abu-Dhabi, 8-9 May 2001.
Asia and the Pacific	Establishment and reinforcement of EFA subregional mechanisms leading up to and following on from the Dakar Forum in the Pacific and East and South-East Asia; Organization of Asia-Pacific regional preparatory meeting; Continuation of the APPEAL Network on primary education and adult literacy's regional activities to further community learning centres (CLCs).
Europe	Establishment of National EFA mechanisms in Lithuania and the Republic of Moldova; Promotion of subregional EFA cooperation among Baltic Sea countries; Preparation of national EFA plans assisted in Belarus and Yugoslavia (Serbia); Establishment of Network of Pedagogical and Language universities and its employment for the Dakar follow-up and for development of other projects in the Caucasus Project consolidated.
Latin America and the Caribbean	PROMEDLAC VII (March 2001, Cochabamba, Bolivia) adopted the Cochabamba Declaration in addition to a series of recommendations; Education ministers undertook to cooperate with civil society to agree on policies, strategies, actions to meet the EFA goals and requested UNESCO to organize, in cooperation with the region's ministers, a regional 15-year project taking into account objectives and emerging challenges.
MINEDAF Regional Fellowships	Training in various fields (science, human sciences, technology, etc.) for 30 individuals (23 men and seven women from 17 African countries). An evaluation has been carried out.

Analysis of programme by subprogramme

Officers in charge of subprogrammes

Subprogramme 1.1.1: Providing basic education for all children

Assessment of implementation

Early childhood education and family education continued to pursue three objectives: (a) developing early childhood policies, including improvement of early childhood indicators, (b) strengthening family support policies and (c) reinforcing early childhood information management and networking. Emphasis was on promoting early childhood education as part of the basic education programmes.

Thirteen countries are in the process of preparing their national policies for early childhood education and identifying early childhood indicators. More government officials than hitherto are aware of the importance of families as the prime early childhood caretakers and the need to support them. Information and networking has been strengthened through UNESCO's early childhood clearing house/referral role, and the recognition of outside partners of *clos d'enfants* and toy library approaches as mobilizing forces, particularly for poor communities.

The focus continued to be education reform and capacity-building for primary education improvement and development, with special attention to the poorest children with:

- ▶ support to educational reform/development being given to Madagascar, Sudan, Mozambique, Nigeria and Lesotho;
- ▶ capacity-building for skills-upgrading and policy development through training of trainers and education officials, development of training materials, skills training in the book chain, teaching reading techniques, multi-grade teaching in 10 African countries and one Asian;
- ▶ identification and preparation of strategies for improving primary education in the African region with special emphasis on sustainable capacity-building, educational governance at local level, school-based management, supervision of schools, welfare of children and monitoring and evaluation. Identification of the needs and options for support of the poorest children to achieve education for all including a grading matrix to assist the monitoring of performance of poverty eradication interventions;
- ▶ support to monitoring learning achievement in 30 countries, including seven in transition, and two E9 countries;
- ▶ monitoring studies and reports have been completed. To sustain capacity in monitoring achievement, training was given to head teachers and teachers, and six regional and subregional institutions have been established as focal points and four are in process.

There was continued focus on inclusive education as an approach to address learning needs of all children, youth

and adults who are vulnerable to marginalization. The principle is underscored in the Education for All follow-up and is being reinforced through development materials, policy statements and workshops. The international network has been strengthened and the advocacy for promoting inclusive education approaches was made in various forums.

Particularly successful activities

The two flagship activities of the subprogramme are presented from different perspectives. The first presents successful activities, and the second a successful approach to working with Member States.

Early Childhood Education

Responding to the renewed need to "learn to live together"

The *International Initiative on Early Childhood and Values Education* was launched by UNESCO and the Living Values Educational Programme (a worldwide network of educators) to respond to the issue of values education for young children, raised at the 1999 UNESCO General Conference. During a November 2000 workshop, organizations from 22 countries elaborated a Framework for Action on Early Childhood and Values Education to involve policy-makers, community leaders, trainers, caregivers, parents and children in building a flexible, creative, communicative and supportive learning environment for young children, and to implement values-based early childhood approaches for a better social, emotional, academic and spiritual development of young children. Well received by various partners, including Member States, and disseminated as a mobilization tool for values-based early childhood education throughout the world in networks of educators, early childhood professionals and caregivers, the Framework is being used as the background document for meetings and adapted into learning materials, information campaigns and advocacy tools.

Women's empowerment through early childhood education

UNESCO's early childhood activities have a direct impact on women as they seek to improve early childhood services; to inform and help parents, in particular mothers, to better take care of their children; to inform and provide advocacy for children's rights, in particular equality of opportunities for young girls; to train caregivers and trainers (in majority women) in early childhood development and education; and to disseminate information on organizations, policies and learning environments directly affecting young children and their families.

UNESCO, in partnership with the FICEMÉA, launched in 1997 the *Clos d'Enfants* Project – mobilizing women to create innovative early education structures in West Africa. Based on traditional practices, the *clos d'enfants* is a

place equipped to care for 3 to 6 year-old children. The *clos* is part of the activities of a women's association and is aimed at disadvantaged children, to whom mother-educators teach basic health, nutrition and learning habits. It mobilizes the women of the neighbourhood or village, for whom this is an opportunity for training and learning in terms of health, nutrition and learning approaches. *Clos* are now present in Mali, Niger, Benin, Côte d'Ivoire, Congo and Gabon.

Primary education

In order for UNESCO to contribute effectively to the various challenges that persist in the primary education sub-sector, the Organization supports capacity-building, prepares strategies and sustains changes that will accelerate progress in the development and improvement of education. This approach offers a flexible means of support to Member States and presents UNESCO with the opportunity of participating in the wider development processes. In Madagascar, UNESCO led the process of strengthening the national coordination capacities for education reform in the context of CCA/UNDAF. This resulted in a wider participation of agencies in the reform process, more coherent strategies, a common fund for implementation and greater synergy between the various levels of education. In Nigeria, UNESCO supported computer training for colleges of education, equipping and training staff in the Nigeria Institute of Educational Planning and Administration and reform of the school inspectorate. Training of teacher trainers under the Reading for All programme took place in the United Republic of Tanzania, Uganda and Ghana, while Nigeria organized the Second Pan-African Conference on Reading for All. As a result of this experience, Reading for All is being integrated into the Ghana Education Plan, the International Association for Reading is cooperating with the United Republic of Tanzania and Uganda is organizing the Third Pan-African Conference on Reading for All to provide yet another platform for advocacy and capacity-building to advance reading in the African region. The training of trainers programme in guidance and counselling trains mainly teacher trainers, but non-formal educators and social workers have also been included so that they can transmit the experience to trainee teachers. In the book sector, UNESCO contributed to capacity-building in nine countries through the preparation of appropriate policies and book legislation (one institutionalized, nine in progress), skills development within the book chain and through national coordination for the development of the book sector giving special attention to the role of the private sector (all nine countries). Thirty countries in Asia, Africa and Latin America have benefited from support given to capacity-building of the monitoring of learning achievements in fundamental education skills.

The activities have been supported by extrabudgetary sources from DANIDA, Finland, ISESCO, UNICEF and UNDP.

Subprogramme I.1.2: Fostering literacy and non-formal education among youth and adults

Assessment of implementation

In the context of the Dakar Conference for EFA, in the course of its preparation, organization and follow-up, and in the light of the staggeringly high number of adult illiterates (900 million), literacy and Non-Formal Education (NFE) have become the major issues of concern. The purpose of this subprogramme was to intensify awareness and advocacy, while paying due attention to the demands of Member States that are facing the difficult task of reducing the illiteracy rate. In this respect, the annual celebration of International Literacy Day, and the awarding of the International Literacy Prizes, constitute essential activities that underline the countless and meritorious efforts made by numerous individuals to promote literacy.

The drafting of the document for the United Nations Decade for Literacy was another forward-looking activity, being approved first by the Executive Board, and then by the General Assembly of the United Nations at the end of the biennium. The mere fact that UNESCO is entrusted with the task of conducting the Decade constitutes recognition of the Organization's relentless efforts, which date back many years, in favour of literacy, and the considerable expertise acquired by this Organization in that area. UNESCO has been in a position to participate in the review of literacy policies. Many multi-purpose community-learning centres have been developed in numerous countries throughout Africa and Asia. These activities also contributed to capacity-building and training of NGOs working in the field of literacy and NFE. Many national and subnational projects have been developed in favour of displaced persons, refugees and marginalized youth in full cooperation with other agencies and NGOs. In this respect, pedagogical instruments have been developed and the use of multimedia has been encouraged. Street and working children have been targeted by pilot projects that have succeeded in mobilizing high-level political support for sustainable solutions.

The work of UIE has been most effective during this biennium, both in the field of strengthening national capacities in adult education and learning, and in the area of information sharing. UIE also succeeded in launching the International Adult Learners Week, which contributed to mobilizing decision-makers and other interested partners. UIE moreover developed activities towards creating a literate society and undertook an investigation of ICT's role in the field of adult education and learning. The centres in Malawi and Burkina Faso succeeded in collecting and disseminating "best practice" in the field of education of girls and women in Africa. As a result, this issue has been taken up, and presently constitutes a priority on the agenda for national development in many African countries, inspiring the implementation of appropriate policies.

In order to attain a wider support for, and involvement of children in difficult circumstances in basic education, the mobilization and commitment of key local partners (mainly governments, NGOs and national networks) have

been successfully developed and consolidated. Awareness among decision-makers and the general public of the situation of these children has been greatly increased through dissemination of materials, co-sponsorship of films and exhibitions, etc. An increased support has been provided to institutions and rehabilitation centres to help them meet their basic needs and social and educational re-insertion of these children was successfully achieved.

Joint activities for the education of disadvantaged children and youth in cooperation with partner organizations, in particular with ISESCO, were consolidated. Educational projects for street and working children have been promoted, with emphasis on the prevention of HIV/AIDS and drug abuse.

Particularly successful activities

UNESCO and the Gabon National Commission for UNESCO launched a pilot programme, "Support for the Education of Children in Difficult Circumstances", to help the government set up a rehabilitation project in Libreville for children and young people in difficult circumstances. This project consisted of establishing both a vocational training centre for young people in difficult social circumstances (Farm-school in Melen) and a shelter for the protection, socialization and education of children without families (Andondje Reception Centre). A National Working Group, comprising of representatives from all the ministries, as well as several NGOs, was set up within the framework of this pilot project and a seminar for technical training organized for them.

Gabon's first "Day for National Solidarity" on the theme "Childhood in Distress Concerns Us All" was organized under the patronage of the President of the Republic and the Ministry of National Solidarity, Social Affairs and Welfare. On this occasion, donations worth 100 million CFA francs (US \$140,000) were received. A Foundation for Childhood, which will be financed by the State and other donors, was also created.

Subprogramme I.1.3: Mobilizing commitments and partnerships

Assessment of implementation

International EFA Forum and Assessment 2000

The significance of this main line of action can hardly be over-estimated given the prominence of EFA and Dakar follow-up activities in UNESCO's present programmes. It has given UNESCO a golden opportunity to attain international recognition in the field of education, both from Member States, as well as from other education stakeholders. As part of this process, UNESCO has already mobilized the majority of its Member States, including those in the developed world, to participate in the largest evaluation exercise the world has ever seen in basic education; the EFA 2000 Assessment. The submission of 168 EFA country reports is significant proof of this. In addition, a wide range of thematic studies and surveys were undertaken in key areas and these are often consulted and referred to. The EFA 2000 Assessment resulted in the Dakar Framework for Action, which sets the programme and targets for EFA in all countries leading up to 2015. The World Education Forum, which adopted the Dakar Framework, also gave UNESCO the mandate to be the leading agency in ensuring effective cooperation among all EFA partners and facilitating the provision of technical and financial support to countries in need.

There are obvious risks involved. Many countries will most likely still not be able to achieve the six Dakar goals. This was already clear to those involved in the preparation of the Dakar Framework for Action. It was felt, nevertheless, that it is still important to set ambitious goals in order to maintain momentum. However, there could be widespread disappointment again if little is achieved by 2015. Furthermore, since there are many other EFA partners who are very active at country level, providing technical and financial support in the field of EFA (the World Bank, UNICEF and several bilateral donors to name but a few), UNESCO faces a serious problem of reinforcing

Evaluation of the International Literacy Institute

Following the comments of Member States on the evaluation carried out on the International Literacy Institute (ILI) during the 161st session of the Executive Board, the following actions were taken in respect of the Institute during the course of the 2000-2001 biennium:

An activity financing contract on Literacy Assessment Practices (LAP), to the value of US \$90,000, was signed with ILI in April 2001. The Assessment, considered important within the framework of Dakar follow-up activities, produced two documents: a working paper *Towards Guidelines for the Improvement of Literacy Assessment in Developing Countries: Conceptual Dimensions Based on the LAP Project*, and a technical report entitled *Analytic Review of four LAP Country Case Studies*. These case studies were undertaken in India, Nigeria, China and Mexico.

In respect of future collaboration with ILI, on 13 September 2001, the International Advisory Board Meeting of ILI took place at UNESCO. The Assistant Director-General for Education met with the Board members of the Institute to discuss the future relationship between UNESCO and ILI. The crucial point of the discussion was that UNESCO's present position regarding the Institute had changed. UNESCO is no longer in a position to continue to finance ILI staff, infrastructure, etc. The relationship will become more programme-based. In principle, contracts for specific programme-related tasks could continue to be given, but there will be no baseline financing. The door for collaboration between the two partners will however remain open, but their collaboration will be heavily influenced by programme activities that fall within UNESCO's priority areas.

Based on this redefinition of the relationship between UNESCO and ILI, the ongoing memorandum of understanding with ILI was terminated through a letter of the Director-General to ILI, dated 14 March 2002.

its identity to keep up a leading role with such limited resources available.

A major problem with the functioning of the EFA Forum Secretariat within UNESCO was the special role it was assigned. Resulting from the World Conference on Education for All in Jomtien 1990, it was a body set up within UNESCO and staffed by UNESCO, but whose work plan and budget was approved by a Steering Committee where UNESCO was only one of several members. This made close coordination within the Education Sector difficult, even though it facilitated the involvement of external EFA partners and fund-raising.

Particularly successful activities

EFA 2000 Assessment

More than 180 countries worldwide were mobilized. One hundred and sixty-eight of these submitted a report on progress made on EFA in relation to goals set up in Jomtien. Comprehensive training/capacity-building programme was a crucial part of this exercise which was offered to most countries in all regions as part of the concern to collect, process and analyse quality data. Countries reported on 18 indicators, supplemented by surveys and case studies covering several aspects of EFA as defined in Jomtien.

The Dakar Framework for Action

More than one year of worldwide consultations within the EFA Forum with representatives from United Nations agencies, bilateral donors, country and regional representatives, NGOs, media, etc., resulted in the Dakar Framework for Action, approved in Dakar, April 2000. This document presents six goals on EFA which all countries should strive to achieve by 2015. It commits donors to assist countries that have a viable EFA plan.

Assessment of implementation

Dakar Follow-up

This subprogramme was revisited in the light of the outcomes of the Dakar World Education Forum, notably the coordinating role assigned to UNESCO in its follow-up. UNESCO restructured the Education Sector and its work programme in the light of its mandated role, and set up new mechanisms for international coordination. The Working Group on EFA, composed of professionals from developing countries, non-governmental organizations, multilateral and bilateral agencies met twice during the period. It served as an important forum for exchange of information on progress towards EFA in the regions, as well as facilitated a professional debate on key issues such as the global initiative, monitoring of EFA and planning at national level.

The High-Level Group met for the first time in October 2001. It succeeded in its major task of maintaining the international political momentum, notably in reaffirming the commitment of the international community to providing financial support to EFA in developing countries.

EFA flagship programmes on the major trends of Dakar were strengthened and increasingly have come to focus on inter-agency collaboration in assisting countries to strengthen EFA in key areas such as early childhood care and education, HIV/AIDS prevention and school health and nutrition.

Particularly successful activities

The working group on EFA and the High-Level Group were set up by UNESCO as the primary mechanisms to drive EFA forward at international level.

The working group has served as an important tool for technical exchange on key EFA issues providing advice for UNESCO, and preparing the High-Level Group meeting.

The communiqué of the High-Level Group, with its action-oriented focus, is expected to guide EFA until its next meeting in 2002.

E9 Initiative

During the 2000-2001 biennium, the E9 Initiative benefited from an exceptional budgetary reinforcement, which allowed UNESCO offices, especially in Bangladesh, India, Nigeria and Pakistan to develop impact-making projects in NFE and literacy, teacher training and development of gender-sensitive learning materials. In South Asia the three E9 countries, Bangladesh, India and Pakistan were instrumental in creating the South Asia EFA Forum, which since its inception has organized several training sessions in the field of management and planning, learning assessment, and literacy and NFE. Following a request by the E9 countries for increased joint activities, several publications have been produced: women as educators; distance education in the E9; and literacy in the E9 countries. The education ministers of the E9 countries have met two times, in Recife, Brazil (January, 2000), and in Beijing, China, (August 2001), and they have also met in Dakar on the occasion of the World Forum for Education, where the group appeared and was perceived as a major lobby for EFA. Indeed, the commitment of the E9 to EFA has been strongly affirmed on all these occasions, and the E9 expect UNESCO to continue to provide strong support to the Initiative with a view to strengthening EFA policies in each country.

Major Programme I

Education for all throughout life

Programme I.2: Reform of education in the perspective of education for all throughout life

Main Line of Action as presented in the 30 C/5 document

Actions that constitute Main Line of Action as presented in SISTER

Actual results by action on 31 December 2001 as reported by Sector

Subprogramme I.2.1: Renewal of education systems for the information age

Para. 01211
MLA 1
Devising strategies for learning throughout life

Global dialogue on the creation of EXPO 2000

The Global Dialogue on Building Learning Societies – Knowledge, Information and Human Development organized during EXPO 2000 (Hanover, Germany) involved the participation of 450 representatives of governments, NGOs, civil society and the private sector from 40 countries; Preparation of 15 Expert Papers on learning societies, knowledge and human development; Creation of network of core specialists (35) and a standing Internet forum; Publication and dissemination of a booklet and a Special Newspaper; International Adult Learners' Week launched.

Publication of the World Education Report

Launch of the *World Education Report 2000: The Right to Education. Towards Education for All Throughout Life* at the World Education Forum (Dakar, April 2000) in English and French; Publication of report in Spanish, Russian, Arabic and Chinese. It should be noted that following a decision of the General Conference to evaluate all World Reports, the Director-General called for a moratorium on new reports pending the decision of the Executive Board on the evaluation. It was eventually decided to have one overall *UNESCO World Report* and various sectoral analytical reports. The *World Education Report 2002* was therefore not prepared.

International debate on learning throughout life

Development of UNITE (UNESCO's New Information and Communication Technologies and Education Programme); Preparation of *Learning throughout Life and Technologies for Education: potential, prerequisites, constraints and prospects*; Production of five language versions of *Delors Report* (Bengali, Estonian, Hebrew, Latvian, Romanian); *Delors Report* widely publicized in meetings.

Information through publications, the Internet and other modern media

Production of educational documentation/information directed towards policy-makers, teachers and specialized institutions in education through consolidation, and enhancement of dissemination of information and clearing house function; Expansion of the Education Sector's Internet website – thematic, graphic and daily updating of news; Publication of CD-ROM *Education for Citizenship*.

Para. 01212
MLA 2
Promoting policies
and building capacities
for educational
development and
reconstruction

**Regional partnerships
and cooperation**

Strengthening of partnerships with universities and research institutes; Enhancement through cooperation with the major multilateral bodies (i.e. the Council of Europe, OECD and the Graz Process Task Force) of UNESCO's contribution to the reconstruction process in Kosovo and promotion of EFA within South East Europe. Promotion through partnerships with USAID, UNICEF, l'Agence de la Francophonie and other agencies within the framework of UNCTAD 3 of EFA among economic partners and decision-makers; Regional partnerships and cooperation with a variety of bilateral and international agencies led to national capacity-building in elaborating and implementing education programmes and projects; Partnerships initiated in many countries, especially in Africa and LDCs with technical and financial agencies in the field of education reform, policies and strategies formulation; Exchange of experience among regional networks on upstream activities strengthened countries' capacity for system analysis, planning and management.

**National sectoral
strategies and action
plans**

Survey of the state of the preparation of National EFA Action Plans; Provision of technical upstream support on the basis of the survey and at the request of the Member States, in order to help them to strengthen their existing education development plans or to revise them in conformity with the recommendations of the Dakar Framework; Elaboration and implementation of a comprehensive strategy of cooperation with Member States and international development partners.

**Support to the
Palestinian Authority
(APP)**

Activity transferred to BRX (now ERC) on 1 December 2000. Reporting therefore under ERC.

**Strengthening of
national capacities in
the use and
management of
educational spaces
and facilities**

Enhancement of national capacities in the use and management of educational spaces and facilities through research on education facilities, norms and standards and the publication of guidelines, a regional seminar (Chile, November 2000), several publications, including a manual on the *Protection of Educational Buildings Against Earthquakes*, and numerous extrabudgetary projects.

Subprogramme I.2.2: Renovation of general secondary and vocational education

Para. 01221
MLA 1
Renewal and
Diversification of
Secondary Education

**Policy guidelines for
reform and diversifi-
cation of secondary
education systems**

Strengthening of cooperation among IGOs and NGOs in the field of secondary education through the International Working Group; Website on Secondary Education Reform set up in collaboration with Pittsburgh University and USAID.

**Regional and
subregional networking
with IGOs and NGOs**

Identification of trends, challenges and priorities in Secondary Education and distribution of the Final Report to all Member States as main outcome of the Beijing meeting.

**National capacities
to develop distance
education using
information and
communication
technologies**

No result reported for this action.

Education for the prevention of HIV/AIDS

Reinforcement of capacity of education systems to respond to the impact of HIV/AIDS on education through major conferences on education; Educational planners trained in AIDS education and prevention (IIEP); Production of a training manual for teachers on HIV/AIDS prevention; Development of in-school and out-of-school preventive programmes in 18 countries; Integration of school health and HIV/AIDS prevention into National EFA Action Plans or other educational reform documents; Adherence by more than 30 Member States to a comprehensive school health strategy.

Youth empowerment through preventive education against drug abuse

Coordination of youth associations and UNESCO clubs associated with the International Campaign for a 21st Century Free of Drugs; Reinforcement of networking in the field of education for drug abuse prevention through the PEDDRO project; Elaboration within the PEDDRO project, of a special bulletin on drug abuse and HIV/AIDS infection.

Drug Abuse Prevention Programme in Asia for Marginalized Youth

No result reported for this action.

Para. 01222
MLA 2
International TVET long-term programme for the development of technical and vocational education (UNEVOC)

Strengthening capacity-building in Member States

Familiarization of 170 education policy and decision-makers from 23 countries (especially from the Pacific) with the Seoul Congress recommendations and their equipment to renew national TVET policy; Upgraded equipment for information and communication technology of vocational school teachers in the Democratic People's Republic of Korea; In Nigeria, six revitalized provincial centres of excellence in TVET share resources with other TVET institutions.

Promoting international, regional and subregional cooperation in TVET

Two highly respected TVET institutions playing leadership roles in the Asia-Pacific region with regard to expertise and resources; Updating of knowledge and skills among TVET policy-makers in the Pacific and Southern Africa; Establishment of a strategy for renewing and revitalizing the national secondary technical education system in Sudan; Updating of subject material and knowledge among TVET teachers and trainers in Kazakhstan.

Providing subject knowledge and promoting information exchange through the UNEVOC network: UNESCO International Centre on TVET (Bonn), Regional Centres of Excellence and national UNEVOC Centres

Updating of knowledge and skills among TVET trainers in the Asia-Pacific region through increased information exchange via the Regional Centres of Excellence; Rapid communication of new trends and issues in TVET among member institutions of the UNEVOC Network; Creation of an information clearing house and coordinating centre for the Network, ensuring efficient information exchange among affiliated institutions.

Implementing TVET normative instruments and Seoul Congress Recommendations in Member States

Information of policy-makers, practitioners and all other stakeholders worldwide about new trends and issues; Preparation and adoption of the Revised Recommendation concerning Technical and Vocational Education (2001) by the 31st session of the General Conference, relevant to the current world context, is available for policy-makers and all stakeholders of TVET around the world.

<p>Para. 01223 MLA 3 Science and Technology Education</p>	<p>International cooperation and capacity</p>	<p>Strengthening of cooperation between schools of the SEMEP network; Increased awareness of the importance of STE; Knowledge base and capacity strengthened in policy-makers, curriculum planners, officers in charge of STE and Teachers; Experts, curriculum planners, teacher trainers and teachers trained in renewal, diversification and expansion of STE in formal and non-formal education; Innovative teaching/learning methods introduced.</p>
	<p>Science popularizing and clearing house</p>	<p>Improved adaptation of STE materials to regional and national needs; Enhancement of teachers' capacities to plan and develop their own locally relevant teaching and learning materials.</p>
	<p>Exchange of information and networking</p>	<p>Increase in exchange of information and experiences between governmental officers in charge of STE in different countries; Improved awareness and understanding of the STE philosophy and approach in policy makers, curriculum planners, officers in charge of STE, teachers and general public; Strengthening of the environmental dimension in STE, notably in the SEMEP countries.</p>
	<p>SPECIAL PROJECT: Scientific, Technical and Vocational Education of Girls in Africa</p>	<p>Awareness-raising and training of national education decision-makers from more than 20 African countries as to the importance of girls' science education through the organization of two major regional meetings (Bamako, Mali, 18-21 September 2000); Regional Declaration on girls' science education and EFA.</p>

Subprogramme I.2.3: Higher education and development

<p>Para. 01231 MLA 1 Follow-up to the World Conference on Higher Education Policy and reform of higher education</p>	<p>Reflection and debate on selected policy issues following the World Conference on Higher Education</p>	<p>Wide dissemination and debate of WCHE conclusions and recommendations with a view to devising strategies for their implementation; Establishment of follow-up bodies to monitor the implementation of WCHE; Development of follow-up strategy in cooperation with Member States and partners; Identification of World Declaration on Higher Education by Member States as one of the keys to the revitalization of higher education.</p>
	<p>Publication of innovative experience. Partnerships with regional institutions</p>	<p>Reinforcement of capacities of Member States to undertake reform and develop higher education at the system and institutional level.</p>
	<p>SPECIAL PROJECT: Women, Higher Education and Development</p>	<p>Creation of networks and partnerships to support and complement UNESCO's action in favour of women in higher education; Development of management training modules and seminars on challenges facing women in higher education management; Establishment of subregional research teams to collaborate on scientific research projects; Workshops for science teachers; Impact evaluation of literacy training programmes for women on families and the community as a whole.</p>

<p>Para. 01232 MLA 2 Reinforcing inter-university cooperation and academic mobility</p>	<p>UNITWIN and UNESCO Chairs</p>	<p>Carrying out of external evaluation exercise permitting identification of needs and measures to improve relevance, efficiency and overall management of the UNITWIN/UNESCO Chairs Programme; Creation of new UNESCO Chairs at the universities of developing countries to improve geographical distribution; Development of UNITWIN database and subsequent update of the website.</p>
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Application of the regional conventions on recognition of studies and diplomas

Establishment of Global Forum on International Quality Assurance and the Recognition of Qualifications under the auspices of UNESCO.

The status of teachers and teacher education in the information society

Para. 01241
Intersectoral project on the status of teachers and teacher education in the information society

Development of subregional and regional networks of teacher training institutions

Inclusion of a teacher EFA Flagship initiative in UNESCO and ILO work plans for 2002-2003; Introduction of this policy issue into the international, economic and social agenda (e.g. ECOSOC); Publications to create base for subsequent policy analysis of teacher issues. Results: Teacher issues including worldwide teacher shortage high on agenda of Inter-Agency EFA Working Group for 2002-2003; Regional activities will use at least seven new publications, e.g. *Guidelines on Use of ICTs in Teacher Training*.

Application of new technologies in the field of teacher training

Finalization of 12 national case studies on teacher education through distance learning after training at international seminars including On the Winds of Change in the Teaching Profession (Council of Europe), and a World Confederation of Teachers workshop; Training of teachers and teacher educators in the use of ICTs and distance learning methods.

Application of the international instruments concerning the status of teachers

Establishment of parameters anchored to EFA and WCHE issues (national capacity-building for teacher education; Brain drain).

Educating for a sustainable future (environment, population and development)

Para. 01310
Intersectoral project: Educating for a sustainable future

Implementing the International Work Programme on Education, Public Awareness and Training for Sustainability of the United Nations Commission on Sustainable Development, post-Rio Conventions, Joint Statement of the Chairpersons

Promotion of linkage and synergy in the implementation of the United Nations Commission on Sustainable Development's (CSD) International Work Programme on Education; Public awareness and training with a view towards ensuring that education receives due consideration.

Participation in United Nations inter-agency Technical Support Services/Country Support Team System

Improvement of population education policies, programmes and activities at country level through continued participation in the inter-agency TSS-CST system and the implementation of the recommendations of the five-year review of the International Conference on Population and Development (ICPD +5) pursued at local level in more than 20 countries.

Promoting population, IEC, reproductive health, preventive education and sustainable development

Training of professionals in formal and non-formal education and youth population information, education and communication (IEC) and family life education and reproductive health (FLE/RH) in Africa, the Arab States, Asia and Latin America; Population-related courses introduced in primary and junior-high school curricula in 16 countries; Training modules, syllabuses, population distribution of maps of Africa and Arab

States and other educational materials produced and distributed in more than 50 countries.

Developing teaching, learning and advocacy materials related to environment, population and sustainable development for educators, decision-makers, media, communities and others

Production and launch of Learning and Teaching for a Sustainable Future – Multimedia Professional Development Programme composed of 25 modules on the Internet and in CD-ROM format for use by pre-service and in-service teachers in formal and non-formal settings, individually or in groups or by policy-makers; Establishment of a website: <http://www.unesco.org/education/esd>

Fostering national action in support of education for sustainable development and human security

Assistance provided to governments to review national educational policies from the perspective of sustainable development through incorporating the concepts of education for sustainability into national strategies and plans; Over 50 UNFPA-funded country-level projects implemented.

Promoting sustainable communities, including sustainable consumption

Joint UNESCO/UNEP research project Youth and Sustainable Consumption looked at consumption drivers and patterns among youth in 24 countries and evaluated their potential as actors towards more sustainable consumption patterns.

Analysis of programme by subprogramme

Officers in charge of subprogrammes

Subprogramme I.2.1: Renewal of education systems for the information age

Assessment of implementation

UNESCO's advocacy role and qualitative contribution to the international and regional partnerships in international policy dialogue has been enhanced through the various activities in the area of upstream work. For example, cooperation with the Council of Europe in undertaking Joint Assessment Missions to Kosovo, as well as participating in the education policy dialogue in the Balkan area has enabled the Organization to consolidate its relations with the major multilateral partners involved in the region, namely the Graz Process Task Force on Education, OECD and the Council of Europe. Participation in a national dialogue on development assistance in the Netherlands has allowed the Organization to establish privileged links and contribute to the creation of a national network, Dutch Expertise Consortium for the International Development of Education (DECIDE). In the area of emergency education, UNESCO hosts the secretariat of the Inter-Agency Network for Education in Emergencies, founded in 2001, which has enabled the Organization to extend its outreach to the agencies involved, as well as to NGOs. Within the framework of the Association for the Development of Education in Africa (ADEA), UNESCO as the lead agency for the Working Group on Sector Analysis, in collaboration with its other partners, has contributed to sensitizing national authorities to the need for associating academic institutions more closely with the education policy formulation process: The Working Group can now organize capacity-building seminars, both at the national and regional levels. The relations between the donor partners and the African Ministers and Institutions participating in the working group have been consolidated.

At the national level, the sectoral approach to supporting national coordination of education projects has contributed to strengthening governments' capacity to coordinate donors, as well as to integrate subsectoral projects and assistance into an overall educational policy framework. A catalytic role has been played by the Organization through its support to country education sector analysis programmes, which have enabled the governments to better coordinate the various donor inputs and to promote a substantive policy dialogue between the various partners involved.

The conceptual tools and methodologies developed by UNESCO in the area of sector analysis and preparation of national EFA plans, have gained wide recognition in many countries and have been used for training purposes. The training activities of the Institute of Educational Planning have contributed to strengthening the technical

resource base on which national governments can draw and also to promoting South-South cooperation.

Although the above-mentioned activities were aimed at providing an immediate response to requests of Member States for assistance in the areas mentioned, their full impact will be felt in the longer term since all activities are geared to capacity-building. Beyond providing the intellectual forums for exchanges of experience at the international level, the capacity-building element is growing in importance, particularly given the instability of national institutional structures and the high mobility of national staff in many of the LDCs and countries in transition. In this context, the Organization places emphasis on the process and promotion of national consensus building around education policy dialogue. Furthermore, the growth of poverty and the threat of local conflicts at national level, will require the Organization to review its approach to provide rapid response in such cases, particularly on how to make provisions in national education planning for marginalized groups and youth growing up in conflict environments. The major constraint to responding rapidly in situations of emergency faced by the Organization has been one of resources.

UNESCO's sector-wide approach for assistance in upstream work requires considerable investment in terms of direct contacts with national authorities in the countries concerned. Given the need to reinforce the capacity of the regional and cluster offices in this area, the implementation of activities often takes longer than anticipated.

Particularly successful activities

Oil for Food Programme

UNESCO substantially improved the implementation commitment to the United Nations system within the framework of the Oil for Food Programme by strengthening its administrative structures and rationalising management both in the field and at Headquarters. The procurement system was harmonized and linked more closely to the qualitative aspects of the programme and to national capacity-building. The quality and the regional-wide recruitment of staff on the programme enabled the Organization to compensate for delays in programme execution and contributed substantially to positioning UNESCO as the lead agency for the Education Sector. The Programme has proved to be a successful test case for innovative management tools and procurement practices.

Nigeria Education Sector Analysis

The Nigeria Education Sector Analysis Project contributed considerably to reinforcing national capacity in this field. UNESCO's seed contribution provided the initial basis for establishing the national education sector analysis body with qualified staff that underwent training.

The staff was subsequently employed by the Ministry of Education to play a leading role in the other sub-sectoral groups and commissions responsible for implementing the education reform. This recognition of their competence, however, introduces a factor of instability into the project since they are constantly solicited for other important functions. The project constitutes a good example of international assistance which has contributed directly to reinforcing national capacity in a political environment subjected to considerable local and regional constraints and pressures. The coordination of Nigeria's external partners, who tend to take a project approach motivated by their own interests, could be considered as a major achievement. The representatives of the donors in the field meet regularly (every one-two months) and exchange information on progress with their Headquarters staff by video conferences financed by the World Bank. UNESCO strengthened the capacity of its national office with strong backstopping from Headquarters, and close collaboration between the various services at Headquarters, as well as the International Institute for Education Planning. The ESA team is also used by the Minister of Education to play a catalytic role in backstopping EFA. The delay in project implementation can be attributed largely to changes in the senior staff responsible for implementing the various sub-sectors and mobilizing counterpart resources.

INEE

The increased emphasis on education in emergency and conflict situations at the Dakar World Education Forum led to an Inter-Agency Consultation on this subject in November 2000. It was agreed that an Inter-Agency Network for Education in Emergencies should be established to facilitate communication and cooperation between the many organizations working in situations of emergency and the early stages of post-conflict reconstruction. The Network, hosted by UNESCO, permits a wide range of international institutions and specialists to benefit from the expertise within the UNESCO Education Sector. The Secretariat maintains an email list-serve open to all actors in this field, and is establishing a website that will document best practices and other resources. INEE is aiming at developing consensual norms and standards for education in emergencies and launching a Peace Education Programme linked to ongoing field programmes of INEE members, notably UNHCR and partner NGOs, which will be extended to its wider membership. The Network is also providing a kit of key educational materials to INEE members operating in emergency situations. This kind of partnership and networking between UNESCO and partner United Nations agencies, NGOs and specialists bodes well for the future and can potentially be extended to other areas of UNESCO's programme.

Subprogramme I.2.2: Renovation of general secondary and vocational education

Assessment of implementation

The Inter-Agency Working Group on Secondary Education Reform, organized twice in the biennium, and involving 20 NGOs and United Nations agencies, identified potential areas of synergies and set out spheres of collaboration. The International Expert Meeting on General Secondary Education in the 21st Century, held in May 2001 in Beijing with the help of the Chinese National Commission, was very successful. It was the only expert meeting on secondary education held recently by UNESCO and the content of the report is a major contribution to the preparation of the International Conference on Secondary Education by the Omani Government. The report of this meeting was widely distributed. These initiatives will serve as a basis for a position paper to be developed by UNESCO during the 2002-2003 biennium. A *Regional Seminar on Preventive Education within the School System* was organized from 1 to 5 October 2001 in Brumana, Lebanon, co-funded by UNAIDS. The seminar was attended by 103 representatives from the Ministries of Education and Health of 18 Arab states, NGOs, educational institutes, United Nations agencies and other international organizations serving the Arab States region. This Seminar, together with many other activities/programmes co-funded by UNAIDS, have reinforced the capacity of education systems to respond to the impact of HIV/AIDS on education, and thus contribute towards Education for All. The capacity of education systems to respond to the impact of HIV/AIDS on education and to establish effective preventive programmes was reinforced through the systematic integration of HIV/AIDS into the agendas of major conferences on education, notably the Dakar World Education Forum (April 2000), and the ICE. The recommendations of the Seoul International Congress on Technical and Vocational Education in 1999 have led UNESCO to update the *Revised Recommendations concerning Technical and Vocational Education*. A draft was circulated for comment to Member States and Revised Recommendation concerning Technical and Vocational Education (2001) was adopted by the General Conference at its 31st session. The UNEVOC Network, the reinforcement of which was advocated in the Recommendations of the Seoul Congress, links 205 UNEVOC Centres in 137 countries. The UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC Centre, Bonn), was created on 12 July 2000 by an agreement between Germany and UNESCO. This centre, partly financed by German funds, plays an important role of clearing house and capacity-building in this field and is expected to be the coordinating centre of the UNEVOC Network.

Through two international conferences and six regional/subregional workshops, over 1,300 decision-makers, curriculum designers, specialists and teachers were made aware of the philosophy and approach of UNESCO's STE programme and the importance of Science and

Technology in today's world. In September 2001, an International Network of Government Officers in Science and Technology Education (INGOSTE) composed of 65 countries was launched. The STE website was redesigned to serve as a platform for dialogue, exchange of information and experiences within the STE community. Furthermore, the *UNESCO Resource Kit in STE* was tested in 10 countries of the five United Nations regions and distributed to ministries of education in 152 Member States. In addition, over 2,000 thematic publications and teaching/learning materials were disseminated worldwide. Draft documents on policy guidelines, indigenous technologies and bio-literacy, as well as exemplary teaching/learning materials for Latin America, Asia, Africa, the Arab region and Europe are being completed for publication and dissemination in the current biennium. The UNESCO Quarterly Newsletter, *Connect*, was disseminated in seven languages (30,000 copies) in more than 175 Member States.

The main difficulty encountered in the reporting period was the lack of sufficient human and financial resources to develop the activities within a determined time frame, in spite of increasing needs of Member States in this field.

Particularly successful activities

In February 2001, a training module on Enterprise Education in the non-formal setting was developed by UNESCO, in cooperation with the Commonwealth of Learning, as a tool for promoting ethical entrepreneurship among people engaged in the informal economies of the small States of the Pacific. The module focuses on enhancing the professional effectiveness of people whose occupations are in traditional trades, industries, crafts and services. Thus, the ultimate beneficiaries of this training material are expected to be street children, out of school youth and unemployed adults. Girls and women are likely to constitute a high percentage of the learners. The training module has been extensively field-tested in several Pacific countries and elicited overwhelmingly positive reactions from both trainers and trainees.

In February 2001, an International Conference on Science, Technology and Mathematics Education (ICSTME-2001) was organized by UNESCO in collaboration with the Commonwealth Association of Science, Technology and Mathematics Education (CASTME) and the Indian National Institute: Homi Bhabha Centre for Science Education (HBCSE) in Goa, India. The conference attracted over 600 participants comprising of educational planners and administrators, curriculum developers, teacher educators, teachers, researchers and specialists in STE from over 43 UNESCO Member States, representing each of the Organization's five major regions. The Conference examined issues crucial for the improvement/development of STME (e.g. new contents/approaches, curricula, training, assessment, sustainable development, gender, globalization, culture of peace, ethics, etc.) and its recommendations provided a valuable orientation for UNESCO's work in STE. The Conference also served to revise and clarify concepts and ideas included in the draft *Policy Guidelines* document for decision-makers and the *Framework of Action in STE* developed by UNESCO. Both documents, which were unanimously adopted by the Conference, will be published and disseminated before the end of 2002.

Subprogramme I.2.3: Higher education and development

Assessment of implementation

The World Conference on Higher Education (WCHE) follow-up strategy facilitated both closer networking and large-scale mobilization in the world of higher education. This concerned not only the 350 focal points representing Member States, but also NGOs involved in the Collective Consultation, as well as competent IGOs in the field of higher education, such as the World Bank and ILO. UNESCO Chairs which are organized into networks, such as the Global Network for Innovation in Higher Education (GUNI), and taking an active part in follow-up activities for the special project Women, Higher Education and Development will help to target future action in this field more precisely.

Evaluation of UNESCO's Science and Technology Education Programme (STE)

The evaluation found that the requirements for science and technology education needed to be refined in order to make the programme respond more directly to the specific needs of the country in question. It was recommended that the programme be anchored with institutions rather than individuals so as to increase sustainability and that a framework for the training of trainers in STE be established to optimize the number of teachers. The report went further to recommend that the dissemination of information about STE should be improved upon by the construction of an effective database. The evaluation highlighted the need for the programme to take poverty, gender, language, ethnicity, race and the digital divide into consideration and recommended that a special consultative expert task group be created to rework the programme. Moreover, efforts should be made to develop a corporate attitude among UNESCO's staff so that they work together more effectively.

In response to these recommendations, a more precise vision of STE has been developed by the Secretariat, the website of the programme has been reinforced, and cooperation with NGOs and interdisciplinarity improved upon. It should be noted that a number of recommendations have not been implemented due to current resource limitations (e.g. the establishment of a webforum and resource centre) and that the implementation of some has been foreseen in the Approved Programme and Budget for 2002-2003 (such as the organization of the consultative task group).

The Declaration and Framework for Priority Action adopted by the World Conference on Higher Education are gradually establishing themselves as authoritative points of reference for the formulation of new national policies.

Moreover, the results obtained constitute the outcome of action undertaken by the Division of Higher Education, in concert with the Regional Offices (Bangkok, Beirut and Dakar), IESALC in Caracas and CEPES in Bucharest.

This work should be pursued, and efforts made to galvanize certain focal points that seem to be weak links, particularly those of developing countries and countries in transition, and to strengthen institutional initiatives.

Cooperation in higher education has remained one of the priority lines of UNESCO's policy. Despite the reduction in the level of resources available to it, the UNITWIN/UNESCO Chairs Programme continued its work, while strengthening its intersectorality and involving a larger number of Member States. The Chairs and networks, in which several thousand students and teachers participate, now number 500, spread among 110 countries.

However, despite special efforts by UNESCO, several Chairs established in the least developed countries still have difficulty in mobilizing the extrabudgetary resources required for them to function satisfactorily. Although the recommendations made in the external evaluation of the programme sparked a definite improvement in their functioning, UNESCO is still seeking a solution to the problem.

UNESCO is contributing to ensuring more effective consultation and coordination among regional committees, and to establishing a world forum for quality assurance with a view to promoting cooperation in regard to recognition of studies and diplomas and quality assurance.

With regard to teacher training, activities were strengthened by the publication of 12 case studies on the use of open and distance education, which will serve as a basis for the elaboration of a handbook to be made available to institutions and the governments of Member States.

The objectives of the UNESCO Chairs on Teacher Training were not attained (three Chairs established out of the 20 planned).

The seventh session of the Joint ILO/UNESCO Committee of Experts on the Application of the

Recommendations concerning Teaching Personnel was held in Geneva from 11 to 15 September 2000 and its recommendations are being implemented.

Particularly successful activities

The follow-up to the World Conference on Higher Education may on the whole be deemed a success thanks to the mobilization engendered among Member States and institutions.

Among the follow-up activities, particular mention could be made of the Meeting of Higher Education Partners. This activity, which brought together at UNESCO Headquarters more than 400 of the most active participants (Member States, NGOs, IGOs, UNESCO Chairs), proved that UNESCO's strength lies in its capacity to develop sound partnerships. Seven working groups, entrusted to a selection of the principal partners, are focusing their reflection and action in various key areas: systems renewal; institutional governance and; teaching and learning issues; research; globalization; the use of new technologies and the world of work; international mobility; and the contribution of higher education to the entire education system, including the Dakar follow-up.

Through these working groups, the reports of which will be examined at the World Conference+5 meeting, several thousand members of the world academic community have been actively involved in the follow-up to the World Conference.

A second successful activity may also be mentioned: the Research Forum (June 2001), an intersectoral activity of the Natural Science Sector and Social and Human Sciences Sector. It receives strong support from the Swedish International Development Agency (SIDA), and involves several important NGOs such as IAU, ICSU, ISSC and AAU.

The meeting of experts organized in June 2001 resulted in the publication of a regional report on research management and on the preparation of a new project entitled UNESCO Forum on Research and Knowledge Systems. The project, in which all regions will participate, has already obtained support (from SIDA) for a period of three years. Contracts are under preparation to broaden the base of this partnership.

Assessment of the Education Programme

Assistant Director-General for Education

Assessment of UNESCO's Education Institute Strategy

Better integration of the work of UNESCO's institutes within the overall programme of the Organization is the declared aim of the Executive Board, which reviewed proposals for a strategy to achieve this objective at its 162nd session. The process of developing these proposals has caused staff throughout the Education Sector to work more closely together during the biennium under consideration. The six institutes covered by this report are diverse in mission, maturity and size, but some generalizations can be made about their recent work. First, each institute has developed a sharper focus on its core task – partly because of cuts in funding from the regular budget. Second, priority was given to the key priorities of the overall UNESCO programme. Third, close attention was paid to field-based and country needs in defining activities.

Thus, the International Bureau of Education (IBE) pursued its specialized mission by extending and modernizing its data bank on content and curricula worldwide. The very successful International Conference on Education, Learning to Live Together, held a few days before the attacks of 11 September 2001, immediately became a point of reference for discussions of the implications of those events. The International Institute for Educational Planning (IIEP) upgraded its main programme from a certificate to a diploma and held an increasing number of in-country training events in response to the re-skilling requirements of educational personnel, notably in the management of decentralized systems. It has also coordinated HIV/AIDS related activities for UNESCO as a whole. The UNESCO Institute for Education (UIE) has paid particular attention to integrating lifelong learning into the Dakar agenda with a strong emphasis on adult literacy. However, the continued existence of UIE is now in question because of the gradual withdrawal of the institutional grant from the German Government. The Institute for Information Technologies in Education (IITE) was still finding its way as a new institute during the biennium. It has begun working closely with Member States, notably in Europe. Further integration of its activities into those of the Education and the Communication and Information Sectors at Headquarters is imperative, particularly as regards distance learning. The International Institute for Higher Education in Latin America and the Caribbean (IESALC) has consolidated its governing board and increased networking in Member States. Its challenge now, as UNESCO's only presence in the region for higher education, is to integrate fully its activities into the Organization's overall programme. Finally, the International Institute for Capacity-building in Africa (IICBA) focused its very limited resources on the key priorities of teacher education, appropriate use of technology, quality and educational leadership. Despite confusing signals from Headquarters about its role early in the biennium, IICBA made and continues to make remarkable progress.

In reviewing proposals for an overall strategy for the institutes, the 162nd session of the Executive Board called for delegation of authority, functional autonomy, flexibility and dialogue to be the guiding principles for the integration of the institutes into UNESCO's overall framework. The activities of the Institutes during the 2000-2001 biennium demonstrate that a good start has been made in applying these principles.

Lessons learnt

The International Conference on Education of IBE ranks as the most visible achievement of the institutes during the biennium. Its success reflected careful preparation, good teamwork with the rest of UNESCO, and the use of interactive session formats that were much appreciated and which generated substantive discussion instead of a series of prepared statements. It showed that education ministers were preoccupied with helping people to live together well before 11 September.

The work of IIEP in leading UNESCO's contribution within the framework of the United Nations campaign against the HIV/AIDS pandemic is a good example of the coordination of an activity across the Organization.

The Teacher Education Network set up by IICBA is a model for how to bring resources from elsewhere to bear on a key challenge and then transfer the know-how to the local level. Teacher education is a crucial component of the challenge of making progress in Education for All in Africa and IICBA is approaching it in imaginative ways.

IESALC's Higher Education Observatory is a good example of UNESCO capitalizing on its role as a source and communicator of information. The Internet is being used to give greater impact and reach to this work.

The most pressing challenge for the institutes at the moment is to address the situation created by the phase-out of UIE's institutional grant. All options for the future must include closer integration of its activities with the rest of UNESCO.

By the same token, IICBA represents particularly good value for money in bringing locally developed solutions to the pressing problems of education in Africa and could do much more if its meagre budget were expanded.

The effective integration of the work of the institutes and centres with the overall education programme depends on the commitment of the governing boards of the institutes. This requires a climate of confidence between the governing boards and senior officials of the Education Sector. The Assistant Director-General for Education is making attendance at these governing boards a priority in order to discuss the balance between programme integration and functional autonomy. Relations between institutes and field offices are being strengthened, notably through the role of the four regional education bureaux, as relays and catalysts for the activities of the relevant institutes in their regions.

UNESCO Education Institutes

Name of institute	Actual results by action on 31 December 2001 as reported by Sector
<p>Para. 01416 UNESCO International Bureau of Education (IBE)</p>	<p>Contribution to capacity-building in the field of education contents, curricula, methods and structures, in particular through the holding of 10 training seminars in all the regions of the world; Development of a platform/observatory for curriculum development through the collection, analysis and publication of data, in particular: the fourth CD-ROM edition of <i>World Data on Education</i> containing the profiles of 158 national education systems; 74 country dossiers; 99 national reports received; INNODATA containing 714 examples of educational innovations; BRIDGE containing 100 ICE-related good practices; Production of seven video documents for ICE; Management of a database of experts containing 1,950 files; Management of the IBE Internet site which is rapidly expanding; Inventorying, cataloguing and posting historical archives online; Completion of the English edition of the <i>Education Thesaurus</i>; Publication and dissemination of approximately 40 different publications; Promotion of the dialogue on education policies; Preparations for and holding of the 46th session of the International Conference on Education.</p>
<p>Para. 01425 UNESCO International Institute for Educational Planning (IIEP)</p>	<p>Completion of the sixth Medium-Term Plan; Implementation of the research programmes and finalization of several synthesis reports. A diploma in educational planning and management is henceforth awarded to ATP participants; Preparation and adoption of the seventh MTP in accordance with the priorities of UNESCO's Medium-Term Strategy. New activities have been initiated including the activities related to planning for education in the context of HIV/AIDS; Success of the networks ANTRIEP, in Asia and SACMEQ, in Africa and the progress of IIEP-Buenos Aires' activities in the Mercosur region, have enabled partnerships to be established with education ministries and training institutions. IIEP has carried out projects and provided direct assistance to Member States to strengthen their educational planning capacities, including countries in crisis and post-crisis situations. IIEP received \$9.5 million for projects executed during the biennium from Voluntary Contributions and contracts; Participation in the Forum on Education for All in Dakar; Organization of two strategic sessions, and one for the IWGE on partnerships between Ministries and financial sponsors. IIEP is participating in the meetings of the Working Group and the High-Level Group on EFA; IIEP has produced <i>UNESCO's Strategy for HIV/AIDS preventive education</i>, which will guide UNESCO's actions in the area of HIV/AIDS in the coming years.</p>
<p>Para. 01433 UNESCO Institute for Education (UIE)</p>	<p>Broader understanding of dimensions of lifelong learning and its relationship to adult basic and continuing education and dissemination to different regions; Linking of Education for All and Lifelong Learning policies and practices; Increased awareness of the connections of EFA and lifelong learning; Contribution towards capacity of governments, NGOs and research institutions in UIE's areas of competence; Provision of venue for international, regional and national exchanges on lifelong learning and basic education; Building of four regional resource centres on adult basic and lifelong learning.</p>
<p>Para. 01443 UNESCO Institute for Information Technologies in Education (IITE)</p>	<p>Strengthening of national educational capacities for ICT application in education, improvement of quality of education and reducing of digital divide stimulated through guiding policy-/ decision-makers and training teachers, teacher trainers, methodologists and other educational personnel in ICT usage in educational process; Raising of skills and training of more than 1,000 educators from 18 Member States during 17 training seminars and workshops; Updating of national educational policies with advisory services and assistance rendered by IITE in policy analysis and policy formulation; Collection and analysis of available knowledge, the best practices of the application of ICTs in education, as well as the exchange of information and experiences fostered via networking; Strengthening of national and regional capacity-building also supported by IITE through advisory services at the request of a number of UNESCO Member States in the form of the development of national pilot projects (in Armenia, Kazakhstan, Kyrgyzstan, Russian Federation, and Ukraine) and sub-regional pilot projects for the CIS countries; Reinforcement of international cooperation in the field of ICT application in education through international long-term projects.</p>

Para. 01453
UNESCO
International Institute
for Higher Education
in Latin America and
the Caribbean
(IESALC)

Expansion of involvement of the academic community in IESALC's activities and vice versa; Improvement of better cooperation between Member States in the field of higher education resulting from networking; Establishment of new sources of information for the higher education community with the development of the Higher Education Observatory; Improvement in technical assistance through national cooperation agreements between IESALC and several Member States; Improvement of knowledge on higher education systems by means of national reports.

Para. 01463
UNESCO
International Institute
for Capacity-Building
in Africa (IICBA)

Completion by the first graduates of the Indira Gandhi programme on distance education in June 2001. The best of these from Ethiopia and Liberia have been enrolled in the Masters' degree programme. The programme will be incorporated into a national university in Ethiopia. Local tutors have now been appointed; Development of 10 electronic libraries in English, French, Portuguese and Arabic. Courses have been held to develop skills needed in the development and utilization of CD-ROMs and websites; In the area of policy and planning, the Decade of Education principles and strategies were accepted by OAU Heads of State. Work was begun on the development of curriculum for education planners on economics and for economists on human resources development. Senior executive seminars have been held to allow Ministers of Education to share their experiences.

Assessment of the Education Institutes

Directors of institutes

UNESCO International Bureau of Education (IBE)

Assessment of implementation

Pursuant to the mission entrusted to it by the General Conference, the International Bureau of Education (IBE) consolidated its activities as a specialized UNESCO centre responsible for the content of education. It played an active part in the Organization's efforts to achieve the goals of quality education for all set forth in the Dakar Framework for Action. The 2000-2001 biennium was marked, in particular, by preparations for and the holding of the 46th session of the International Conference on Education. It required an enormous investment by all the staff and many partners of IBE. Despite the heavy workload prompted by the Conference, IBE succeeded in meeting Member States' needs in respect of all activities planned under its other lines of action: capacity-building for the adaptation of educational contents, methods and structures at the national, regional and subregional levels; development of a platform/observatory of structures, contents and methods (resource bank, information/documentation and Internet site); and publications. All activities have been the subject of systematic evaluation. The widely hailed success of the 46th session of the International Conference on Education constitutes for IBE and UNESCO an excellent "lesson" with regard to the relevance of the theme, organization, methodology, the use of ICTs and the renewal of forms of dialogue on education policies.

Even though IBE succeeded in mobilizing substantial additional extrabudgetary resources during the biennium, the main difficulties encountered remain due to the insufficiency of human and financial resources. This situation jeopardizes the continuation of the mission of IBE because it limits or delays the potential response of IBE in meeting the needs expressed by the Member States.

Particularly successful activities

Dialogue on education policies: 46th session of the International Conference on Education: Education for All for Learning to Live Together: Contents and Learning Strategies – Problems and Solutions.

The success of the 46th session of UNESCO's International Conference on Education (Geneva, 5-8 September 2001) was unanimously recognized. Among the most positive aspects underscored were the following:

- ▶ the strong attendance and high level of the Delegations: more than 600 participants, including 80 ministers and 10 deputy ministers from 127 Member States and numerous IGOs and NGOs;
- ▶ the quality of the preparatory work, the structure, organization, the methodology adopted, the dialogue dynamic that characterized the conference, and the

good use made of audiovisual media and ICTs (Netforum, videos and the Internet site). It was suggested that UNESCO might take a cue from these new working methods, in particular for the organization of the General Conference;

- ▶ the relevance and topicality of the theme, and its particular importance within Major Programme I;
- ▶ the quality and richness of the conclusions and proposals for action adopted, which will help Member States considerably in adopting a broader vision with regard to the overall thrust of their education policy reforms. It is also encouraging to note that the international community agreed on these common lines of action in order to develop "the will to live together";
- ▶ the involvement of a large number of intellectual and/or financial partners (IBE Council, ministries, cooperation agencies, academic institutions and NGOs).

Platform/observatory for curriculum development

This line of action developed most satisfactorily during the 2000-2001 biennium into a bank of diverse, but coherent resources designed to enhance all of IBE activities. The main components include:

World Data on Education: fourth edition (on CD-ROM) of World Data on Education, updated on the basis of the reports submitted to the World Education Forum in Dakar; it currently contains the profiles of 158 national education systems;

Country dossiers: their purpose is to provide various categories of users, through electronic links, with access to information on the educational situation in each country. Seventy-four dossiers are available;

INNODATA: this database on educational innovations has been enriched and contains 714 entries; nine monographs were published during the biennium;

BRIDGE: this project, carried out by Young Professionals, has made it possible to bring together 100 good practices relating to ICE themes in a single database; in addition, seven videos were produced, as well as a general-public television programme "Demain... l'éducation";

National reports: 99 national reports, prepared by Member States for the 46th session of the International Conference on Education, were received and analysed; they constitute an irreplaceable documentary base for the entire resource bank;

Database of experts in the field of curriculum development: this database was created with a view to establishing a list of experts and facilitating contacts and exchanges of experience among experts in this field, and between such experts, IBE and the whole of UNESCO. To date, more than 1,900 individual files have been entered into the database;

Website: there has been a great increase in visits to and downloads from the IBE website, and an improvement in its presentation (new graphics, new search engine, new data bank); a special window has been set up for the International Conference on Education, and a preparatory Netforum on the International Conference on Education was organized between April and August 2001. The IBE site as a whole was visited more than 860,000 times in 2000 and 1,320,000 times in 2001.

The wide-ranging resource bank helped to enrich and consolidate preparations for the International Conference on Education, as well as capacity-building activities for the adaptation of curricula. In addition to training seminars/workshops for curriculum designers in the five continents and study tours, IBE carried out, in cooperation with UNICEF and UNMIK, a particularly important activity in Kosovo concerning curriculum development in crisis and post-crisis situations.

UNESCO International institute for Educational Planning (IIEP)

Assessment of implementation

Over the years, IIEP has contributed significantly to the reinforcement of the capacity of UNESCO Member States in education, administration and management. These last two years bring to an end the Institute's Medium-Term Plan (1996-2001) with the accomplishment of its major goals.

Within the framework of UNESCO's Medium-Term Strategy, IIEP has been pursuing its main mission to strengthen the national capacities of Member States in the field of educational planning and management particularly through the Advanced Training Programme. The Institute introduced two important changes during the biennium: moving the programme from a certificate to a diploma programme and systematically assessing and evaluating the course participants. Over the biennium, particular attention was given to enhancing the trainees' competences, not only in analysing data, but also in interpreting the results of research and studies and in disseminating and communicating them in a form accessible to decision-makers. New training sessions have, furthermore, been introduced with the aim of developing general professional skills such as report writing, research study preparation, organization and conducting of meetings, etc. IIEP organized 33 Intensive Training Courses aimed at contributing to capacity-building. The training units last from one to four weeks and are organized at the national or subnational level. During the biennium, training courses were organized on educational management information systems, financial planning and budgetary management, the management of higher education, supervision and support mechanisms for the Management of school quality. IIEP has developed its Virtual Institute, which is grouping and providing a focal point for the various distance education activities. Three-month distance education courses and one-month Internet courses constitute the main modes of instruction and delivery. These delivery modes have provided a good opportunity for the IIEP Alumni network to be active. Through two discussion forums – one on reducing repetition, and one on the impact of HIV/AIDS on education – ATP graduates were able to regain and maintain contact with their former colleagues and, of course, to discuss the main challenges they are facing.

Under the sixth Medium-Term Plan, of which 2000-2001 was the final biennium, IIEP implemented four research programmes. Three synthesis reports on the findings of the research have already been published. The findings of these research activities contribute to developing the Institute's different training activities and materials. Through its Observation programme, the IIEP remained sensitive to changing trends in educational planning in order to provide inputs for the Institute's programmes and activities. It is within the framework of this programme that a workshop on the impact of HIV/AIDS on education systems was organized; on the basis of the debates, which were of a very high level, a research project was elaborated and has been included in the new Medium-Term Plan of the Institute.

In recent years, there has been an impressive demand for training of educational planners and managers at different levels of decision-making for two reasons: the gradual expansion of educational management structures and the trend towards decentralization and school-based management. Both have broadened the range of actors requiring new management officers and administrators. To face this demand and to harness the capacity-building potential of individual institutions, IIEP has invested considerable effort in networking activities. IIEP has signed bilateral partnership agreements with some 20 training and research institutions and established three networks: the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) and the ForGestion expert network for Latin America.

Particularly successful activities

In September 2000, IIEP held a workshop to facilitate discussion about the priority areas for further action in the HIV/AIDS and Education debate. The 50 participants included ministry of education personnel, researchers and funding agency staff. It became clear at that meeting that there was still a lack of accurate field data regarding what was happening to different community groups and why, and how to mitigate the impact of the pandemic. Information needed to be collected systematically and widely disseminated. As a result of these priorities, IIEP

created its HIV/AIDS and Education programme. The specific emphasis is on dealing with the impact of HIV/AIDS on both formal and non-formal education sectors. One of the three core areas of the programme is sharing information about new studies, interventions, promising practices, tools and programmes. This information sharing helps to inform planners at national and local levels with the design of impact studies and with appropriate response measures. To facilitate this information sharing, an Information Exchange on the impact of HIV/AIDS on education has now been established. The main goal is to systematically collect the latest HIV/AIDS news and documents and make them available to colleagues. Where possible, IIEP is seeking to work with and provide support for regional database development. Information which is collected and shared includes data on the impact of HIV/AIDS on education systems; methods for measuring impact; and best practices and measures to help curb as well as cope with the effects of the pandemic. The Information Exchange is an ongoing sharing of information service coordinated by IIEP, but undertaken with the assistance of many contact people. The contacts are colleagues, mostly from governments, working with both formal and non-formal education systems, researchers, NGOs, faculties of education, management institutions, documentation centres and international agencies. The Information Exchange currently has a collection of about 350 studies and news items. Many of the collected documents will be accessible through IIEP's website and its related links.

The Southern Africa Consortium for Monitoring Educational Quality (SACMEQ), a network of ministries of education located in the Southern Africa subregion, was launched in 1995 with the mission of providing integrated training and research programmes focused on the generation of information that can be used by decision-makers to plan and improve the quality of education. Fifteen ministries of education are now "full members" of

SACMEQ: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, United Republic of Tanzania (Mainland), United Republic of Tanzania (Zanzibar), Uganda, Zambia and Zimbabwe. The first SACMEQ project was designed to establish an agenda for policy action by using national data collection to explore issues related to baseline indicators for educational inputs and reading literacy levels, equity in resource allocation, and linkages between educational inputs and reading literacy outcomes. "SACMEQ II" commenced with a series of interviews with senior decision-makers in ministries of education across the Southern Africa subregion. These interviews were undertaken in order to generate a prioritized list of educational policy concerns, which was then used to guide the construction of data-collection instruments. The full data collection in 12 countries was completed in 2000. The main SACMEQ II data collection involved the collection of information from around 50,000 students in 2,500 schools. Throughout 2001 the SACMEQ National Research Coordinators worked on data analysis and the preparation of SACMEQ II national policy reports. The SACMEQ II project has provided many opportunities for educational planners in the Southern Africa subregion to obtain advanced training in those computer-based methodologies that are essential for conducting high-quality education policy research. SACMEQ has three main features that have helped to optimize its contributions to the field of educational planning in the Southern Africa subregion. First, it provides research-based advice to senior decision-makers on high-priority educational policy issues that have been identified in a collaborative fashion by participating ministries of education; second, it functions as a cooperative venture that combines research and training which is linked to institutional capacity-building; and, third, its future directions are defined by the participating ministries of education.

UNESCO Institute for Education (UIE)

The dissemination of the multiple dimensions of lifelong learning was an important contribution of UIE during the biennium under consideration. The integration of economic, political, social and cultural aspects of lifelong learning is slowly being achieved through the painstaking process of holding international and regional meetings where government, NGOs and research institutions are able to share their perspectives and discover other frameworks. The translation of these frameworks into tools is slowly under way with the preparation of indicators and guidelines.

Another key area of work of the Institute is the linking of the Dakar follow-up with the lifelong learning discussion. While closely related, basic education and lifelong learning are often treated separately. UIE has made consider-

able progress in ensuring the increased awareness of the connections of EFA and lifelong learning. Particularly for the Institute, this means promoting the understanding of lifelong learning and its relationship to adult basic and continuing education.

Given its expertise and knowledge base, UIE has slowly made itself known in terms of providing training and other forms of capacity-building. In the field of adult literacy, UIE has proved to be a key player in the areas of gender, language and intercultural exchange, as well as in evaluation and monitoring.

Amidst all these achievements, the announcement of the German Government's gradual withdrawal of its institutional grant to the Institute has posed an additional challenge to UIE.

Assessment of implementation

Assistance provided by IITE within the framework of its Dakar follow-up activities encouraged 13 UNESCO Member States to update their national education policies, programmes and action plans in regard to ICT application in education. This was primarily done through the organization of an IITE high-level seminar for policy-/decision-makers, *Towards Policies for Integrating ICTs into Education*, with the participation of 36 key persons, and through the conducting of a training seminar, *Programme of ICT Application in Education: Projecting National and Regional Strategies*, for 80 educators, and development with the IITE advisory services of five national and one subregional pilot projects.

National capacity-building was reinforced through IITE training activities. About 300 educators were trained and awarded certificates of attendance from courses such as ICTs in primary education, re-training of school educators in ICT application in education, multimedia in education and ICT usage in teaching of foreign languages. More than 700 educators were acquainted with and developed skills in new software and hardware for education at the workshops, in particular those organized by IITE in cooperation with IBM, Apple and Microsoft Corp., as well as through IITE seminars and workshops on ICTs in distance education, education via the Internet and other current issues.

The coherence and result-based planning of the Institute's activities showed their effectiveness. IITE applied research allowed internationally known specialists to join forces to develop advanced ideas in the field of ICT application in education, and, on the basis of the results achieved, to prepare and disseminate four analytical surveys, more than 20 sets of teaching/training and information materials and conduct training activities (all at 17 workshops and seminars for educators from 18 UNESCO Member States), as well as to launch national and subregional pilot projects, at the request of UNESCO Member States, devoted to different aspects of ICT application in education.

The established and constantly updated IITE Information System on Information Technologies in Education (WWW portal with a database containing more than 1,000 information resources in four languages from 41 countries and arranged in 10 main sections on different issues of ICT application in education) enhanced the Organization's clearing house capacities at the service of UNESCO Member States. It is supplied with up-to-date interactive tools allowing online seminars and forums, as well as multi-criteria searches on database to be conducted. The IITE website is visited about 15,000 times monthly.

Particularly successful activities

A high-level seminar for policy-/decision-makers *Towards Policies for Integrating ICTs into Education* was

organized by IITE in line with the Dakar follow-up activities and aimed at attaining EFA goals regarding ICTs applied to education. This work was started following the recommendation of the international research seminar, *Teacher Training for Information Society* (July 2000). Experts from 12 countries (Armenia, Austria, Denmark, Estonia, Finland, France, India, Japan, Netherlands, Norway, Russian Federation and Switzerland) participated, which suggested that IITE training activities ought to be concentrated on the top-level educational target group for the most effective fostering of ICT implementation in education in UNESCO Member States. IITE set up a working group for the preparation of and the conducting of the seminar. The group was headed by Professor Bernard Cornu (France) and consisted of distinguished specialists from Finland, India, Switzerland and the United Kingdom. Such an approach endowed the seminar, its structure and content, with an exclusive and innovative character. The seminar was composed of two face-to-face sessions and an interim two-month period, when participants worked on their own according to the plans, and discussed the ideas being supported by the IITE consultants electronically. The work of the seminar was constantly assisted through the IITE website (including special seminar fora) and information system. During the seminar, such important aspects of ICT integration into education as Education and Sustainable Development, Educational Philosophy in the 21st Century, Sample Policies, technology, process, pedagogical and ethical issues and issues of economy were discussed. In reply to the IITE announcement and invitation, the ministers of education from 13 UNESCO Member States (Armenia, Azerbaijan, Belarus, Czech Republic, Estonia, Kazakhstan, Kyrgyzstan, Lithuania, Republic of Moldova, Russian Federation, Tajikistan, Ukraine and Uzbekistan) nominated 36 participants, among them deputy ministers, heads of departments of the ministries of education and other educational personnel responsible for national policies on ICT application. The seminar succeeded in the development and upgrading of national and regional strategies, policies, programmes and action plans on the application and integration of ICTs into education. The results of the seminar were upheld by more than 50 policy-makers and other educators from about 20 countries ranging from Asia, Pacific, Europe and Africa to America, which took part in a special round table organized by IITE within the framework of the seventh Annual UNESCO-ACEID International Conference on Education (December 2001, Bangkok, Thailand). The participants recommended such seminars be conducted in other UNESCO regions, primarily in Asia and the Pacific.

The development of the IITE international long-term project *Distance Education: Structure, Methodology, Staff Development and Legal Aspects* was started by the thor-

ough preparation and convening of an international expert meeting of the same title in March 2000. Twenty-seven participants nominated to this meeting by the National Commissions for UNESCO from nine Member States (Australia, Belarus, Canada, Israel, Italy, Russian Federation, the United Republic of Tanzania, Ukraine and the United Kingdom), as well as from the European Distance Education Network (EDEN), discussed the present situation in distance education in the world and adopted recommendations on the development of the project. The expert meeting was followed by an international workshop Distance Education: Networking and Staff Development with demonstration of the existing facilities for networking in distance education. There were about 100 participants at the conference hall and a vast audience in 157 places in seven countries linked with the Moscow auditorium through ISDN channels. The development of the project resulted in preparation of an analytical survey Distance Education for the Information Society: Policy, Professional Development and Pedagogy and a specialized training course ICTs in Distance Education. The outcomes obtained were delivered to UNESCO Member States. The analytical survey was distributed to all of them, and the database on ICTs in distance education was

made available through the IITE Information System. National pilot projects in the field were launched and have had a multiplier effect, namely Application of Distance Teaching/Learning Methods in Education in Ukraine, Distance Learning for Rural Schools in Kazakhstan and Distance Learning in Educational System in Kyrgyzstan. The application of the projects' results for countries of Africa was initiated by an international expert meeting, Distance Higher Education in Africa: Professional and Course Development, which IITE convened following the invitation by the National Commission for UNESCO of the United Republic of Tanzania in September 2001 in Dar es Salaam with participation of specialists in the field from Kenya, Namibia, South Africa, the United Republic of Tanzania, the United Kingdom, the United States of America and Zambia. A workshop based on the IITE specialized training course ICTs in Distance Education was also organized. Following the request and recommendation of the participants of both events, this training course is under adaptation for the countries of this region. As a sequel to the project, a guide and instruction book comprising of five volumes of methodical manuals on preparation of educational personnel for distance education are being developed.

UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)

Assessment of implementation

During the biennium under consideration, IESALC contributed to the development of higher education in the Latin American and Caribbean region by launching a number of research and development projects in several fields. The Institute consolidated its Governing Board, which gave it a more solid basis for bringing cooperation and development to higher education and for managing the activities in a more dynamic way.

The involvement of the academic community in IESALC's activities and networking resulted in more and better cooperation between Member States in the field of higher education. New sources of information for the higher education community have opened with the development of the Higher Education Observatory. Technical assistance improved through national cooperation agreements between IESALC and several Member States. Improvement of knowledge on higher education systems through National Reports was also an achievement of the biennium.

The difficulties have been mainly of a financial nature – the lack of funds and the economic situation of higher education institutions of the region. However, the institutions are making serious efforts to overcome those difficulties and IESALC, on its side, is also seeking extrabudgetary funds to support its activities in a more diversified way.

Particularly successful activities

The Higher Education Observatory was the main flagship activity of IESALC and will continue to be so in the future. It consists of an information and communication system implemented through the Internet on the development of higher education, as well as covering other projects related to its main objectives.

The other main activity is the National Reports Project on the Situation and Prospects of Higher Education in the region, complemented by a Project on Higher Education Legislation. This activity is also related to the Higher Education Observatory Project.

UNESCO International Institute for Capacity-Building in Africa (IICBA)

Assessment of implementation

The IICBA carried out activities in four main areas during the course of the 2000-2001 biennium. Those areas are as follows:

Teacher Education

Teacher Education Networks were established in Senegal, Liberia, Ethiopia, Madagascar and Zimbabwe during the course of the biennium. The Network established a discussion forum on topics pertinent to teacher education. Participants can log onto the discussion through the IICBA website at www.unesco-iicba.org. The joint IICBA and Indira Gandhi National Open University (IGNOU) Programme has enrolled over 100 students from Liberia, Ethiopia and Madagascar for the Postgraduate Diploma on Distance Education. The best students have been selected to do the Masters degree programme in 2002. The IGNOU distance education-training programme will be incorporated into national universities in Ethiopia and Liberia over the period 2002 and 2003.

Use of Information and Communication Technologies for Education in Africa

IICBA has been working in close collaboration with the UNESCO Communication and Information Sector in promoting the utilization of computer technology in education in Africa in practical and cost-effective ways. A number of jointly organized workshops were held in Maputo, for Portuguese-speaking countries (November 2000), Kampala for selected English-speaking countries (March 2001), Dakar for selected French-speaking countries (June 2001) and Accra (August 2001). These workshops played a critically important role in promoting relevant, creative and cost-effective ways to introduce ICTs into education systems in sub-Saharan Africa. One area of emphasis was that of creating Electronic Libraries with special emphasis on science, mathematics and language teaching, and targeted at teacher educators and teachers, beginning at primary school level. Ten libraries have been completed in four languages, viz. Arabic, English, French and Portuguese. In addition, IICBA held a series of workshops to improve the quality of its newsletters, publications, CD-ROMs and websites. Workshops were held in Khartoum, Dakar and Addis Ababa on the use of ICTs for education.

Support for Dakar Consensus: how to achieve quality basic education for all in Africa

In line with the Dakar Consensus to achieve basic education for all, IICBA ran a number of programmes aimed at improving the prospect of achieving the Dakar objectives. These programmes placed emphasis on the achievement of quality and relevance at affordable costs, as the attainment of education for all is not possible if parents and students perceive that education to be of low quality and of low relevance. Moreover, unless education is affordable to both government and parents, it cannot be democratized. Programmes in this sector include:

- the Multigrade Programme, aimed at providing a replicable model of high quality, relevant and cost-effective one-teacher schools suitable for remote rural areas;

- the Nomadic Education Programme jointly run by IICBA, the UNESCO International Institute for Educational Planning (IIEP) and UNICEF East and Southern Africa, and funded by the African Development Bank (ADB). The target countries are Djibouti, Eritrea, Ethiopia, Kenya, United Republic of Tanzania and Uganda;

- support for the utilization of African languages for basic education through support of the African Academy of Languages in Bamako, Mali; and

- initiation of an assessment programme of science and mathematics learning in Africa.

Leadership of education in Africa

The leadership of education comprises one of the most important focus areas of IICBA. At present this covers three main areas: the Senior Executive Seminars for Ministers of Education; work with the Organization of African Unity (OAU); and linking education to economic development.

Africa faces huge challenges in the field of education, and IICBA is in a good position to respond to these needs. However, UNESCO's response has been confused, creating a number of problems. Strengthening of financial and human resources remains a pertinent issue following the severe cuts undergone since 1998 and in view of the negative impact such reduction has had on the effectiveness of programmes, a remedy is sought urgently. The efficiency of programme implementation has been further compromised by the lack of a consolidated internal funding strategy, resulting in the IICBA having had to rely on extrabudgetary funding it has secured, with the implications being that undertakings have tended to be country specific as opposed to regionally relevant.

Particularly successful activities

Improvement of the capacities of teacher education institutions in Ethiopia, Liberia and Madagascar through distance education programmes. This programme has expanded greatly and has attracted extrabudgetary funds. It is a valuable flagship programme and should continue to be supported.

IICBA's programmes in support of the Dakar consensus have been substantive and innovative. They provide on-the-ground, professionally sound, practical and cost-effective models of how education for all can be achieved. IICBA's work on the cost-effective utilization of information and communication technologies constitutes one of the few ICT-relevant and innovative development programmes for Africa.

Major Programme II

The sciences in the service of development

II.1 Advancement, transfer and sharing of scientific knowledge

- Follow-up to the World Conference on Science
- II.1.1 Advancement, transfer and sharing of knowledge in the basic and engineering sciences
 - The World Solar Programme 1996-2005
- II.1.2 Advancement, transfer and sharing of knowledge in the social and human sciences

II.2 Sciences, environment and socio-economic development

- Promoting integrated approaches to environment and development
- II.2.1 Earth sciences, earth system management and natural disaster reduction
- II.2.2 Ecological sciences and the Man and the Biosphere (MAB) programme
- II.2.3 Hydrology and water resources development in a vulnerable environment
 - Environment and development in coastal regions and in small islands
 - Human development for sustainable living conditions in the Pacific
- II.2.4 UNESCO Intergovernmental Oceanographic Commission
- II.2.5 Social transformations and development
 - Cities: Management of social transformations and the environment

II.3 Philosophy, ethics and human sciences

Assessment of the Natural Sciences Programme

Assistant Director-General for Natural Sciences

Assessment of UNESCO's Natural Sciences Strategy

Background

The natural sciences are currently going through a major phase of change. The need to globally implement sustainable development, the explosive developments in new scientific disciplines such as genomics and the biotechnologies, and the increased needs for science education and capacity-building, in particular in developing countries, pose new challenges for modern science. In this context some observers are even referring to Thomas Kuhn's famous concept of *paradigm shift*.

UNESCO's Natural Sciences Sector has to meet these new challenges and its Strategy has to respond to the resulting needs of its Member States. Education in the basic sciences, i.e. mathematics, physics, chemistry and the life sciences, along with a concomitant process of capacity-building in developing countries, particularly in Africa, was underscored by the General Conference at its 31st session as an area of prime importance for the Sector's activities in the years to come. In addition, development of sound science policies constitutes a primary need of many Member States.

Moreover, there are increasing demands for the development of multidisciplinary and intersectoral activities both amongst the different fields of science as represented in the Natural Sciences Sector, as well as beyond the natural sciences. In fact, new approaches to foster synergies amongst UNESCO's programme sectors are needed. These should be translated into joint programmes and activities.

The Strategy

The strategy of the Natural Sciences Sector can be seen at two levels, viz. optimization *within* the Sector and the definition of an optimal set of cooperative schemes with the other programme sectors. The latter comprises not only the Sector's contributions to the two cross-cutting themes "eradication of poverty, especially extreme poverty" and the "contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society", but also collaboration in fields like science education (in cooperation with ED), ethics of science (including bioethics, in cooperation with SHS), cultural and biological diversity (in cooperation with CLT) and, in cooperation with CI, the use of the new information and communication technologies as a means of conducting and sharing science. It is clear that UNESCO's activities in respect to capacity-building in science must continue to exploit these new technologies to the full, while respecting the needs of scientific communities, and making sure that the digital divide does not widen.

Lessons learnt

The Programme and Budget for 2000-2001 represented the Organization's first opportunity to respond to the recommendations stemming from the World Conference on Science (Budapest 1999). All pro-

grammes of Major Programme II were, to one degree or another, reoriented to address the expectations and aspirations of the many stakeholders in the scientific endeavour embodied in the *Science Agenda - Framework for Action*, particularly with regard to certain priority calls.

Every effort was made to create a greater synergy between the different disciplines of the natural sciences and the social and human sciences in order to further both the advancement, transfer and sharing of knowledge and its application to the solution of practical problems. One very tangible development in this direction was the establishment of the committee of the Chairpersons of the five international and intergovernmental science programmes (IGCP, IHP, IOC, MAB and MOST). This committee met during the biennium and resolved to set up a joint project on river basin management to demonstrate how interdisciplinary research can and should be pursued to address complex environmental issues.

The 2000-2001 biennium saw the drawing to a close of the Framework Agreements with UNESCO's two major partners in the scientific field; the International Council for Science (ICSU) and the International Council for Engineering and Technology (ICET). The experience with both has been positive, and this was recognized by the decision of the Executive Board at its 162nd session to renew the two agreements. Those new agreements will benefit from lessons learnt, and will seek both to broaden and deepen the relationships with these two umbrella NGOs. The External Evaluation of the UNESCO-ICSU Framework Agreement, concluded during the biennium, made recommendations concerning a greater regional input into the collaborative process, and these will be heeded in the coming years.

Replicable projects/activities

UNESCO's relationship with scientific networks has always been of priority, and a re-evaluation of the methods of cooperation with certain international and regional networks took place during the biennium, with a view to improving both effectiveness and visibility of the Organization's action.

The partnership with the l'Oréal corporation with respect to fellowships and prizes for women scientists has proved particularly effective, and every effort is being made both to broaden the collaboration with this corporation in particular, and the private sector in general.

2002 is the Year of Mountains and its focus on mountain development and the upcoming World Summit on Sustainable Development require targeted responses of the Organization that go beyond sectoral approaches. They also require dynamic networking approaches resulting in optimally structured partnerships for particular activities. This applies for any upcoming themes for particular years, such as the Year of Fresh Water in 2003.

Actions already taken in response to lessons learnt

The Natural Sciences Sector's activities are characterized by a large number of smaller specific activities initiated in Headquarters and in the field and carried out in pursuit of certain strategic goals, as, for example, capacity-building in the basic sciences. Efforts are being made to ensure an appropriate "mix" between small activities (valuable though they are) and larger endeavours that would serve to render UNESCO's action in a particular field more visible to the outside world be achieved.

Throughout the biennium efforts were made to conduct interdisciplinary activities, and very positive results were achieved in the areas of ecohydrology and coastal management-results that are being built upon in the framework of the 2002-2003 biennium.

Strengths and limitations

The success of the strategy of UNESCO's SC Sector depends on existing capacities both in terms of human and financial resources. The second half of the last biennium (2001) in particular saw a number of posts filled in the Sector. Despite the normal turnover, stability and continuity in the staffing situation is seen as *sine qua non* for developing cutting-edge approaches in the SC Sector. This has been a particularly important issue in both the Basic and Engineering Sciences and Environmental Sciences Divisions.

A particular strength of the Sector is the long-lasting experience in interdisciplinary initiatives that most divisions have (e.g. the MAB programme and the water and science education programmes). This experience is certainly valuable capital to build upon in the future where even more emphasis should be put

on multidisciplinary and intersectorality. Particular challenges may arise during the future cooperation between SC and ED and the joint MLA between ECO and HYD (in document 31 C/5).

Future vision of the Natural Sciences Sector

Developing a future vision constitutes the identification of key elements of a process and therefore, visions or elements thereof may change at any time in the process of realization.

With our ICTs, new methods of more effective communication between Headquarters and field offices exist. In fact, a better and more transparent process in implementing existing programmes and embarking on new initiatives between Headquarters and the field is urgently needed.

In the natural sciences, both at Headquarters and in the field offices, stronger emphasis in the future should be placed on:

- “Flagship programmes” and mainstreaming in the divisions to reflect major interests of Member States in science activities;
- “transboundary approaches” such as in the Biosphere Reserves envisaged in the Altai Region, Korea, etc.;
- “model approaches” such as the Volga-Caspian Initiative, which may be applied to similar systems (large river basins) through a process of adaptation to specific geo-ecological settings.

Various activities, e.g. the triggering of the scientific reconstruction in the Balkans through the UNESCO Venice Office, and the SESAME project, have shown that the natural sciences can play a key role in politically sensitive situations and enhance the peace process at various levels. The new areas of work undertaken by the Organization are reflected in the Sector’s involvement in the Organization’s activities in favour of Afghanistan. The transboundary activities indicated above may also be seen in this context. New mechanisms need to be identified as to how existing programmes and activities can be continued while at the same time taking on board new initiatives. There is an inherent danger that no free capacities exist in the Sector to cope with new challenges in a proactive way. Keeping a dynamic profile is a *sine qua non* for keeping abreast with the latest developments in the natural sciences.

More emphasis should be placed on subregional and regional approaches. In other words, a unified approach should be adopted to respond to overlapping needs of Member States to ensure that human and financial resource input is optimized. For instance, with the same team of experts, science policies and science curricula could be developed for a number of Member States at the same time. With regard to environmental issues such an approach might even be the only sensible one, e.g. if countries share water resources.

Holistic approaches, e.g. to water management issues and activities related to sustainable development, need to be used more frequently as part of the natural sciences programmes. This also requires better cooperation with other sectors of the Organization and with other United Nations agencies and relevant authorities and organizations. Innovative approaches should be particularly encouraged, for instance, in programmes related to biodiversity, cultural diversity, and indigenous peoples and knowledge systems. In such contexts, expertise in the Natural Science Sector about complex systems may be particularly useful.

A highly motivated and engaged staff is a key ingredient for meeting the challenges outlined above and in implementing the vision. A new corporate identity needs to be created both within the Sector and also in the context of cooperation with the field and other programme sectors.

Assessment of the Social and Human Sciences Programme

Assistant Director-General for Social and Human Sciences

Assessment of UNESCO's Social and Human Sciences Strategy

Assessment of UNESCO's Social and Human Sciences strategy must necessarily begin with the reforms initiated by the Director-General. Among other objectives, these reforms aim to:

- reaffirm the concepts and objectives behind UNESCO's mandate in this domain;
- root UNESCO's action in the context of international cooperation, especially the reinforcement of the fundamental values for international relations in the 21st century (which the Millennium Summit declared to be freedom; equity and solidarity; tolerance; non-violence; respect for nature; and shared responsibility);
- concentrate effort on priorities that stem from UNESCO's mandate; and
- organize UNESCO efficiently so as to achieve visible results at all levels.

The strategic mission of the Sector for Social and Human Sciences – to increase knowledge and strengthen intellectual cooperation in order to further social transformations that carry the universal values of justice, freedom and human dignity – arises from the overall mandate of UNESCO. The specificity of the Sector's areas of competence (as delineated under its operational Divisions) follows from there, and can be summarized briefly as follows:

- identification of societal trends and their implications;
- development of visions on evolving patterns of societies;
- promotion of research and encouraging the formulating policies in relevant areas;
- identifying, developing and promoting principles and standards based on human rights;
- development of national capacities; and
- strengthening of international intellectual and scientific cooperation.

In order to respond adequately to the reform process initiated by the Director-General, the Sector for Social and Human Sciences, in common with the other parts of the Organization, needs to renew itself. Such renewal is essential for assuring greater synergy and dynamism in a number of important ways, including strengthening internal and external cooperation necessary for achieving real impact; refocusing Programmes around priority areas; restructuring and changing the Sector's ways of working in order to achieve genuine results; and providing coordination for some House-wide activities (such as the activities under the cross-cutting theme on poverty alleviation under the authority of ADG/SHS).

In the past, the Sector has tended to be overly ambitious in the number and breadth of activities it has sought to undertake, often spreading its scarce resources in terms of available staff and budget ever too thinly to be able to achieve any meaningful results. The biennium 2002-2003 will constitute a transition period during which the Sector will undertake a rigorous review of its ways of working, with a view to defining more clearly the priorities of its programme delivery, both globally and in each of the regions where it operates (Africa, Arab States, Asia and the Pacific, and Latin America and the Caribbean).

While all the actions under the Sector's various operational Divisions and Units will not necessarily be equally balanced along the different dimensions that comprise the overall mandate of SHS, that which is

considered important is that the system of actions as a whole include all the various perspectives that must be covered by the Sector over time (that is, over the medium-term period, 2002-2007). Thus, it is imperative that actions be combined in a coherent system so as to provide the desired balance between the different dimensions over time. Such an approach requires that the results from programmes and activities be linked together judiciously during the medium-term.

Lessons learnt

The Sector for Social and Human Sciences has, without a doubt, contributed significantly over the years to UNESCO's overall mission – as an intellectual forum, in standard setting, in awareness raising, and in capacity-building. This is especially true for the period under review, as illustrated by the results reported under the Sector's main Programme areas. However, the main lesson learnt from the reflection that has engaged the whole Sector since mid-2001 is that, in order to assure even greater impact for the future, the Sector needs to streamline and refocus its activities along fewer, clearly identified priorities. Moreover, the Sector needs to change its ways of working in order to increase synergy and dynamism between its activities and those of other parts of the house, and between its programmes and those of a broad range of partners, including universities, research centres, social science networks, NGOs, and other organizations of civil society.

The activities of the Sector during the period under review demonstrate graphically both the expansive and the ambitious nature of actions undertaken – a tendency that has often led to criticism of the Sector in the past. In this regard, work plans presented at the beginning of each biennium in the past tended to appear more like menus of activities to be undertaken than a judicious selection of actions reflecting clearly identified priorities, which could easily be defended. The restructuring of the Sector which began in mid-2001, and is continuing, is intended to redress this tendency, and to consolidate the actions of the Sector around a few priority areas that are well integrated into the Sector's strategic mission.

In this regard, Programme delivery needs to respond to clearly identified challenges and priorities in the regions where the Sector operates. Member States and partners expect this of UNESCO. The underlying assumption here is that a clearer articulation of the needs or challenges facing a particular region can enable the Sector to better specify the useful role it can play, especially in the context of its limited budget. Accordingly, SHS is in the process of formulating its regional strategic framework. A number of key operational questions have been agreed upon. They help to provide a common vision within the Sector's overall strategic framework:

- How do we envisage the role of the Sector in a given region?
- What are the priorities of the different divisions?
- What should be the Sector's agenda in research, in training and capacity-building, and in upstream, experimental policy and programme formulation?
- Who should be the Sector's partners?
- How do we cooperate with the National Commissions?
- How do we communicate the results of the Sector's action?

The finalization of the Sector's strategy during this transitional period (2002-2003) will enable SHS to arrive at a number of key decisions on the implementation of its operational structure, including the mandates of the different divisions and their units, the assignment of staff at Headquarters and in the field, and the approaches to be adopted during the medium-term in order to assure programme delivery that is judicious and well balanced.

Another important lesson learnt is that the restructuring of the Sector entails an ongoing consultation with all staff of the Sector (both from Headquarters and the field). So far, two such consultations have been held (in Paris in July and in October-November, 2001). A third consultation is planned (also in Paris) for May 2002. The active involvement of all SHS Staff is essential to the policy review process, and to the successful implementation of the restructuring of the Sector. Such consultations assure a sense of ownership by all staff – a key element in strengthening synergy and dynamism internally and externally

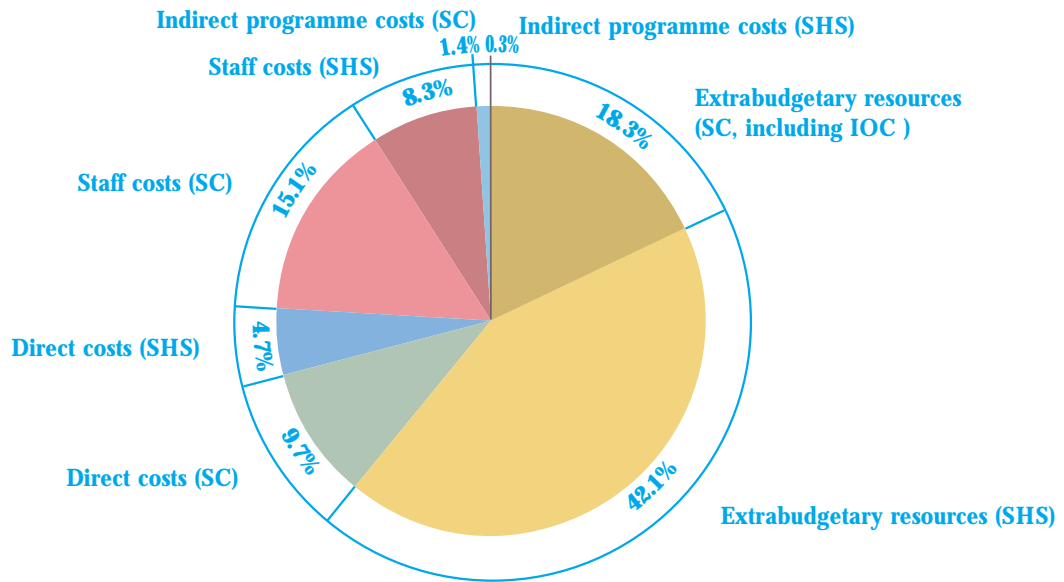
between the Sector and other actors. Such periodic consultations, at least once a year, perhaps, even half-yearly, if the travel budgets of SHS regional Staff permit, are to be part of the new management culture of the Sector.

Finally, it has become clear that it is essential for the Sector to specify the criteria upon which the success of its effort will be assessed. SHS will seek to evaluate the accomplishments of its restructuring process using several criteria, such as, the extent to which it will have succeeded or failed in contributing to UNESCO's overall mission in areas under its mandate. More specifically, the Sector will employ a number of general indicators to examine what has been achieved along a number of key dimensions, such as promoting cooperation with the other Sectors and with partners of the Organization; strengthening international cooperation and relations with academia; and the achievement of practical results in such areas as developing national capacities, identifying important societal trends and their likely future implications, assisting in the formulation of policies, and in defining principles and ethical standards in major domains of the Sector's mandate (for example, in bio-ethics and human rights).

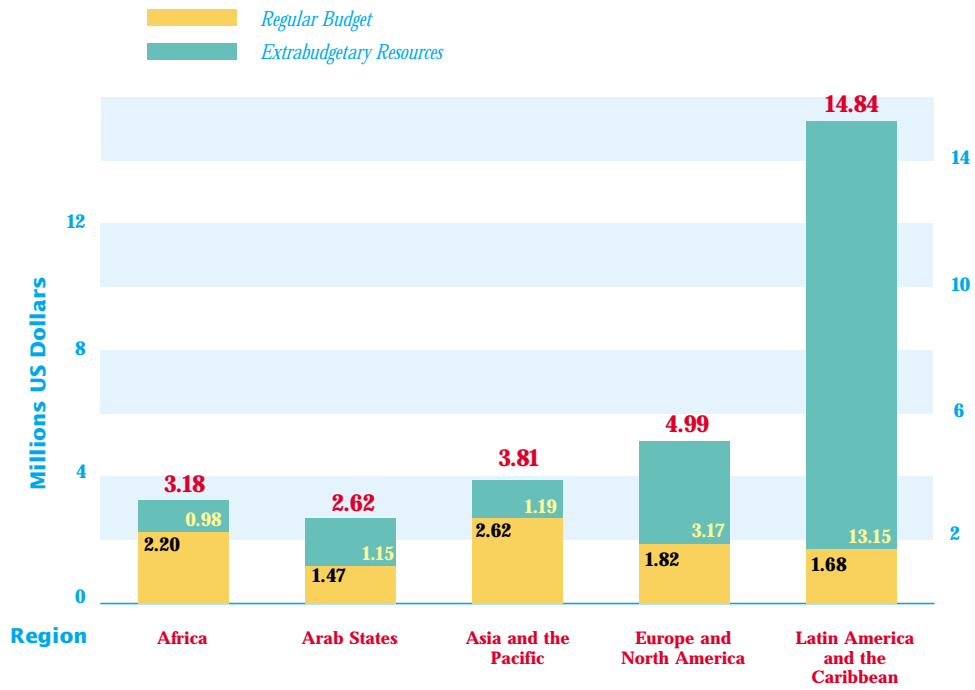
Administrative and budgetary information (MP II)

Appropriation line	Expenditure \$
Major Programme II: The sciences in the service of development	
II.1 Advancement, transfer and sharing of scientific knowledge	
Follow-up to the World Conference on Science	1 431 081
II.1.1 Advancement, transfer and sharing of knowledge in the basic and engineering sciences	20 584 083
The World Solar Programme 1996-2005	1 514 135
Evaluation Plan for 2000-2001	62 436
Total, Subprogramme II.1.1 (incl. WCS, WSP and Eval. Plan)	23 591 735
II.1.2 Advancement, transfer and sharing of knowledge in the social and human sciences	5 715 317
Total, Programme II.1	29 307 052
II.2 Sciences, environment and socio-economic development	
Promoting integrated approaches to environment and development	327 657
II.2.1 Earth sciences, earth system management and natural disaster reduction	6 664 022
II.2.2 Ecological sciences and the Man and the Biosphere (MAB) Programme	9 244 721
II.2.3 Hydrology and water resources development in a vulnerable environment	5 887 222
Environment and development in coastal regions and in small islands	3 094 658
Human development for sustainable living conditions in the Pacific	377 599
II.2.4 UNESCO Intergovernmental Oceanographic Commission	5 893 667
II.2.5 Social transformations and development	11 105 929
Cities: Management of social transformations and the environment	596 193
Total, Programme II.2	43 191 668
II.3 Philosophy, ethics and human sciences	4 620 238
Anticipation and future-oriented studies	1 504 528
Transdisciplinary project: Towards a culture of peace	5 976 436
Natural Sciences Sector common charges	5 666 155
Social and Human Sciences Sector common charges	1 392 880
Sub-total, Major Programme II	91 659 017
Extrabudgetary resources (Natural Sciences, including IOC)	42 265 000
Extrabudgetary resources (Social and Human Sciences)	97 484 000
Total, Extrabudgetary resources (SC+IOC and SHS)	139 749 000
Total, Major Programme II	231 408 017

Distribution of total expenditure

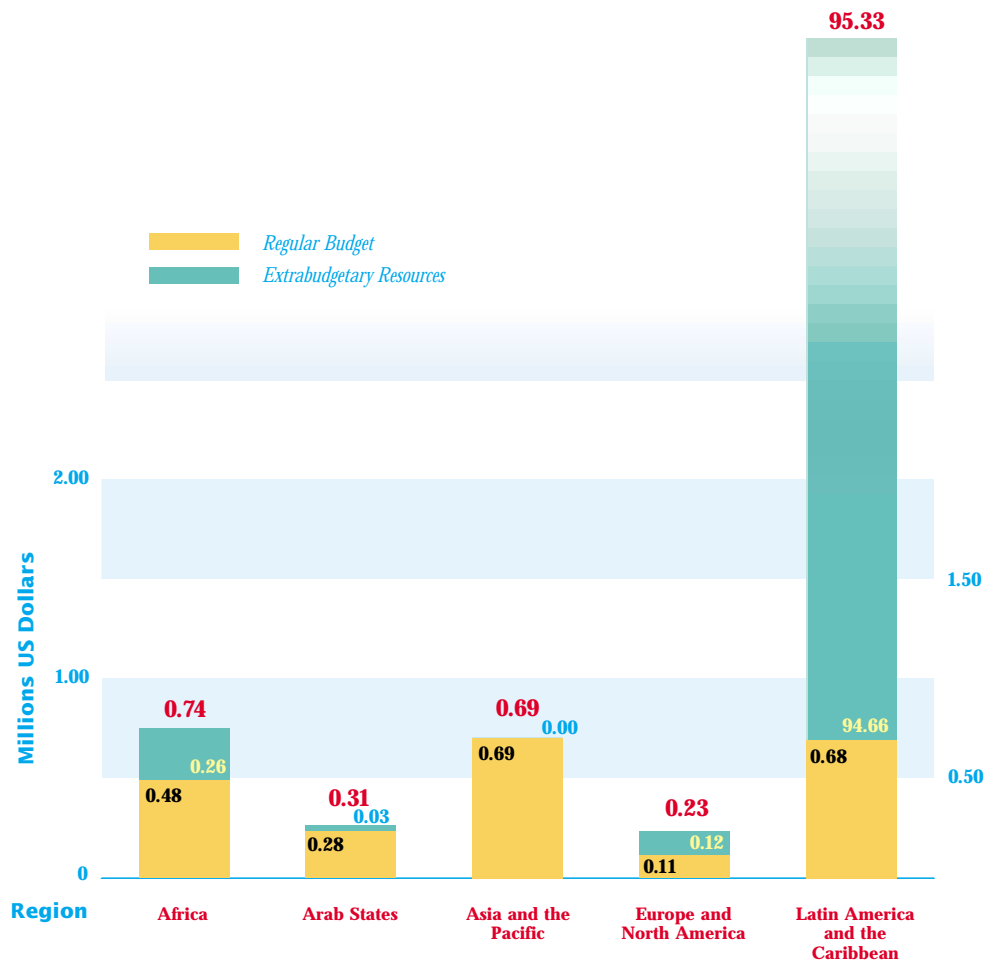


Distribution of decentralised funds by region (SC)



NOTE: The above chart values have been rounded off to the nearest US \$10,000.

Distribution of decentralised funds by region (SHS)



NOTE: The above chart values have been rounded off to the nearest US \$10,000.

Major Programme II

The sciences in the service of development

Programme II.1: Advancement, transfer and sharing of scientific knowledge

Main Line of Action
as presented
in the 30 C/5 document

Actions that constitute
Main Line of Action as
presented in SISTER

Actual results by action on 31 December 2001
as reported by Sector

Follow-up to the World Conference on Science

Para. 02103
Follow-up
to the World Conference
on Science

**Follow-up to the World
Conference on Science**

Preparation, publication and diffusion of the principal documents of the WCS in all six official languages; Editing, publication of *Proceedings of WCS* in English and distribution in paper and electronic forms; Development of WCS follow-up website, including electronic *WCS Newsletter*; Following broad consultations at Organization, national, and regional levels, preparation of Analytical Report on WCS, its returns, follow-up and further action required (to be published in 2002); Organization of European Forum of Young Scientists in cooperation with the Council of Europe as WCS follow-up.

Science policies

Provision of advisory services to several countries (e.g. Lebanon, Nigeria and Uruguay) in formulating their national science and technology strategies and legislations; Establishment of Arab Academy of Sciences in Beirut with support from UNESCO.

**University-Industry-
Science Partnership
(UNISPAR)**

Establishment of UNESCO Chairs in Science and Technology policy in China and a second UNESCO Chair on intellectual entrepreneurship in Poland.

Subprogramme II.1.1: Advancement, transfer and sharing of knowledge in the basic and engineering sciences

Para. 02111
MLA 1
Improving university
science and engineering
education

**University science
education**

Recognition of interdisciplinarity between basic science disciplines and mathematics as central strategy in new trends and innovations in university science education; Development, under a UNESCO/World Islamic Call Society agreement, of the project on University Science Education in Burkina Faso, Chad, Mali and Niger; More than 500 specialists received training in microelements; Production of new teaching and learning materials in different languages; As a follow-up to the WCS, special attention was paid to young educators and scientists.

Engineering education

Strengthened engineering education in Member States through the development of UNESCO Chairs and training activities, in fields including environmental engineering and distance education. This activity was undertaken in cooperation with competent NGOs in the engineering field under the International

Council for Engineering and Technology (ICET) (which combines the World Federation of Engineering Organizations (WFEO) and the International Union of Technical Associations and Organizations (UATI)). Development of the regional project for the management of maintenance and maintenance network, to be based in the United Republic of Tanzania, to the point of implementation; Support provided by UNESCO to the first World Engineer's Convention in Hanover in June 2000; Production of a 4th edition of the *World Directory of Engineering Education Institutions*; Development of activity in distance education using ICTs and the Internet. Preparatory work began on the development of a long-term project on science and technology education.

Para 02112

MLA 2

Promoting cooperation in research and training in mathematics, physics and chemistry

Mathematics

Support of Celebration of the World Mathematical Year 2000; Collaboration with the International Centre for Pure and Applied Mathematics (ICPAM) in Nice (France) in the form of 16 seminars and schools; Organization of an external evaluation in November 2001 reporting that despite its modest means and resources, ICPAM's impact has been extensive, having reached out to many mathematicians from developing countries.

Physics

Organization by the Abdus Salam International Centre for Theoretical Physics (ICTP), jointly operated by UNESCO and the IAEA in Trieste (Italy), with the financial support of Italy, of about 60 training courses, schools and workshops on a wide range of topics in physics and mathematics for the benefit of about 2000 scientists from developing countries; **Progress of the SESAME (Synchrotron-light for Experimental Science and Applications in the Middle East) project that is being developed with the assistance of UNESCO by the 13 governmental members of the SESAME Interim Council from the Middle East; Implementation of training programme for scientists, engineers and technicians (five workshops) and taking of important decisions by the Interim Council of SESAME (location of the future research centre in Jordan, upgrading of the machine donated by German authorities, financial matters).**

Chemistry

Development of a new strategic and didactic approach to chemistry and teaching and especially to practical laboratory work through dissemination of new teaching materials in different languages. This has been strengthened by cooperation with industrial partners on donations of scientific books, journals, chemical and small equipment, mainly related to trace elements studies.

Para. 02113

MLA 3

Promoting research capacities in the biological sciences and biotechnologies

Cooperation with NGOs (ICRO, IBRO, ICGHP, etc.)

UNESCO maintained a high level of training opportunities for young scientists in the biological sciences through the organization of 24 UNESCO/ICRO advanced training courses and international symposia; Provision of support for the UNESCO Chairs in Cellular and Molecular Neurosciences (Kiev, Ukraine); Organization of two further UNESCO-IBRO training courses in Mexico and Hong Kong.

Molecular and Cell Biology Network (MCBN)

North/South, East/West collaboration and scientific exchange were enhanced through support provided for the participation of scientists from developing and restructuring countries, in high level international symposia, conferences and collaborative scientific activities; Organization of 12 international MCBN

Meetings and Workshops; Provision of 50 MCBN research fellowships to young researchers and support to 15 MCBN research projects; Provision of support for the UNESCO Chairs in Molecular Medicine (Warsaw, Poland), Tropical Medicine (Maputo, Mozambique), Biomaterials (Havana, Cuba), through the UNESCO Offices in Maputo, Montevideo.

Biotechnologies – MIRCENs and BAC

The expected results for national capacity-building through cumulative fellowship provided in the life sciences were surpassed through: Training of at least 200 young researchers through organization of six courses (two BAC-BETCEN, four MIRCEN), and provision of 161 short-term research fellowships (51 MIRCEN, 63 BAC, 19 through various UNESCO Field; and 16 UNESCO-ASM, 12 UNESCO-IUMS); Strengthening of national and regional research activities through support for research projects at seven MIRCEN centres, and one through the UNESCO Venice Office, in fields such as bioinformatics, bioprospecting and microbial diversity, as well as support for the UNESCO Chairs in Plant Biotechnology (Beijing), Biotechnology (New Delhi), and Post Harvest Technology (Kampala), through the UNESCO Offices in Beijing, Nairobi and New Delhi.

SPECIAL PROJECT: Biotechnologies for development in Africa

Provision, within the framework of the Special Project: Biotechnologies for Development in Africa, of six research fellowships; Support provided, through the UNESCO Dakar Office, for a training course on Biological Nitrogen Fixation organized in collaboration with the African Association for Biological Nitrogen Fixation; Provision of support of activities of the UNESCO Chairs in Post-Harvest Technology (Bangui, Gambia) and Biotechnology at the University of the North (Sovenga, South Africa) through the UNESCO Dakar and Pretoria Offices.

UNAIDS/Medical sciences

Creation of six short-term fellowships in the area of the medical sciences.

Para. 02114
MLA 4
Cross-disciplinary partnerships and increasing access to scientific information

UNESCO/ICSU framework agreement

Implementation of a total of 52 projects by ICSU scientific unions and support to interdisciplinary bodies during the biennium in line with UNESCO's own strategy on science. All were in one of the three main project areas: Strengthening of science and technology in developing countries; Promotion of international cooperation in research in the basic sciences; and Global change research programmes and observations systems.

Cooperation with ICSU unions and affiliates

Completion and submission of external evaluation of the UNESCO-ICSU Framework Agreement to the Executive Board at its 161st session.

UNESCO science prizes

Award, under the UNESCO-ICSU-TWAS joint action, of 24 short-term fellowships in the basic sciences to young scientists (ten of whom were women from developing countries and transition countries); Nine distinguished professors visited science institutions in developing countries to deliver lectures on topical issues, provide training and help in the setting up of research groups; 75 associates from universities in developing countries were able to visit other centres of excellence in the South; Award of Kalinga Prize for 2000 in New Delhi; Award, at UNESCO Headquarters, of all seven international prizes in 2001 during a special ceremony held at the 31st session of the

General Conference; Great-Man-Made River International Prize awarded for the first time in 2001.

Cross-disciplinary partnerships and increasing access to scientific information

Enhancement of capacity-building through support to regional networks and collaboration with several national academies of science; Preparation of materials destined for publication in the *UNESCO Science Report* (to be published in online form in 2002); Increased dialogue on electronic publishing in science through organization of multi-stakeholder expert conference; Supported NGO initiatives by providing greater access to scientific books and journals; Coordinated science communication initiatives through development of draft international database; Trained journalists in Arab States in science communication through workshop in Cairo.

**SPECIAL PROJECT:
Women, science and technology**

Women, Science and Technology activities: Creation in Bamako, Mali, of RAFESI (Réseau africain des femmes scientifiques et ingénieurs/African network of women scientists and engineers) covering ten African countries, principally in West Africa; Creation in Turin, Italy, of the International Network of Women Scientists (IPAZIA) bringing together nine countries from the southern Mediterranean basin; Launch by the UNESCO Chair on Women, Science and Technology in Latin America of a Distance-Education Programme on Non-Sexist Education in science and technology; Served as Executive Secretariat for the l'Oréal Award for Women and Science; In the Arab region, capacity-building of Women in science and technology through the training of women on the use of ICT in Science and Engineering University Education, course in basic and engineering sciences, training activities on Contract Project Management in R&D, short-term fellowships, training courses, and workshops in the biological sciences and biotechnologies, regional workshops aiming at training young scientific editors on the simplified scientific writing, preparation of statistical analysis of gender indices as well as provision of necessary technological and scientific backstopping for the National Council for Women in Egypt. Implementation of project on the theme of Women, Science and Environment carried out through the production of a series of CD-ROMs and awareness kits.

The World Solar Programme 1996-2005

Para. 02119
The World Solar
Programme 1996-2005

Educating and training in renewable energy

Improved the use and maintenance of renewable energy projects; Enhanced capacity and transfer of technological know-how in 17 African countries (11 French-speaking and 6 English-speaking) and 10 Latin American countries, giving them ability to define, formulate, implement and follow national renewable energy projects; Created organizational national action plans on education and training on renewable energy in Southern Africa; Upgraded capacity of schools in African countries (English-speaking) in the areas of knowledge and use of renewable energies; **Mobilized extrabudgetary resources for implementation of GREET Programme activities.**

Expanding the use of renewable energy to improve living conditions

Organized African forum on Promotion of Renewable Energy in Africa; Published document entitled World Solar Programme: Africa, mechanism of implementation, an outline; Elaborated guidelines for the establishment of projects documents; Set up

pilot solar villages especially in Africa; Mobilized extrabudgetary resources to organize the African forum and set up solar villages.

Renewable energy cooperation for development

Developed International Renewable Energy Communication System (IREICS) programme and activities and the UNESCO Energy Engineering series of learning packages with a new edition of *Solar Electricity*; Developed *Solar Detoxification* manual, Renewable Resource Atlas and online database; Initiated national and regional activities in renewable energy cooperation for development, organization and presented the Energy Efficiency in Africa for Sustainable Development, Nairobi, November 2001.

Subprogramme II.1.2: Advancement, transfer and sharing of knowledge in the social and human sciences

Para. 02101
MLA 1
Improving university teaching, research capacities and international cooperation in the social sciences

UNITWIN/UNESCO Chairs Programme in interdisciplinary SHS fields

Establishment of three new Chairs in Sustainable Development at (1) University of Bordeaux III, France, (2) University Ramon Llull, Spain, and (3) Facultés Notre-Dame de la Paix, Namur, Belgium. The Namur Chair is a joint venture with academic NGO PRELUDE (*Programme d'Études et de Liaison Universitaire pour le Développement*) and is serving the UNITWIN-PRELUDE Network including 42 universities worldwide; Capacity-strengthening in highly complex study areas through the launching of the first UNESCO Chair in Migration and Human Rights at the University of Casablanca-Ainchock, Morocco; Enlargement of the UNITWIN Forced Migration Network by the American University of Cairo, Egypt.

MOST capacity-building for young social scientists

Improvement of the participation of young researchers in MOST projects, and development of diversified curricula in the field of urban planning through MOST PhD Award Training Workshop to increase visibility of the programme among young scholars, particularly in Latin America, Asia and Africa.

Cooperation with ISSC and Urban NGOs

Strengthening of interdisciplinary research and advocacy in various priority areas of social sciences, such as training of women leaders in disadvantaged urban areas (UNESCO Chair at the Federal University of Rio de Janeiro); Facilitation of communication between social scientists by the development of networks, the distribution of publications and by supporting professional meetings and workshops; Strengthened capacity-building in the social sciences in developing countries by the development of networks, the distribution of publications and by supporting professional meetings and workshops and by joint methodology development and promotion of network management techniques. Initiation, in coordination with the MOST programme priorities, of cooperation with three NGOs (International Union of Architects (IUA), International Society of City and Regional Planners (ISoCaRP) and International Federation of Landscape Architects (IFLA)) involving architecture, urban planning and landscapes, in the context of the IUA/UNESCO Charter for Architectural Education, and research into the role of intermediate cities in land development and the relation between urban landscapes and the environment.

Houphouët Boigny Foundation for Peace Research		Established contact with the Archives d'Outremer (Aix-en-Provence) and archives in West Africa (Dakar, Nouakchott) with a view to enriching the RDA (<i>Rassemblement Démocratique Africain party</i>) collection of the Yamoussoukro Foundation.
Follow-up to and preparation for major United Nations events		Launch of two regional state-of-the art studies on research management capacities in universities and holding of an expert meeting to prepare the ground for establishing of a permanent UNESCO Forum on Research Management; Production of visual training materials (video on methodology for participative action-research, interactive website) with a view to the Rio+10 process; UNESCO Chair on Sustainable Development at Federal University of Rio de Janeiro (Brazil).
Para. 02122 MLA 2 Collection and dissemination of information in the social and human sciences	<i>International Social Science Journal</i>	Initiation by the <i>Journal of Scientific and Policy Debates</i> on global governance and its critics, international drug traffic, the culture of science, federalism, the change in development, international migration, youth and the changing role of the nation state.
	<i>World Social Science Report</i>	This activity was cut as a result of a decision of the Executive Board and a resolution of the General Conference on the <i>World Report Series</i> of the Organization.
MOST Clearing House, data bank and network		Dramatic increase in the consultations of the MOST Clearing House from 600,000 in the biennium 1998-1999 to 2,500,000 in the 2000-2001 biennium (externally consulted web pages); Distribution of the first CD-ROM version of the Clearing House to some 4,500 libraries and individual users.
Data and documentation NGOs		Undertaking of initiatives in some ten countries in Central and Eastern Europe to create a data infrastructure for the social sciences with statistics and empirical data from social science research and public opinion polls, usually in the form of an institute linked to the national statistical agency or to the Academy of Sciences. Staff for these institutes have been trained by partner institutes in developed countries; Training of African scientists part of the Ethnonet network on how to better access information on ethnic relations, human rights, and political issues related to ethnic violence in Africa.
SHS Documentation Centre and DARE databank		The DARE databank and the SHS documentation centre continued to be updated. The Internet presence of the centre and of its databases was improved.
Evaluation of UNESCO's information services in the social sciences		A thorough external evaluation was undertaken of the information services in the SHS Sector. The result was presented to the staff and a plan of action was developed; Streamlining and concentration of the information and documentation services of the Sector; Regrouping of staff working in information and documentation; Updating of the Social Sciences DARE Database.

Analysis of programme by subprogramme

Officers in charge of subprogrammes

Follow-up to the World Conference on Science

Assessment of implementation

The General Conference, at its 30th session, invited the Director-General to reorient the Draft Programme and Budget for 2000-2001 (30 C/5) to better respond to the expectations and aspirations expressed during the World Conference on Science, which took place in Budapest (July 1999), and embodied in the two principal documents adopted by the Budapest Conference: *the Declaration on Science and the Use of Scientific Knowledge and the Science Agenda - Framework for Action*. This was duly done, it being understood that a fuller and more comprehensive re-alignment would only be possible during the development of document 31 C/5. The Programme and Budget for 2000-2001 (30 C/5 Approved) thus represented the Organization's first response to the recommendations of all stakeholders in science represented at the WCS.

While the process of reorientation to better address the recommendations of Budapest was carried out throughout Major Programme II, certain activities concerned with the coordination of the Organization's response, and its clearing house responsibilities with regard to WCS follow-up, were grouped together, along with activities responding directly to certain priorities for which UNESCO could play a unique role on the world stage: the promotion of science education in both formal and informal settings (including science popularization) and of science and technology policies.

While advisory services on science policy formulation and the management of science have been pursued throughout the biennium at the national and regional levels despite limited resources at the demand of Member States, an integrated programme on science education, involving both Education and Natural Sciences Sectors, remains an objective to be further addressed during 2002-2003.

Particularly successful activities

The preparation and wide diffusion of the principal documents of the WCS in all official languages of the Organization, and the publication, in book and electronic forms, of the *Proceedings* volume of the Conference were carried out successfully, with the materials being well received by Member States and other stakeholder partners. Together they provide the basis for appropriate follow-up.

Just as the WCS process had not involved a complex (and costly) regional preparatory mechanism, the Budapest Conference follow-up process was kept deliberately light, with the absence of formal international and inter-agency committees. Consultation between partner organizations was carried out essentially by correspondence and elec-

tronically, although closer collaboration is being undertaken with ICSU, UNESCO's main WCS partner, and TWAS. Indeed, collaboration on follow-up with the two NGOs was the subject of memoranda of understanding drawn up during the biennium. One informal consultation meeting organized in 2000 with partner organizations in the United Nations family and the NGO sphere provided a valuable forum for discussion of follow-up possibilities. The establishment and running of the electronic *WCS Newsletter* proved successful in providing a means by which initiatives launched by Member States and other partners could be shared and provide inspiration for similar activities or partnership opportunities.

UNESCO was charged with the responsibility, in cooperation with ICSU, of preparing an *Analytical Report* to governments and international partners on the returns of the WCS, the execution of follow-up and further action to be taken. This was prepared during the final six months of the biennium, and will be published during the course of 2002 to be used as a basis for regional consultation on follow-up.

Subprogramme II.1.1: Advancement, transfer and sharing of scientific knowledge in the basic and engineering sciences

Assessment of implementation

Mathematical, physical and chemical sciences: International cooperation in mathematics was successfully developed. This is reflected, for example, in the key role played by the International Centre for Pure and Applied Mathematics (ICPAM), in close cooperation with UNESCO, in training of mathematicians from developing countries. Progress in preparations for the establishment of the SESAME project was good and corresponds to what was envisaged for the biennium. In particular, UNESCO's involvement has attracted extrabudgetary funds to the project. In respect of the Abdus Salam International Centre for Theoretical Physics (ICTP), it continued to implement its mandate of supporting the key and significant aspects for facilitating advanced training and research of physicists from different UNESCO Member States. All these activities are a good example of the international cooperation among developed and developing UNESCO Member States. In chemistry, dissemination of new teaching materials in different languages, carried out in close cooperation with industrial partners, enabled the creation of several extrabudgetary projects and thus provided excellent income results for many UNESCO Member States, particularly in Africa.

Life sciences: The objectives of the life science programmes in training and capacity-building were attained

through the organization of 50 advanced training courses, as well as international meetings and workshops. This achievement was further strengthened through the training of 78 young researchers in the life sciences with the provision of 50 MCBN research fellowships, and, in a cost-sharing collaboration with the American Society for Microbiology (ASM). Support was also provided for the UNESCO Chairs in Molecular Medicine (Warsaw, Poland), Tropical Medicine (Maputo, Mozambique), Biomaterials (Havana, Cuba) and in Cellular and Molecular Neurosciences (Kiev, Ukraine). Continued and strengthened interaction with UNESCO field offices in all regions, for the implementation of these activities, was particularly successful and is, thus, important to stress.

Engineering sciences: Cooperation with ICET, university-industry participation in the organization of the first World Engineers Convention, establishment of new UNESCO Chairs and training activity in Member States led to raising awareness on the importance of engineering sciences and new technologies, as well as that of advocating their further development. For their part, the promotion of widespread development and application of renewable energy (e.g. through successful implementation of the Global Renewable Energy Education and Training (GREET) Programme) served to raise the importance of transfer of technological know-how.

Particularly successful activities

The most successful and visible activity was the development of the SESAME project, with three milestone events: the donation of BESSY-1 light synchrotron by German authorities to the project; the formation of the SESAME Interim Council with 13 first Member States participating; and the identification of the SESAME site in Amman (Jordan).

The World Solar Programme 1996-2005

Assessment of implementation

In furthering the implementation of the World Solar Programme 1996-2005, a two-pronged strategy continued to be pursued, permitting both a stimulation of advocacy and mobilizing functions, the promotion of education, training and information efforts in the field of renewable energy, and, encouraging discussions on financing opportunities for implementing renewable energy projects in Member States. The activities were implemented in conjunction with field offices and addressed national and regional needs and priority areas.

Particular efforts were made to develop human resources geared to promoting sustainable and renewable energies in order to improve living conditions in rural and remote areas in developing countries, particularly for women. Support was provided to Member States for defining national strategies of renewable energy and assistance was given to mobilize resources to promote the widespread development and application of renewable energy technologies, research and experimentation and pilot projects

aiming at selected developmental purposes (rural electrification, water supply, etc.).

Within the GREET Programme, the implemented activities aimed mainly at improving the use, maintenance and management of solar energy projects and programmes and at the transfer of technological know-how. Capacity-building, as well as university teaching and distance education in renewable energy use and applications were improved through design and field implementation of the innovative Renewable Energy Training Platform, preparation, publication and dissemination of learning/teaching manuals and series, as well as the organization of education and training that targeted professionals (decision-/policy-makers, researchers, engineers, university teachers and technicians) in the field.

To improve the capacity-building in Member States by training specialized teams of experts and trainers on the use and maintenance of renewable energy technologies and equipment (especially in Africa and Latin America), UNESCO organized several training activities such as summer schools, training workshops and training of trainers sessions. The UNESCO summer schools on solar energy, organized at the request of Member States, are a model for continuing education and are unique in character, comprising of teaching modules, practical work and technical visits¹.

The overall difficulties and constraints faced in implementing the activities within the framework of the World Solar Programme (1996-2005) and the GREET Programme derived from the limited financial and human resources available not only to implement the programmes, but also disseminate outcomes and materials of field activities.

Particularly successful activities

In the context of the African Chapter of the GREET Programme, an innovative concept of Renewable Energy Training Platform was designed and implemented in the field at the Scientific, Industrial Research and Development Centre (SIRDC), Zimbabwe. This educational platform constituted an adapted training tool and simulator for spreading renewable energy knowledge of decentralized rural electrification and covered the following main areas of renewable energies: (i) solar photovoltaic; (ii) mini hydro-power; and (iii) mini grid. It served to conduct week-long seminars and training programmes at the national and subregional level, as well as the SADC region (Southern African Development Community). The implementation of Renewable Energy Training Platform for training contributed to enhancing local capacity and expertise in renewable energy use and application, and therefore ensured the better definition and sustainability of project implementation. It is expected that this Training

1. Such activities are very much appreciated and supported by different institutions. The summer schools for French-speaking participants are organized in close cooperation with the French National Commission for UNESCO, the French National Center for Scientific Research (CNRS), the Francophone Institute for Energy (IEPF), the French Electricity Utility (EDF), the French Agency for Environment and Energy Management (ADEME), etc.

Platform will serve as a model to be further developed and extended to other countries and regions. In addition, the publications produced under the African Chapter of the GREET Programme addressed different target groups and considered the use and applications of renewable energies and the different forms of renewable energy popular in African English-speaking countries. The publications were composed of two learning/teaching manuals on *The Use and Maintenance of Photovoltaic Systems for Water Pumping and Biogas Technology Systems*, and the *UNESCO/Kawi Series on Renewable Energy*

(published by UNESCO and the African Publishers' Network), which comprised of a series of six primary school books on different topics relating to renewable energy. The manuals and the series were based on the best practices and know-how of organizations working in the field and seeking to foster national and regional training programmes on Renewable Energies in English-speaking Africa. They will be disseminated within the region in order to secure the same standards of implementation, capacity-building and sustainability of renewable energy activities.

Evaluation of UNESCO's Contribution to the World Solar Programme

The evaluation recommended that UNESCO reinforce the implementation of the GREET Programme in the different regions and strengthen its African chapter to enhance capacity-building on the use and application of renewable energy of Member States. Furthermore, a plan of action needs to be drawn up and greater efforts made to ensure effective communication between field offices and Headquarters in the case of decentralized activities. Structural mechanisms ought to be implemented to ensure that all project financing is clearly recorded and easily accessible and that the dissemination of information is more efficient. Trans-sectoral aspects of programmes ought also to be strengthened and a task manager, whose sole responsibility will be WSP, ought to be appointed. The need for cooperation between UNESCO and other United Nations agencies and organizations was emphasized and the suggestion was made that an international expert advisory group be convened to consider issues of implementation. The evaluation also recommended that UNESCO develop innovative financing mechanisms, such as those contained in the ESCO (Energy Service Company) approach.

A focus on advocacy for renewable energy, capacity-building, development of competent human resources, mobilizing of functions in raising awareness and sustainability has been adopted by the Secretariat as a means of addressing some of the evaluations' recommendations. The decision has also been taken to develop an action plan for the programme and improve cooperation with other United Nations agencies and IGOs. Moreover, emphasis will be placed on ensuring that UNESCO's priorities as defined in the Medium-Term Strategy be reinforced by external funding partners and on the coordination of programming with funding sources to achieve parallel programming and hence mobilize more effectively extrabudgetary resources.

Subprogramme II.1.2: Advancement, transfer and sharing of knowledge in the social and human sciences

Assessment of implementation

The activities carried out under this subprogramme during the biennium in question illustrate a new commitment of science to society. Capacity-building actions have ranged from the establishment of new interdisciplinary diploma courses in universities to improved institutional management techniques, from providing guidance towards new alliances between academe and civil society to active linking-up with major United Nations events. The elaborated programmes are geared towards social science research that is relevant, transdisciplinary, methodologically capable of capturing local and global trends, swift to respond to fundamental research questions, and offering findings that are clearly articulated, effectively disseminated and oriented towards concrete outcomes. More specifically, networks from the UNITWIN/UNESCO Chairs programme have built strategic partnerships with a wide range of NGOs to serve their specific training needs, especially in the areas of sustainable

development, including urban planning, architecture and landscaping. These partnerships have allowed the launching of regional committees for the adaptation of the UIA/UNESCO Charter for Architect Education, the publication of the *International Manual of Planning Practice*, the reinforcement of international site workshops for young planners and the promotion of young city professionals through the awarding of UNESCO Prizes in Architecture and Landscape design. By the same token, in-depth research has been launched on the role of intermediate cities in territorial development.

Innovative coordination mechanisms have proved successful and academia has asserted its accountability to civil society by developing new working interfaces for all kinds of partners to cope with hierarchical levels and needed phasing. It has done this by drawing upon the most appropriate common organizing principles to make knowledge available. Incentives such as international prizes and awards and the production of new learning tools, including visual tools (video, CD-ROMs, Internet interfaces), have advanced the process.

The well-established cooperation with the umbrella organization International Social Science Council (ISSC) has fulfilled the role of enlarging UNESCO and the

MOST programme's outreach to the world. One salient example is the International Summer School on Comparative Research Programmes in the Social Sciences, which was jointly organized by MOST, ISSC and the Friedrich Ebert Foundation in Sofia, Bulgaria, in June 2000.

Particularly successful activities

This biennium has seen the expansion of the traditionally post graduate-focused UNESCO Chairs programme taking into account training needs of partners such as development NGOs and offering them training at undergraduate level. Partners in developing countries are especially keen to have focused, concentrated and technically upgraded quality training available in their local development contexts, without there being an obligation to spend 4-5 or more years in a university. One pertinent example thereof is the Development Management and Humanitarian Action Course put forward by the Technical Institute of University Michel de Montaigne at University Bordeaux 3, which became a UNESCO Chair for Careers in Sustainable Development in early 2001. The Chair prepares students to become professionals in the sustainable development sphere by enabling them to intervene at an intermediate level in international projects. Practical career opportunities range from project coordinators, NGO network facilitators and project management assistants to community workers and levels of responsibility in local government. The UNESCO Chair occupies a central role for a range of partners in the Southern Mediterranean, of which Morocco has proven particularly active, hosting several launches and methodological events in both 2000 and 2001. A fruitful alliance with the MOST programme (research focus on governance) has been achieved through joint methodological training seminars and production of two didactic publications, one of them geared to the specific Moroccan local context. Similar adaptations are foreseen for other partners in the Southern and Eastern Mediterranean.

Major Programme II

The sciences in the service of development

Programme II.2: Sciences, environment and socio-economic development

Main Line of Action
as presented
in the 30 C/5 document

Actions that constitute
Main Line of Action as
presented in SISTER

Actual results by action on 31 December 2001
as reported by Sector

Promoting integrated approaches to environment and development

Para. 02203

MLA 1

Development of
interdisciplinary and
inter-agency cooperation

**Development of
interdisciplinary
cooperation**

Several meetings held with the Steering Group consisting of the five chairpersons of UNESCO's scientific programmes on environment and sustainable development (IGCP, IHP, IOC, MAB, MOST); The final report on UNESCO's activities with regard to the Chernobyl nuclear reactor accident was published; A CD-ROM entitled *UNESCO in the Mountains of the World* was produced to inform on mountain biosphere reserves (MAB programme), mountain world heritage sites (World Heritage Convention), and on the mountain programmes of IHP and IGCP.

**Strengthening
partnerships with the
United Nations and
major international
NGOs**

Provided support for the holding of an International PEN meeting on environmental issues; A meeting of the Earth Charter Commission was held at UNESCO; Collaborative work with IUCN-WCPA for the preparation of a joint project on culture-based environmental conservation was continued and implementation is expected to start in 2002; A joint UNESCO/ICSU publication on international and scientific programmes on environment and sustainable development was produced following a joint workshop held at the World Conference on Science; Collaboration with UNCCD (in particular with regard to environmental education) and FAO (for the implementation of the International Year of Mountains), for which UNESCO provides intellectual support, continued; The Italian and Swiss funded Environmental Education Kit on Desertification was finalized in English, French and Spanish, and is currently being tested in 18 countries through the Associated Schools Project Network.

Subprogramme II.2.1: Earth sciences, earth system management and natural disaster reduction

Para. 02211

MLA 1

Promoting earth system
management,
international cooperation
and capacity-building in
earth sciences

Development of IGCP

Enhanced exchange of knowledge on geological problems worldwide with special emphasis on the benefits for society through 51 multinational IGCP projects; Disseminated project achievements through publication of two issues of *Geological Correlation* (28 and 29); Continued intersectoral cooperation between SC/GEO and CLT on geohazards and cultural heritage (IGCP 425) and between IGCP and MAB (IGCP 429).

Updating of the knowledge of geoscientists through training and fellowships

Strengthened teaching and research capacities of universities and research centres in earth sciences through 25 courses organized by SC/GEO at Headquarters and regional offices; 750 geoscientists upgraded in the various subjects of Geology, Geophysics and Geochemistry; Improved cooperative links between governmental and private scientific institutions, universities and research centres in developing countries.

Protection and sustainable development of geoparks

Finalized a feasibility study on developing a UNESCO geosites/geoparks programme (reported by the Director-General in document 160 EX/10); Entered into bilateral cooperation agreements with Austria, China, Germany, Malaysia, Morocco and the Network of European Geoparks through implementation of 161 EX/Decision 3.3.1.

Spatial and geological information technology

Introduced Remote Sensing and GIS for improved use of geological information in the socio-economic decision-making process in Africa, Arab States, Asia and Latin America through the organisation of more than 15 GARS, DMP, SANGIS & PANGIS workshops; UNESCO, in cooperation with ESA, reinforced the coordination of activities concerning the development of in situ and space-based Earth Observation programmes (IGOS).

Para. 02212
MLA 2
Reducing vulnerability to natural disasters

Collaborative projects on disaster mitigation systems

Enhanced national and regional capacities for disaster reduction in the Mediterranean Region, in the Middle East, in Asia, in Central America; Improved communication, regional and international cooperation, and professional education, as well as hazard and risk assessment.

Post-disaster investigations and technical assistance

No request received regarding post-disaster assistance; Produced terminal report on Chernobyl project 570RER55; Finalized industrial production of housing units.

Subprogramme II.2.2: Ecological sciences and the Man and the Biosphere (MAB) programme

Para. 02221
MLA 1
Biosphere reserves as tools for reconciling conservation and development: implementing the Seville Strategy

Review and improve existing biosphere reserves

Improved the quality and visibility of the World Network through the periodic review process. This has continued to prove an effective tool, leading in some countries to fruitful discussions on the application of the concept and to better involvement of the stakeholders concerned; Re-established links with some countries and initiated a renewed participation in MAB.

Establishing of new biosphere reserves, including transboundary reserves

Through Seville+5 meeting in 2000, consolidated renewed interest in creating 52 biosphere reserves to reconcile conservation and development, especially in large bioregions and key ecosystems such as tropical forests, coastal and marine areas, arid lands and wetlands; Produced recommendations for establishment and management of TBRs, thus stimulating and facilitating preparatory work in Africa, Asia, Europe and LAC.

Reinforcing world/regional network

Consolidated the five mega-regional networks (in Africa, Arab countries, Latin America, Asia, Europe), and initiated four new regional networks in South-East Asia, Central Asia, the Pacific islands, and the Caribbean islands; Reinforced national MAB Committees, e.g. in Chile, Syria and Niger; Successfully terminated the Mananara-Nord Biosphere Reserve project on 15

February 2002 and all the activities and equipment have been transferred to the National Association for the Management of Protected Areas (ANGAP), which is continuing the project under its own funding.

Assisting Member States on conservation and sustainable use of resources

Established a new thematic network, REDBIOS, which involves Spain, Morocco, Cape Verde and Senegal on common coastal management issues; Elaborated, in Africa, the GEF-UNEP project for the benefit of six French-speaking countries; Continued South-South Cooperation Programmes to provide assistance to Humid Tropics countries in Latin America, Africa, and Asia (to Cambodia, Viet Nam and Indonesia).

Evaluating the implementation of the Seville Strategy: Seville+5

Using a questionnaire, collected information based on the Seville Strategy indicators, which served as a useful basis for the discussions at the Seville +5 meeting; Secretariat produced an analysis of the implementation of the Strategy at international level.

Para. 02222

MLA 2

Collaborative research programmes for enhancing knowledge on ecosystem function, services and values

Research on ecosystems

Award of GEF support for the coming years resulting from UNESCO's support for TSBF; Little progress by the DIVERSITAS Programme during the year, despite agreement by the IGFA countries to fund it during 2001 - the programme will become effective in 2002; Improved MAB's participation in, and input to, relevant international research programmes and initiatives.

Research on ecosystems, goods and services

Elaborated tools for urban ecosystem values in conjunction with the Millennium Ecosystem Assessment (MA) related to urban ecosystems, in collaboration with UNU; Transferred the Eco-job model in Sao Paulo to Cameroon with UNDP support; Included the biosphere reserve concept in the *International Guidelines for Tourism*, developed under the Convention on Biological Diversity; Developed MSc. Programme on Environment and Sustainable Development at University of Bahrain, coordinated by the Ecotechnic Chair; Established programme of collaboration with Columbia University (New York, USA) on Biodiversity and Society.

Training of specialists

Enhanced support from young researchers to sustain environment and local communities; Mobilized UNESCO-Cousteau Ecotechnie Programme (UCEP) in favour of training of specialists; Established new Chair at Balamand University in Lebanon; Rendered ERAIFT operational at University of Kinshasa (DRC) in 1999 with support of UNDP; CAMES (African and Madagascar Council for Higher Education) recognized Master diplomas (DESS) of ERAIFT; Undertook activities in IPALAC, but there were insufficient funds to allow a full programme.

Information, communication and public awareness

Developed a strategy and a work plan on education and public awareness on biological diversity in cooperation with the Convention on Biological Diversity; Tested the education kit on desertification in selected drylands countries through the Associated Schools network; Developed a strategy for publications, including better use of redesigned website.

Subprogramme II.2.3: Hydrology and water resources development in a vulnerable environment

<p>Para. 02231 MLA 1 Building capacities in water resources management</p>	<p>Capacity-building in water resources management</p>	<p>Enhanced knowledge base and capacity-building through training of several hundred professionals and provision of technical and financial support to the establishment of networks and centres of excellence; Enhanced cooperation with IGOs and NGOs, resulting in major joint activities under the leadership of UNESCO (WWAP, International Year of Freshwater, etc.); Developed major recommendations on policy, governance and programmatic issues through three sessions of the IHP Bureau and the 14th session of the Intergovernmental Council; Finalized the English version of the third edition of the <i>International Glossary of Hydrological Terms</i>.</p>
	<p>Postgraduate studies</p>	<p>Established UNESCO as the leading Organization within the United Nations system for water education and training through well established courses, chairs, networks and centres.</p>
	<p>Computer-aided learning and virtual university</p>	<p>Formulated a preliminary implementation strategy for the establishment of a global network of Hydrology for the Environment, Life and Policy (HELP) basins – the first stage of implementation was completed with the establishment of 24 HELP basins.</p>
	<p>Public awareness</p>	<p>Established a framework publication and dissemination of IHP CD-ROM series for water education at postgraduate level; Enhanced awareness worldwide of the critical situation of fresh water; Strengthened UNESCO's role as a major United Nations "water agency".</p>
	<p>Long-term vision for water, life and the environment</p>	<p>Successfully hosted and contributed to the World Water Vision project; Director-General successfully launched the United Nations-wide World Water Assessment Programme at the Second World Water Forum.</p>
	<p><i>World Water Development Report</i></p>	<p>Established mechanism for the periodic production of the <i>World Water Development Report</i>.</p>
<hr/>		
<p>Para. 02232 MLA 2 Hydrological processes and management of water resources in a vulnerable environment</p>	<p>Climate impact on hydrology</p>	<p>Enhanced understanding of and capacity-building in many aspects of the hydrological cycle, especially in regard to high and low flows; Raised awareness among the climate change community to the importance of detecting climatic variability from long-term, high-quality rainfall-runoff data sets.</p>
	<p>Ecohydrology</p>	<p>Ensured better understanding of the anthropogenic impact of various land-use changes on hydrology; Established ecohydrology as an important discipline contributing to rational water resources management.</p>
	<p>Groundwater resources at risk</p>	<p>Established regional networks to improve national and regional capacities to manage groundwater resources; Enhanced access to knowledge and guidelines on groundwater protection; Secured central role of UNESCO in the inter-agency coordination of groundwater protection strategy.</p>
	<p>Water management in coastal zones/small islands</p>	<p>Promoted local and global interest in integrated field project activities incorporating socio-economic and scientific dimensions of water management.</p>

Global strategy for water crisis and environmental risk and impact assessment	UNESCO's Water Science programme and its impact on global strategy strengthened worldwide; UNESCO co-shaped the ongoing water debate on freshwater crises, risks and impact assessment.
Integrated water resources management in arid/semi-arid areas and wadi hydrology	Enhanced capacity-building in the management of water resources in arid and semi-arid zones through training of qualified personnel in key areas of expertise; Knowledge enhanced and policy guidelines developed for sustainable water resources management in arid zones, with emphasis on Wadi groundwater systems; Shared knowledge and capacity-building was enhanced through active networking and cooperation between IGOs, NGOs and Member States.
Humid Tropics Hydrology	Successfully completed the Humid Tropics Hydrology Project with the establishment of centres and a network for research on the topic; Produced and disseminated publications on the topic.
No action name	Provided access to summarized knowledge and guidelines on non-structural measures for flood control to urban managers and others; Aailed practitioners with systematized treaties on urban drainage in various climates; Addressed new paradigms in urban water management, especially for developing countries; Strengthened regional capacities in urban water management.
Development of conflict management methodologies, water and civilizations, Aral Basin	Signed joint project agreement with Green Cross International (international NGO), thus establishing a UNESCO/NGO partnership that targets a broader audience; Water and history of publications series launched; The launching of the International Water History Association (300 participants) supported; Major events organized and supported, including one on Qanats in the Islamic Republic of Iran, on Water and Peace in Central Asia, and on Transboundary Water Management; Launched a major programme on PCCP (from Potential Conflict to Cooperation Potential) jointly with WWAP.

Environment and development in coastal regions and in small islands

Para. 02236 Environment and development in coastal regions and in small islands	Projects and UNESCO Chairs in coastal and small island regions	Formulated, tested and applied wise practices; Completed 10 field projects assessments using the 16 established wise practice characteristics; Initiated complementary university twinning arrangements on Wise Coastal Practices in Asia and the Pacific and Europe; Provided interdisciplinary training and support to the pilot projects, critique and analysis of wise practices, and linkages with other institutions through University chairs/twinning; Strengthened dialogue to prevent and resolve coastal resource use conflicts.
	Expertise pooling via face to face and virtual forums	Organized interregional workshops: CSI Strategy Meeting, Wise Coastal Practices for Sustainable Human Development in Small Island Developing States, Furthering Coastal Stewardship in Small Islands, and Wise Coastal Practices for Coastal Conflict Prevention and Resolution; Advanced integration and linkages among the field projects, university chairs/twinning networks and the Forum for Greater Exchange and Review of Wise Practices and as a source of new ideas.

**“Wise practices”
documentation
dissemination and field
testing**

Workshop proceedings and project publications produced highlight the inter-linking of activities within and across small-island regions; Developed procedures for project assessment in order to implement Wise Coastal Practices; Published five articles on wise coastal practices through the Forum in UNESCO's *Sources*; Produced the CD-ROM *Yapa* (in collaboration with MAB and the Culture Sector), which strengthens indigenous knowledge transmission; Second CD-ROM (between Communications Sector and MOST) concerning the revitalization of traditional navigation knowledge in the Pacific Islands is to be produced.

Human development for sustainable living conditions in the Pacific

Para. 02239
Human development for sustainable living conditions in the Pacific

**Human development
for sustainable living
conditions in the Pacific**

More than 500 youth trained in leadership skills and internet use; Three rural communities endowed with management skills of environment and local heritage; All 16 National Commissions of the countries covered by the offices were given training to support the project and their work generally.

Subprogramme II.2.4: UNESCO Intergovernmental Oceanographic Commission

Para. 02241
MLA 1
Reducing scientific uncertainties about coastal and oceanic processes

**Ocean sciences and
ocean services**

Established scientific methods for Rapid Assessment of Marine Pollution (RAMP); Developed IODE system; Improved forecasting of extreme events and access to data and information; Developed Sediment Quality Guidelines (SGQ); Improved relationship between physical and biogeochemical systems and processes, as well as in implementation design of monitoring and forecasting system of coastal ocean.

Regional programmes

Consolidated presence in regions; Better coordinated regional level activities; Improved training in marine science and technology; Better coordination at the regional level through the Regional Project Offices, the Programmes and the presence of IOC in the regions; Established National Oceanographic Data Centres in 18 out of 20 participating Member States; Prepared a detailed work plan of actions for 2002.

Capacity-building

Improved access to data and information; Improved methodologies for measuring and assessing the effects of human activity, especially in the coastal zones; Improved monitoring and forecasting of the open ocean for climate and weather; Created better understanding of the relationship between the physical and biogeochemical systems and processes; Developed SQG; Launched and advertised Ocean Portal service; Applied the innovative “training-through-research” approach to marine science education and training; Improved training in marine science and technology in Member States.

**Governing bodies,
policy, assessment and
evaluation, public
awareness**

Improved the IOC's analyses and decisions on general policy issues, assessment, evaluation, and public awareness.

<p>Para. 02242 MLA 2 Meeting the needs of ocean-related conventions and programmes</p>	<p>Ocean and climate, oceans and global change</p>	<p>Raised awareness; Provided guidelines on monitoring, leading to better predictive capability; IOC GLOBEC/SPACC Task Force; Harmful Algal Blooms and Global Coral Reef Monitoring Network and Global Ocean Ecosystem Dynamics; Centrally coordinated the global coral reef monitoring network.</p>
	<p>OSLR</p>	<p>Improved training in marine science and technology; International Conventions follow-up and inter-agency cooperation; Better management of coastal lines and marine activities; Increased public awareness.</p>
	<p>Capacity-building</p>	<p>Improved the understanding of the factors influencing global climate change, as mediated by oceanic and other interacting processes; Improved the conceptual and observational instruments to assess changes at the ecosystem level with a view to enhancing capacities for managing major large marine ecosystems; Achieved better understanding of the relationship between the physical and biogeochemical systems and processes, with special reference to the detection and forecasting of harmful algal blooms, the degradation of coral reefs, and high-production large marine ecosystems; Undertook significant steps to improve training in marine science and technology in the Member States and in the regions.</p>
	<p>UNCLOS, UNCED and inter-agency cooperation</p>	<p>Improved International Conventions follow-up and inter-agency cooperation; Coordinated the needs of ocean-related conventions and programmes through SOCA and developed, in cooperation with the Member States of UNESCO/IOC, a common position on Ocean Matters for WSSD.</p>

Subprogramme II.2.5: Social Transformations and development

<p>Para. 02251 MLA 1 Making the best use of the results of the MOST Programme</p>	<p>Development and Steering of MOST</p>	<p>Promotion of the use of social science research in policy formulation, and the development of methodological tools for evaluating the impact of social and economic development policies emanating from major United Nations Conferences; Mobilization of networks; Coordination of projects from Headquarters and field offices; Provision of high-level expertise for the upstream preparation of projects, as well as their evaluation at both national and regional levels. This support system reflects the viability of the cooperation between research producers and users, which UNESCO Member States deem critical for improved development policies.</p>
	<p>Multiculturalism, population and migration</p>	<p>Establishment of research and policy network that serves as a regional body of expertise on issues linked to international migration within the Asia Pacific region. Other United Nations Agencies and Funding bodies call upon the network for assistance in program development, including the Asian Association of Social Science Research Councils (AASSREC), the Japan Foundation and the Ford Foundation in particular.</p>
	<p>Urban governance and development</p>	<p>Highlighting and dissemination of the results of the first phase of the MOST Programme, in particular through the restructured clearing house; Publication in various media of the conclusions of the four international comparative research networks on urban problems; Consolidation of two networks for improved formulation of urban policy based on urban governance; Consolidation of the intersectoral network coordinated by</p>

MOST on Urban Development and Freshwater Resources: Small Historical Coastal Cities involving the pilot cases of Essaouira, Mahdia, Omisalj, Saida and Kotor; Launching of the Mahdia “Lab-house” pilot project, in partnership with the universities of Tunis and Nantes, with a view to encouraging local populations to become involved in the revitalization of historic centres in order to fight against eviction of the most impoverished groups; Launching, in partnership with the Inter-American Development Bank, of efforts to revitalize the centre of Quito in a sustainable development perspective.

Globalization and governance

As far as the participation of the MOST Programme in the First World Social Forum (February 2001) is concerned, there is increased awareness among researchers and NGOs of the establishment of world democratic governance mechanisms based on principles that are freely agreed to by the social actors involved (both State and non-State actors); Organization of seminar by UNESCO/MOST within the WSF in Porto Alegre to address strengthening democracies’ capacities to face and manage globalization to the advantage of citizens; the world governance instances needed; shortcomings and the possibilities of setting up a governance of the world system based on democratic principles; the role of the United Nations for non-State actors, and particularly for NGOs and GROs.

Knowledge use-research policy interface

Compilation of case studies on ethnic relations and ethnic conflicts in the Russian Federation, including the Republic of Buratia and the Republic of Tatarstan; Production of a CD-ROM (based on research results) that can be used as a social science teaching tool for new project design methods; Policy recommendations on the implementation of research fed to national social science research councils, so as to assist in their programming; Workshops organized between selected research teams and policy makers to discuss implications of the findings for future research support.

Para. 02252
MLA 2
Poverty alleviation

Urban poor

Production of a special issue of the *International Political Science Review*, each chapter written by team leaders of selected projects within the MOST Programme. The issue is published in French and English only.

Micro-finance

Culmination of the Growing up in Cities project in the production of a book (UNESCO publishing/Earthscan) entitled *Growing up in Cities* and a manual entitled *Creating Better Cities with Children and Youth*, which have been distributed to all Delegations and Member States. Negotiation of a Memorandum of Understanding at the request of UNICEF, so that the latter may use the project results in their “child-friendly cities programme”. Awarding to the project of the prestigious EDRA prize (Environmental Design and Research Association prize); Completion of the CD-ROM based on GUIC addressing Environmental Education for young people, and has been marketed with the manual; Response by the municipality of Greater Johannesburg to the needs of the squatter camp residents to upgrade and subsidise their housing needs as a result of this project. It resulted in the development of a mobile toy library, which visits impoverished communities in Argentina.

Development policies for poverty reduction

Under the Growing up in Cities project, several action-research initiatives were carried out in Australia, reducing the marginal-

ization and insecurity of young people by involving them in urban development efforts and in innovative school programmes. The results of this research are contained in the publications *Growing Up in an Urbanizing World* and *Creating Better Cities with Children and Youth*, designed to highlight the project's theoretical and practical achievements.

**Poverty alleviation:
Cooperation for
development**

The Growing up in Cities project has been cited as a model in youth participation by the Department for International Development (DFID), and presented in their publication prepared for the Habitat +5 conference.

Cities: Management of social transformations and the environment

Para. 02257

Project on
Cities: management of
social transformations
and the environment:
development of models
to alleviate urban
poverty

Completion of actions

Evaluation in order to identify a general methodology based on two pilot field projects and to launch the Project's final symposium on 3 December 2001 bringing together all the actors involved on the two sites.

**Dissemination,
evaluation,
capitalization – follow-
up to HABITAT II**

Publication of two documents on UNESCO's general methodology and added value in relation to this project.

**Support for initiatives
of Regional Offices**

No result reported for this action.

**Cooperation for
development**

Obtaining of major support from UNDP and of decentralized cooperation assistance from France for the Yeumbeul quarter in Senegal and the Jalousie quarter in Haiti.

Analysis of programme by subprogramme

Officers in charge of subprogrammes

Promoting integrated approaches to environment and development

Assessment of implementation

The integrated character of the Bureau for the Coordination of Environmental Programmes² entailed interactions within UNESCO so as to ensure interdisciplinarity and cooperation between the UNESCO scientific programmes IGCP, IHP, IOC, MAB and MOST, as well as between UNESCO and outside partners both within the United Nations system, and within the international science community, such as programmes under ICSU.

In so doing, the visibility of UNESCO has been strengthened in international scientific fora and its role confirmed in the field of environmental sciences and sustainable development. An important means of ensuring the coordination of UNESCO's Scientific Programmes on the environment, as well as on sustainable development, was the organization of the Joint Meetings of the Chairpersons of UNESCO's Scientific Programmes: IGCP, IHP, IOC, MAB and MOST which were held at regular intervals. The Chairpersons delivered joint statements to UNESCO's governing bodies (General Conference, Executive Board) and highlighted their desire to work jointly across programme and sector boundaries on topics related to the environment. As a result, and for the first time ever, a joint project aimed at preparing a "Volga Vision" and involving IGCP, IHP, IOC, MAB and MOST is being implemented on the Volga River/Caspian Sea during the 2002-2003 biennium.

Despite the existence of various independent UNESCO scientific programmes on the environment and on sustainable development, all of which have their own intergovernmental governing boards and councils, it can be said that UNESCO managed "to speak with one voice" on issues related to environment and sustainable development.

Particularly successful activities

A particularly successful product was the *Education Kit on Desertification*, which was prepared under the auspices of the Bureau for the Coordination of Environmental Programmes with valuable inputs from MAB, IHP and the Associated Schools Project Network of UNESCO, as well as from the Secretariat of the United Nations Convention to Combat Desertification (CCD). The kit was prepared for primary schools in desertification-affected countries and offers information on the problems of desertification, as well as solutions (through successful case studies) on how to combat desertification. The kit has been produced in English, French and Spanish and has been diffused for

2. As the name implies, the "Bureau for the Coordination of Environmental Programmes" was not created to be output or product oriented, but had a "coordinating" role within UNESCO (in a manner similar to a UCE unit within a programme sector). It is, therefore, difficult to quantify implementation results. This can only be done in a **qualitative** manner.

testing in 18 desertification-affected countries through the Associated Schools Project Network. Several countries and NGOs have commended UNESCO on the high quality of the product. The kit was funded by the Government of Italy through a funds-in-trust agreement, with a contribution also being made by the Government of Switzerland through the UNCCD Secretariat.

Subprogramme II.2.1: Earth sciences, earth system management and natural disaster reduction

Assessment of implementation

Environmentally-wise management of the earth and the reduction of risks as regards natural disasters require an improved monitoring and understanding of the geological and geodynamic processes governing our habitat; the Earth's surface.

Based on three decades of successful activities, the International Geological Correlation Programme (IGCP) continued, as "International Geoscience Programme", to promote collaborative projects with a special emphasis on the advancement and sharing of knowledge of geoscience research between developed and developing nations. In its early years, the IGCP focused on the relationship between geological time and correlation of rock sequences. While geo-environmental and related societal questions have reached global dimensions, in the follow-up of the UNCED conference in Rio de Janeiro (1992) and the Conference on Sciences in Budapest (1999), the IGCP placed greater emphasis on projects which have a clear impact on the needs of society, focusing on population health and growth and the increasing demands for resources, sustainable development, safety and protected heritage. Very successful projects dealt with monitoring, assessment and prediction of geological hazards, desertification, past and future environment and global change, interrelation of geology and archaeology, cultural heritage and geological forces (e.g. landslides, collapsing ground, seismic shocks and coastal degradation), and the impact of geology on human health.

Through institutional and individual capacity-building activities, such as postgraduate courses, ad hoc postgraduate seminars and roving courses on geological parameters ("geo-indicators"), the Division promoted a better understanding of the geological, mineralogical, geophysical and geochemical factors influencing the environment, and transferred key findings to scientists of other disciplines, development planners and decision-makers. The relevance and societal impact of this type of training exercise is clearly shown by the fact that:

- ▶ more than 750 geoscientists per year from developing countries received an opportunity to update and/or upgrade their skills;

- ▶ a significant multiplier effect was involved as the respective participants should be able to transfer their new knowledge of technologies or methods to their colleagues;
- ▶ the courses reinforce the links between the scientific community and enhance the potential for exchange of information and transfer of technology, not only between North and South, but also within the developing countries.

An evaluation of what has been achieved by this Programme leads to a cautious yet optimistic view of the future, although enormous constraints still remain to be overcome in order to obtain the effective capacities needed for sustainable development in these countries. Therefore, in order to expand capacity-building, the following measures need to be undertaken:

- ▶ extrabudgetary funding;
- ▶ increasing cooperation at subregional level, taking advantage of complementary activities of respective nations in order to reduce costs; and
- ▶ strengthening the University teaching staff, considering its multiplier effect.

The utilization of geological maps has proved a powerful tool for research and training and is indispensable for socio-economic regional development, as well as for the mitigation of the negative effects of natural disasters. UNESCO support for the preparation and publication of geological maps is essentially limited to seed money and represents a very low percentage of the total cost. Matching funds are provided by National Geological Surveys, the Commission for the Geological Map of the World, and others.

As UNESCO is the only United Nations agency dealing with geological and geophysical research and training activities, the international geoscientific community considers it the primary task of the Organization to assist Member States, especially developing countries, to respond to the societal changes that occurred during the last decade. One important area of rapid change is the information and communication revolution, thus the new component on "Spatial Information" was introduced in UNESCO's Earth Sciences Programme.

Three types of activities were executed and launched:

- ▶ networking activities on modern geodata-handling for the African and Asian Regions. In this context new working methods are being introduced to promote the electronic or virtual twinning of earth science institutes in developing and industrialized countries in order to undertake joint efforts in environmental geology;
- ▶ increase in the use of Remote Sensing and Geographical Information Systems (GIS) in Applied and Fundamental Geological Research (GARS); and
- ▶ the Deposit Modelling Project (DMP), undertaken in order to optimise generic environmental impact models essential for the planning of environmentally acceptable extraction of non-renewable mineral resources. A special effort will have to be made to increase the participation of earth scientists in interdisciplinary and inter-agency cooperation for the development of global observing systems and strategies such as Global

Terrestrial Observing System (GTOS) and Integrated Global Observing Strategy (IGOS).

Within the framework of the United Nations International Decade for Natural Disaster Reduction (IDNDR), which ran from 1990 to the year 2000, it was decided, amongst other issues, that the role of prevention should be enhanced. In general, the trend in Natural Disaster Reduction has shifted from reactive to proactive. This has been reflected in UNESCO's programme actions where emphasis has increasingly been placed on awareness raising and preparedness. While UNESCO's regional activities (Central America, Arab region, South-East Asia) in the subject area have been reasonably successful, judging from the response and communications to the Divisions concerned, the situation is far from rosy. The main reason for the current and slightly pessimistic outlook derives from the fact that the 30th session of the General Conference rejected the proposal "Scenario B", which aimed at making the Natural Disaster Programme more overtly intersectoral and increasing the socio-economic factors associated with disaster mitigation. Naturally, implementation of such an ambitious strategy can function only if sufficient resources (both financial and human) are made available. Hence, with the presently available resources, the Natural Disaster Reduction Programme is probably adequate. In order to capitalize on the momentum generated, it will however, be necessary to adopt the above-mentioned strategy. This will ensure UNESCO's place as one of the front-runners in the field. With particular regard to the follow-up of IDNDR, namely the International Strategy for Disaster Reduction (ISDR), in which it is envisaged that communities potentially threatened by impending disasters are made self-reliant, it is important that UNESCO consolidate the work undertaken in the late nineties.

Particularly successful activities

Based on the excellent results of IGCP Project 425 Protection of Cultural Sites Against Landslides, and two International Symposia on Landslide Risk Mitigation and Protection of Cultural and Natural Heritage, UNESCO has been requested to launch, in cooperation with partner United Nations agencies (WMO, FAO) and numerous national and international IGO's and NGO's, an International Programme on Landslides (IPL). The Programme aims at conducting international cooperative research, capacity-building and educational efforts in order to reduce landslide risk for the benefit of society and the environment including cultural and natural heritage sites.

Complementary to ongoing, very promising, regional capacity-building activities in natural disaster reduction (Central America, RELEMR, PAMERAR, GARS – mainly supported by extrabudgetary funds), a "Geohazards" Theme has been launched within the framework of IGOS, integrating space agencies, United Nations bodies (including UNESCO) and ICSU programmes in research issues on earthquakes, volcanoes, landslides and ground subsidence.

UNESCO proposes a unique way of carrying out earth science programmes within the framework of international organizations. Throughout the years, the Division of Earth Sciences has proven itself able to respond with flexibility to the needs of our changing world and will continue to do so in the future.

Subprogramme II.2.2: Ecological sciences and the Man and the Biosphere (MAB) programme

Assessment of implementation

The major results for the biennium are undoubtedly the reaffirmation of the World Network of Biosphere Reserves as a major global force in the conservation and the sustainable use of biological and cultural diversity. This is reflected by the expansion of the World Network by 52 biosphere reserves – a 148% change on the period 1997-1999. The number of countries nominated to become part of the network rose to 94 (an increase of eight from 1997) with some notable additions, such as, India, Malawi, South Africa and Morocco. Moreover, Austria and Switzerland nominated sites during the biennium after a considerable absence.

Nominations during the biennium were of exceptionally high quality, and move towards a complementarity of Biosphere Reserve and World Heritage designation, serving to draw closer to fulfilling the potential of both instruments. The periodic review of the World Network continued apace, but the issue of how to deal with sites that are non-performing remains. The MAB Council considered this issue in November 2000, following advice from the Seville+5 meeting, and thus, work will continue during the coming biennium. Together with increased interest in designation of Transboundary Biosphere Reserves, and the production of guides to implement and manage such Biosphere Reserves, these activities demonstrate the vital-

ity and relevance of the MAB programme, as well as that of the World Network of Biosphere Reserves.

As a result of the focus on developing the world network, and an increasingly contracting work force, efforts on ecosystem science promotion and research has not been effective during the biennium. Our partnership with ICSU and its associates on the research agenda DIVERSITAS did not develop as hoped, due to the length of time taken to secure a solid funding base. A new Science plan has since been developed. An active DIVERSITAS will not, however, be in place until the 2002-2003 biennium. Other research activities have taken place, including in drylands. The development of a focused network of work on coastal biosphere reserves in the Macronesian/Northwest African Region has constituted a positive development, both for the region, and as an exemplar of desirable future network developments. Building a network of research and management activity on mangrove sites in the Asia-Pacific has begun, an important constituent of supporting work in a critically endangered ecosystem, and of developing UNESCO's work in the Pacific.

Particularly successful activities

Capacity-building through education for biodiversity has been a particularly effective feature of the subprogramme during the biennium. Four activities have contributed to attaining this result:

- the Global Initiative on Biodiversity Education, undertaken in partnership with the Executive Secretary of the Convention on Biological Diversity and the IUCN Commission on Communication and Education;
- three workshops were held, in Paris, Bergen (with the support of the Government of Norway) and Bilbao (with support from the UNESCO Centre in the Basque region – UNESCO ETXEA). These workshops produced a draft action plan that will be examined by the Conference of the Parties to the CBD in April 2002. The synergies between groups taking part in this effort,

Evaluation of the MAB programme

The evaluation identified the need for Member States to review their national biodiversity strategies to ensure that their Biosphere Reserves were being accorded the status they are due and that relations with other Conventions or institutions dealing with ecosystem conservation were concretely reinforced. It went on to recommend that Member States should be encouraged to adopt the Ecosystem Approach to combine conservation and development issues more effectively, as well as ensure that their MAB National Committees include representatives of all relevant ministries, as well as natural and social scientists. It was also recommended that the Secretariat should thoroughly assess the coverage of the World Network of Biospheres, particularly with regard to those in vulnerable areas, and encourage the establishment, in cooperation with regional networks, of new Biosphere Reserves where gaps have been identified. The Secretariat should furthermore, together with MAB National Committees, explore possibilities for establishing Biosphere Reserves in areas that have been rehabilitated and redeveloped, as well as ones of a transboundary character, consistently making sure that the designation process is rigorous in nature. The need for social science research to be better integrated into the MAB programme was underlined and the drawing up of guidelines on the creation, zoning and functioning of Biosphere Reserves by the Secretariat was proposed. Links with research institutions should furthermore be reinforced. The recommendations were considered briefly by the MAB Council in March 2002 and it was felt that many of them coincided with the approach currently being adopted by the programme. Thus, for instance, a joint programme between MAB and Ramsar has been approved and a booklet published on MAB's relationship with other Conventions. A booklet on the application of the ecosystem approach has also been produced and efforts are being made in regard to developing the role played by social sciences within the Programme. A training seminar on conflict resolution is being organized and a new set of recommendations to facilitate the establishment and management of transboundary biosphere reserves has been prepared by the MAB Secretariat. In addition, guidelines for the creation, zoning and functioning of biosphere reserves have been elaborated.

as well as linkages with the Education Sector, constitute a very positive development;

- ▶ an *Educational Kit on Combating Desertification* has been produced for school children, in English, French and Spanish, in partnership with the UNCCD, and with funding support. This initial version, launched in Geneva at the Conference of the Parties to the UNCCD in July 2001, will be tested, and revised editions in more languages, especially local languages for desert regions, will be produced;

- ▶ the Ecole Régionale d'Aménagement Intégré des Forêts Tropicales (ERAIFT) has greatly developed during the biennium; an African director has been installed, more students are enrolling, and high levels of regional support are forthcoming. Considerable extrabudgetary funding has been secured to keep the school moving ahead and to consolidate the progress made.

Subprogramme II.2.3: Hydrology and water resources development in a vulnerable environment

Assessment of implementation

Major lessons learnt at the global level:

There is much evidence pointing to an imminent water crisis this century. The crisis pertains not only to the mounting scarcity of the resource in many parts of the world, but also to its mismanagement. Consequently, there are many opportunities for UNESCO to play a leading role in alleviating the impact of this crisis. A quick response at the top policy levels of the Organization is needed however, and it should be backed by the timely provision of required resources. Recently, bold steps have been taken, such as the hosting of WWAP and the establishment of the UNESCO-IHE Institute for Water Education. Nonetheless, in order to take advantage of emerging opportunities and ensure UNESCO's uncontested leading role, the corresponding policy support and resource back-up need to be provided now.

Major lessons learnt at the programme level:

The main lesson learnt is that a sustainable management of water resources does not depend only on strong technical know-how and capacity, but also on other relevant factors, such as environmental, sociological, political, legal and institutional elements. This lesson has certainly influenced the strategy and contents of the sixth phase of the IHP (2002-2007) under Water Interaction: Systems at risk and social challenges.

Major lessons learnt at the level of the mechanisms of implementation of the programme:

The fifth phase of IHP has been a source of a number of lessons that are being taken into account in the forthcoming sixth phase of the programme. Among the positive findings we can mention:

- ▶ the process of formulating the plans for successive phases of IHP, in which the Member States were involved,

ensuring that their needs were reflected, has proved successful in ensuring the continued relevance of IHP. Thus, the Sixth Phase has emanated from an intensive process of consultation with the countries and leading scientific NGOs in water resources.

- ▶ the presence and effectiveness of networking and partnership building is increasingly evident in the implementation of the IHP. This is reflected at government level, with scientific and professional NGOs, UNESCO international water institutes and centres, other higher learning, scientific and research institutions and even with the private sector being involved. This has resulted in the Member States showing an increasing interest in the establishment of regional centres of excellence.
- ▶ the heightened interest of Member States in participating in the Governing bodies of IHP, which has led to the presence of 39 countries as observers in the 14th session of the Intergovernmental Council of IHP in 2000, over and above the 36 countries, which are members of the Council, thus the process of execution is followed with a great active interest.

On the other hand, it has been found that:

- ▶ the plan for the fifth phase of IHP was overly prescriptive, specifying over 30 projects that provided a fairly rigid framework not well suited to changing needs and priorities in the course of its execution. Consequently, a rolling modality of execution has been adopted for the sixth phase, whose detailed plan can be adjusted in successive biennia during its six-year duration 2002-2007.
- ▶ the mechanism of having a fixed Working Group for each project for the six-year duration proved too rigid. Hence, for the sixth phase, a high level Theme Advisory Board has been adopted to provide guidance on the execution of the activities under the theme.
- ▶ although the plan of the fifth phase clearly stipulated the objectives and the outputs sought, the corresponding budgetary or resources requirements were not included, and thus there was often no correspondence with the real budgetary availability of IHP. This led the IHP Council to establish a Finance Committee and to adopt a financial strategy for the plan of the Sixth Phase.

Environment and development in coastal regions and in small islands

Assessment of implementation

CSI's positive impact can be measured through a number of ongoing initiatives:

Intersectoral field projects, interdisciplinary university chairs and interregional workshops: Interregional workshops in (i) Thailand (CSI Strategy Meeting, July 2000), (ii) Samoa (Wise Coastal Practices for Sustainable Human Development in Small Island Developing States, December 2000), (iii) Dominica (Furthering Coastal Stewardship in Small Islands, July 2001) and (iv) Mozambique (Wise Coastal Practices for Coastal Conflict Prevention and Resolution, November 2001) advanced integration and linkages among the field

projects, university chairs/twinning networks and the Forum. The workshops also helped to promote linkages between CSI and non-CSI activities, advanced project assessment procedures and developed concepts such as Wise Practices Agreements for Sustainable Coastal Living and an ethical code of practice for donors/investors in coastal development. The first seven field project assessments, using the 16 established wise practice characteristics, have been completed and added to the CSI website. Such assessments serve to review progress and design the next phase of a field project. Eighteen project and university chair summaries have also been published on the CSI website.

Communications: The CSI website (www.unesco.org/csi), with its diverse range of publications, and the organization of inter-regional meetings constitute steps taken towards compensating for the lack of applicable scientific information and Internet access in many small island states and coastal regions. The multilingual Wise Coastal Practices virtual forum (see "Successful Activities" below) provides a crucial link between locally based experiences and a global audience. Moreover, UNESCO's *Sources* (February 2001) articles *Coast to Coast*, *Coastal regions on line*, *Going online in the Indian Ocean*, *Tourists to the rescue on Chumbe Island* and *The points man in the Philippines' last frontier* introduced its readers to the concept of Wise Coastal Practices being discussed on the Forum. CSI Paper 9 *Wise Coastal Practices Towards Sustainable Small Island Living* details the outcomes of the Samoa Workshop (Dec. 2000), highlighting the inter-linking of activities within and across small-island regions, and procedures for project assessment in order to implement Wise Coastal Practices. Use of new information and communication technologies to revitalise traditional/indigenous knowledge transmission is a novel approach addressing, in particular, indigenous youth. The aim is to strengthen dialogue between elders and youth by using multimedia to record indigenous knowledge and practice in a series of CD-ROMs. One CD (*Yapa*) addressing Aboriginal youth of the central Australian Desert has been completed with MAB and the Culture Sector, while a second, concerning the revitalization of traditional navigation knowledge in the Pacific Islands is underway involving the Communication and Information Sector and MOST.

Intersectorality: By continuing a flexible and responsive approach, CSI developed strategies to promote intersectorality within UNESCO at Headquarters and in field offices. These include building effective networks, fostering an enabling environment and establishing principles of engagement for Sectors (e.g. brain-, cost- and credit-sharing), as well as a strong focus on joint problem solving, especially in field projects, while incorporating traditional knowledge sources. The field projects, university chairs/twinning and Forum encourage sectoral partners to work together to construct a shared problematic, providing a tangible framework for constructive interaction. A summary of CSI's four years of "Experiences with Intersectorality" was presented to the "Working Group on Intersectorality" in early 2000. Evidence of CSI's intersectoral know-how and networking was seen when both

cross-cutting projects it generated were retained for inclusion in draft document 31 C/5, namely Local and Indigenous Knowledge Systems in a Global Society (LINKS) and Small Islands Voice.

Lessons learnt: A challenging intersectoral endeavour like CSI, which focuses on "people and problems", can only be accomplished on the ground with high-quality and determined project leaders, chair holders and (field office) colleagues from all five programme sectors. The need to provide continuity to activities such as field projects is also important, as such efforts are often long term and need to extend beyond the duration of the typical project cycle. The necessity to build sustainability into every step of the platform's activities cannot be over-emphasized. Furthermore, working inter-regionally allows for sharing ideas, catalyzing action, and nourishing a new momentum for forward progress. The development of UNESCO Chairs in Sustainable Coastal Development has continued to be slower than expected in part due to the additional time required for partner institutions to accept novel interdisciplinary arrangements that do not conform to existing disciplinary structures. Moreover, while CSI has attracted significant extra-budgetary and associated funds, attention has largely been focused on the engagement of UNESCO sectors to share field project activities and thus strengthen the intersectoral services to Member States.

Particularly successful activities

Wise Coastal Practices Forum

The multilingual, Internet-based Wise Coastal Practices Forum continues to advance Wise Coastal Practices for Sustainable Human Development among 9,000+ people worldwide. Work in Progress 2 (in English, French and Spanish) is an analysis of the Forum's first 52 examples of wise practices and the 118 discussion items considered before 30 September 2000; these focus on small-island issues, community empowerment, coastal tourism, fisheries, local and indigenous knowledge systems, freshwater resources, coastal erosion, planning, gender issues and human rights. A feedback form sent in September 2001 to all Forum recipients received a 5.6% response rate. The respondents found that circa 90 topics of the forum discussions of "very high" interest and that the Forum influences the understanding of coastal that forum influences the understanding and the opinion on wise practices of coastal problems but less so their application.

Jakarta Bay project

The external auditors of the Science Sector and the external evaluators of CSI drew attention to the merits of the Jakarta Bay project. This project illustrates good management of diverse activities including constructive Headquarters and Field cooperation. It is part of an innovative attempt to deal with widespread issues that transcend national borders. The project follows the principled approach of CSI, focusing on solutions that generate local benefits and income; fostering collaborative action across UNESCO programmes and other agencies; involving partners such as local government and research institutions; establishing links across community, government

and private sectors; developing capacity by providing training opportunities; and seeking longer term government commitment to sustainability. The project has generated substantial interest and visibility within the community, other parts of Indonesia, and the government alike.

Evaluation of environment and development in coastal regions and small islands (CSI) platform

The evaluation recommended that the lessons learnt from CSI in respect to the Organization's pursuit of its intersectoral agenda be built upon and that this aspect of the CSI platform be formalized. Moreover, it was recommended that the Organization consider developing "integrated management science" as a new competency. Specifically, recommendations pertaining to field project exit strategy, wise coastal standards, guidelines, procedures and possible accreditation mechanisms, regional and global wise practices virtual forums, communications activities, extrabudgetary funding and the impact of LINKS and SIV on SCI activities were made.

In response, the Secretariat has undertaken a full survey of the "Wise Coastal Practices" and the report on it is now available. Other recommendations have been taken into account in the Science Sector's 2002-2003 work plans and the Director-General has committed the Organization to developing intersectorality. In addition, information on the actions already being taken in this respect is presented in the section on the "Special Projects" in the present document.

Subprogramme II.2.4 UNESCO Intergovernmental Oceanographic Commission

Assessment of implementation

Reducing scientific uncertainties about coastal and oceanic processes

2000-2001 was the final phase of the World Ocean Circulation Experiment (WOCE), a component of the World Climate Research Programme WCRP, jointly sponsored by the World Meteorological Organization, IOC and ICSU. WOCE was designed to improve the Ocean Models necessary for predicting decadal climate variability and changes. Analysis, Interpretation, Modelling and Synthesis (AIMS) followed the field phase of the project. The success of AIMS will have considerable impact on the follow-on programme CLIVAR. WOCE has prompted the publication of more than one thousand scientific reference documents. CLIVAR, the Climate Variability and Predictability Study, constitutes the newest and most wide-ranging component of WCRP. GODAE, the Global Ocean Data Assimilation Experiment, is still in a planning phase and has been made possible by the progress in the implementation of the IOC-WMO-UNEP-ICSU Global Ocean Observing System. GODAE is expected to achieve improved forecasting capacity through the integration of real-time, space-based and in situ observations.

The Centres for Harmful Algal Bloom Research and Communication at the University of Copenhagen and at the Spanish Institute of Oceanography (IEO, Vigo, Spain), continue their successful operation, with the support of the Danish Agency for International Development (DANIDA) and the IEO.

The International Oceanographic Data and Information Exchange (IODE), with its 57 National Oceanographic Data Centres and Designated National Agencies, is one of the most successful systems of open and unrestricted environmental data exchange. A functioning IODE is key for

the full exploitation of GOOS. The 16th session of IODE (Lisbon, October-November 2000) defined important new directions for the IODE programme, both in terms of data coverage of IODE (to include biological, chemical, coastal data) as well as in terms of structure (towards a decentralized network of data centres) and technology (marine extensible mark-up language, XML, Ocean-Portal, distributed databases).

The International Tsunami Warning System (ITSU) for the Pacific, a permanent ocean service, today has more than 100 seismic and tide stations, operating in 24 Member States in the region. The primary activity of ITSU is to issue timely warnings and watches following major earthquakes in or near the Pacific basin, which may result in tsunamis. The Regional Meeting on the Intra-Americas Sea (IAS) for the Tsunami Warning System was hosted from 19 to 21 December 2000 in Mayaguez, Puerto Rico. Efforts are under way to extend ITSU to the Caribbean and the Mediterranean regions.

The successful implementation of research programmes (WOCE) and the initial Global Observing System (GOOS) has effectively:

- improved the understanding of ocean circulation at different spatial and time scales;
- significantly increased the amount of physical data regularly available for different areas of the world oceans;
- facilitated the development and use of hindcast, nowcast and high resolution numerical models to forecast ocean conditions, such as El Niño;
- help Member States to prepare and adopt measures to mitigate Harmful Algal Blooms and Tsunamis.

Meeting the needs of ocean-related conventions and programmes

Since February 1999, IOC assumed the Chair and continued to secure the Secretariat of the Subcommittee on Oceans and Coastal Areas (SOCA) of the United Nations Administrative Committee on Coordination. The

Subcommittee, created to provide the follow-up to the UNCED process and the new conventions, is composed of all the member agencies of the United Nations system, the World Bank, and the Secretariats of the Global Conventions. As task manager of Chapter 17 in Agenda 21, SOCA coordinates the annual reporting on Oceans and Law of the Sea. It also contributes to the follow-up of the Global Programme of Action for the Protection of the Marine Environment from Land-based Activities, which is led by UNEP, and has jointly developed the "United Nations Atlas of the Oceans", a project funded by the United Nations Fund for International Partnership (UNFIP) and led by FAO.

The July 1998 Pan-African Conference on Sustainable Integrated Coastal Management (PACSICOM) took place in, Mozambique. As a follow-up to PACSICOM, IOC developed in cooperation with IOC of UNESCO, the United Nations Environment Programme (UNEP) and the World Conservation Union (IUCN), a partnership with the Advisory Committee on Protection of the Sea (ACOPS) (an NGO designated by the Cape Town Conference 3 as the facilitator of the African Process on Development and Protection of the Coastal and Marine Environment in Sub-Saharan Africa, ACOPS), and is coordinating a Global Environment Facility (World Bank-UNEP-UNDP)- medium-size project- with the participation of 11 coastal countries of sub-Saharan Africa, with the purpose of detecting the most pressing environmental issues in their coasts and designing integrated intervention projects. These projects are to be presented to donor agencies and countries at the Partnership Conference for the African Process in 2002.

IOC has consolidated its position as the focal point for Ocean Science and Ocean Services, and established an advisory body of experts on the Law of the Sea, actively

cooperating with other agencies to help governments implement UNCLOS. The United Nations Atlas of the Oceans has been jointly developed by United Nations agencies. Although bilateral cooperation with agencies of the United Nations system continues to be strong, system-wide coordination continues to face new challenges. As a result of the reform of the ACC, all standing committees, including SOCA, ceased to exist on 31 December 2001. New modalities for system-wide coordination have been adopted so that the agencies participating in SOCA will now meet as a group of experts rather than as a subcommittee.

Particularly successful activities

In response to the United Nations General Assembly resolution A/RES/55/199 soliciting a Ten-Year Review of Progress Achieved in the Implementation of the Outcome of UNCED, the Intergovernmental Oceanographic Commission held the Extraordinary Session of its Executive Council on 10 and 11 December 2001, at UNESCO Headquarters (Paris). During the meeting, the Member States of the Executive Council approved that the Declaration by the Intergovernmental Oceanographic Commission of UNESCO to the World Summit on Sustainable Development be made available at the World Summit in Johannesburg, 2002. In addition, The Global Conference on Oceans and Coasts at Rio+10: Toward the 2002 World Summit on Sustainable Development in Johannesburg took place from 3 to 7 December 2001 at the Headquarters of UNESCO. The Conference was coorganized by IOC and the University of Delaware's Center for the Study of Marine Policy (CSMP), with the support of numerous international and national organizations with an interest in oceans. The Conference was attended by more than 450 participants from over 60 countries, including 13 ministers and vice-ministers and

Evaluation of the Intergovernmental Oceanographic Commission

The evaluation report recommended that UNESCO provide global leadership in the development of operational oceanographic services and that the Organization give IOC the recognition and support it needs by securing further resources to ensure that it does not become marginalized. Thus, a new and more strategic and systematic approach to programme planning, management and evaluation was found to be desirable. Moreover, it was felt that the appropriateness of the Inter-Secretariat Committee on Scientific Programmes Relating to Oceanography ought to be assessed. Following the proposal by the Director-General to restore the funds allocated to IOC at the level established in document 30 C/5, IOC is recognized as a priority programme. In addition thereto, the Director-General highlighted in the draft C/4 document that UNESCO's oceans programme, and in particular IOC, as one of the Organization's flagship programmes. The Director-General was also in full agreement with the evaluator that the efficiency and responsiveness of the administrative support provided to IOC should be reviewed.

In response to the recommendations made, an internal financial system on the Intranet has been implemented.

As a measure to streamline the programme structure, all the programmes under the Ocean Sciences Section are being revised and the number of standing expert groups have been reduced from five to two. The need to assist Member States in carrying out cost-benefit analysis of marine science and technology projects, to reinforce the Commission's role in sponsoring international climate research, to establish global standards for marine data and to strengthen the Training, Education and Mutual Assistance (TEMA) Programme has been acknowledged by the Director-General and implementation of these recommendations will continue during the execution of the Programme and Budget for 2002-2003 (31 C/5). The evaluation report made particular mention of the success of IOC in developing partnerships with international organizations and the Director-General encourages IOC to identify specific niches of cooperation with sister organizations on a bi-, tri-, or multilateral basis.

The TEMA Programme is being implemented as a cross-cutting activity and will be strengthened by a professional full-time position to coordinate TEMA and REGIONS. Linkages with other UNESCO programmes, especially within Major Programme II, are being reinforced through the creation of interdisciplinary projects, such as the cross-sectoral disaster project.

ocean experts from governments, intergovernmental organizations (IGOs), NGOs, academic and scientific institutions, and industry. These two activities have permitted UNESCO and its IOC to deserve an important role in the WSSD.

The thirteenth Congress of the World Meteorological Organization (WMO) and the twentieth IOC Assembly of UNESCO, approved the fusion of several long-standing independent bodies in charge of operational ocean services belonging to IOC and WMO into a single unit serving both the Joint Technical Commission for Oceanography and Marine Meteorology organizations. JCOMM, whose members are governmental experts officially nominated, provides an interesting example of how two different agencies of the United Nations can cooperate at an operational level without losing their independence and identity. After two years of preparation, and following an invitation from the Government of Iceland, JCOMM held its first official meeting in Akuyreri, Iceland, from 19 to 29 June 2001.

Subprogramme II.2.5:

Social transformations and development

Assessment of implementation

The added value of MOST is mainly in linking scientific research with policy-making in each of its networks. Furthermore, the added value of MOST is in fostering truly international multilateral research between research communities from the North and the South, in which conceptualization and design is arrived at by equal partners. In this context, scientific and institutional capacity-building is a priority of MOST.

MOST activities have an impact in terms of knowledge diffusion and policy-making extremely difficult to measure quantitatively, let alone qualitatively. The impact in terms of infrastructure and institution-building, or in terms of MOST networks participating in policy-formulation or evaluation can be shown concretely by pointing to more than 109 countries participating in MOST projects, and by referring to the different institutions that have been established, such as the over 50 MOST Liaison Committees, the Centre for Asia Pacific Social Transformation Studies in Australia, the various University Chairs on Social Transformations issues, and the MOST Summer School in Eastern Europe.

MOST has grown rapidly to become one of UNESCO's five major scientific programmes. The four others are on environmental sciences, such as ecology, geology, hydrology and oceanography. MOST works closely with each of them on sustainable development issues.

MOST is the first major UNESCO programme with a built-in external evaluation procedure. Costly and time-consuming though they are, such evaluative mechanisms are extremely valuable in showing those who work within the programme which are the strong and, more importantly, which are weak aspects in need of attention and improvement. On the basis of its first mid-term evaluation, a Plan of Action was prepared and implemented as a follow-up to the main recommendations of this evalua-

tion, including the need to keep the focus of the programme on its major achievements in linking research and policy-making.

Particularly successful activities

Migration Networks: MOST has been particularly successful in improving international cooperation in the social sciences. An example of this is the Asia Pacific Migration Research Network, which has as its central objective to provide broad based, reliable information, as well as options on the long-term role of migration and increased ethno-cultural diversity in the Asia-Pacific Region for policy-makers and immigration authorities at the national and international levels.

The international research network allowed strong interdisciplinary cooperation on social and political aspects of international migration and growing ethno-cultural diversity. A major achievement of this, and similar MOST networks, is that all involved countries (of emigration as well as immigration) can work together on an equal basis under the umbrella of UNESCO.

The network has been extensively replicated, one example being the establishment of national institutions to secure the linkage between the research and policy communities, and various national case studies to feed in to the international comparative analysis of migration problematic. In general terms, the project has applied a scientific approach to the issue of International Migration and Multicultural Policies on the agenda in the region.

Transformation of the societies of Eastern Europe:

During the past decade, the countries of Central and Eastern Europe went through a period of significant economic, political and cultural transformation. The management of social transformations in the region demanded the development and implementation of policies that avoided or alleviated intensive social risks, such as long-term unemployment, extreme poverty and loss of educational and other societal institutions. It was considered a crucial task of the social sciences to focus on improving the policies that would accompany or generate the significant transformation processes in this region. The efforts to cope with the implications of social transformation in Central and Eastern Europe are of fundamental interest both social sciences and policy-makers in the region and beyond its boundaries since the process constitutes a unique case of social change. Several MOST projects addressed these issues, including the project on "Personal and Institutional Strategies for Management of Transformation Risks in Central and Eastern Europe", and the project on "Managing Cultural, Ethnic and Religious Diversity on Local, State and International level". Both of these projects had a new approach that was adapted to the new problems that the countries in this region were facing. The main characteristic of the projects was the emphasis on linking research outcomes to policy-making by involving policy-makers in the project conception and implementation and by assuring good communication between researchers and policy-makers.

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

Assessment of implementation

Launched in 1996 for a six-year term, the project focused in 2000-2001 on two objectives: working in partnership with the local authorities, NGOs and government departments concerned to improve living conditions for the inhabitants of specific sites: Yeumbeul-Dakar (Senegal), Jalousie in Port au Prince (Haïti) and Phnom-Penh (Cambodia); and using lessons learnt in the field to draw up a methodology for developing policies to combat urban poverty.

For the inhabitants of the three pilot sites, the project's strongest impact has been a tangible improvement in their urban environment as a result of infrastructure projects chosen by the inhabitants themselves and in which they participated actively. Projects included the paving of streets, the creation of public spaces and the building of a retaining wall, a football stadium, 250 drainage wells, 10 drinking fountains and 60 latrines.

In addition to the infrastructure work which has reduced the poverty of the inhabitants' urban environment, the project has, by providing support to local initiatives, reinforced the organizational capacities of grass-roots associations and municipal authorities and helped to mobilize local populations and give them a sense of empowerment,

shifting the balance of local power in their favour. This effect will last beyond the project itself.

The impact of the project on local and national policy has been highly variable. In Senegal, the project has had a strong impact: the town of Pikine and the Ministry of Urban Planning used the project results to develop their policy to combat urban poverty. In Haiti, the project was strongly endorsed by the local authorities and is being pursued by them. Nevertheless, given the current state of affairs, the national authorities are not in a position to integrate the project into national policy. In Cambodia, the Governor of Phnom Penh strongly endorsed the project and has fully integrated it into his policy.

Particularly successful activities

The workshops held in Dakar in May 2001, during which the lessons learned in Senegal were examined in relation to towns in West Africa (Burkina Faso, Mali, Côte d'Ivoire, Cameroon, Benin), brought together more than 50 mayors.

The symposium held at Headquarters on 3 December 2001, bringing together the site partners, led to the establishment of cooperation relations with UNDP, the World Bank and the French and Swiss Development Cooperation agencies, which will contribute to the transfer of the project to other sites.

Major Programme II

The sciences in the service of development

Programme II.3: Philosophy, ethics and human sciences

Main Line of Action as presented in the 30 C/5 document	Actions that constitute Main Line of Action as presented in SISTER	Actual results by action on 31 December 2001 as reported by Sector
Para. 02301 MLA 1 Ethics of science and technology	<p>Bioethics</p> <p>Ethics of scientific knowledge and technology</p> <p>Pathways into the Third Millennium</p>	<p>Confirmation of UNESCO as the lead agency, which should continue to play in this field at the international level and of the role the Organization will be playing in the context of cooperation with other United Nations agencies and institutions and with other competent international organizations.</p> <p>Promotion and development of an in-depth and more widely shared debate on the ethical and legal issues arising from advances in human sciences; Reinforcement of the impact of the Universal Declaration on the Human Genome and Human Rights; Strengthening of national capacities for the organization of debates on ethical issues; Awareness-raising of public and private decision-makers worldwide of risk situation arising from rapid development of science and technology, through experts' meetings, research and wide distribution of reports; Strengthening of capacity-building in a number of Member States (e.g. through the RENEW network in the Asia and the Pacific region, and in the Nordic and Baltic countries) to counter the negative effects that swift advancements in science and technology can have; Initiation of advisory services to policy and decision-makers to take into account ethical issues in the area of science and technology.</p> <p>Symposia and publications contributing to an interdisciplinary and intercultural analysis of ethical issues raised by: globalization; Equality of access to knowledge and information, and coexistence in a world of cultural and linguistic diversity. This also resulted in greater contacts with and exchanges among scholars and NGOs committed to promoting open intercultural and interdisciplinary dialogue on global ethical issues.</p>
Para. 02302 MLA 2 Philosophy and the human sciences	<p>To enhance the ethical vocation of UNESCO</p> <p>To promote and improve philosophy education and reflection</p>	<p>Contribution to the analysis of ethics in the contemporary society among thinkers, philosophers and policy-makers in the international realm.</p> <p>No result reported for this action.</p>

**To promote
and enhance
Transdisciplinarity;
Cooperation with
ICPHS; Cooperation
with the Byblos Centre**

Contribution to the development and reinforcement of trans-disciplinary international cooperation in the field of philosophy and human sciences, in particular through cooperation with the International Council for Philosophy and Humanistic Studies (ICPHS) and the International Centre for Human Sciences (Byblos, Lebanon) (ICHS)

**Contact:
Mr Roger Pol Droit on
the subject “UNESCO’s
fundamental concepts
and ideals”**

Enrichment of the debate on the philosophical foundations of UNESCO’s Constitution and of the Organization’s mission; Contribution to the preparation of the International Philosophy Day referred to in the 31 C/5.

Analysis of programme

Programme Director

Bioethics and the ethics of science and technology

Assessment of implementation

During the period under review, the activities carried out in the field of the ethics of science and technology and bioethics in particular, have unquestionably confirmed that UNESCO – under a constitutional mandate to combine education, science, culture, information and communication, all of which are implicated in the current ethical debate on science and technology – is uniquely placed to address such issues in all their complexity and to propose relevant solutions. The General Conference and the Executive Board have set up consultative bodies entrusted with reflection and action at the international level relating to, first, in the field of bioethics – the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committee (IGBC) – and, secondly, the ethics of science and technology – the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST). The governing bodies of UNESCO have in both cases acquired powerful instruments which endow the Organization with a considerable edge in dealing with such issues.

In that regard, UNESCO, through the work of COMEST, IBC and IGBC, served as an interdisciplinary, multicultural and pluralistic forum for reflection on issues pertaining to the ethics of science and technology. It brought together the intellectual and scientific communities, as well as actors from politics, civil society and industry, in an effort to identify common ethical challenges and positions, and to promote cooperation in this regard. Member States have widely acknowledged the results already achieved by approving the proposal of the Director-General to have the ethics of science and technology as one of the five main priorities of UNESCO's programme for 2002-2003.

Through COMEST, the Organization specifically focused on the sensitization of policy-makers in both the public and the private spheres; on the press and the public at large. To that end, UNESCO assisted in building and sharing capacity and expertise, through the creation of an international network of institutions and specialists, and through the promotion of educational activities. Through the dissemination of the principles, guidelines and recommendations formulated by the Commission, the Organization assisted and provided advice to Member States with a view to elaborating appropriate and informed policies. UNESCO also supported Member States in their efforts to stimulate an open and well-founded public debate on issues and challenges related to scientific and technical progress and technological applications, and act as an observatory of ongoing developments. Fruitful in-house cooperation has also been established

with the Sector of Natural Sciences (e.g. Division of Water Sciences, Division of Earth Sciences) and with the Communication and Information Sector (e.g. on Infoethics). Nonetheless, the results and visibility of the Commission would certainly have been more significant had substantial human and financial resources been allocated.

In the field of bioethics, UNESCO has been able to consolidate its role as lead agency at the international level, notably by contributing to the highly topical debate with individuals and States conscious of the risks and dangers associated with the advance of scientific progress and discoveries and their technological applications. UNESCO was also able to emerge as the obvious choice to act as coordinator for the bioethics activities being carried out by the various United Nations system organizations, notably by proposing the creation of an inter-agency committee in that field.

Particularly successful activities

The International Society of Bioethics (SIBI) decided to award its 2002 Prize to UNESCO “in recognition of its sustained and meritorious work in the field of bioethics and for having drawn up the Universal Declaration on the Human Genome and Human Rights, which has become an essential framework of reference”.

The Round Table of Ministers of Science on Bioethics: International Implications, convened by the Director-General (22 and 23 October 2001) and attended by more than 50 ministers of science and representatives from approximately 50 other countries, expressed its support for the work which UNESCO has been carrying out for several years in the field of bioethics through the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committee (IGBC).

COMEST - Ethics of Outer Space: Cooperation with UN/OOSA/COPUOS

On account of their common fields of action in the ethics of outer space, fruitful collaboration and cooperative relations have been established between COMEST, the United Nations Office for Outer Space Affairs (UNOOSA) and the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS). To this end, COPUOS invited COMEST to join forces with a group of experts appointed by the COPUOS Member States, in order to prepare a Joint Report presenting an analysis of the ethical principles, that ought to be applied to human activities in outer space within the framework of existing International Space Treaties. The report will also take into account the “Recommendations on the Ethics of Outer Space”, approved by COMEST at its Second Session (17-19 December 2001, Berlin, Germany). Based on ethical

principles and guidelines, and aiming at facilitating the emergence of an “ethics of outer space”, these recommendations intend to ensure respect for human rights, freedoms and responsibilities in the development and use of outer space and related technologies. The report is to be submitted to COPUOS in 2003. It is to be noted that this initiative was endorsed by the 56th Session of the General Assembly of the United Nations (A/RES/56/51).

*COMEST - Ethics of Fresh Water:
the RENEW Network*

COMEST was the prime mover of the RENEW project, established in close cooperation with the International Hydrological Programme (IHP). RENEW (Research and Ethical Network Embracing Water) is an activity of capacity-building aimed at identifying, endorsing and promoting examples of best ethical practices in all aspects of freshwater use and management. RENEW is thus called upon to stimulate innovation in the ethical use of freshwater resources, foster the widest possible community participation in the planning and management of water, create collaborative networks of like-minded regional organizations, and facilitate new principles, ethical standards and best practices to be brought into both the water resource management practice and the education of future professionals. The RENEW Network envisages the creation of Regional Centres worldwide. The Australian National University (ANU) established the first RENEW Centre in 2000 for the South-East Asia-Pacific region. A second RENEW centre for the Baltic and Nordic countries was established in 2001 in Bergen (Norway). During the current biennium, a new RENEW Regional Centre will be established in Egypt for the Arab region.

Philosophy

Assessment of implementation

During the period under review, the philosophy and human sciences programme contributed to the analysis of contemporary ethical issues by holding two symposia and producing two publications as part of the Pathways into the Third Millennium Programme, in conjunction with the appropriate non-governmental organizations. Reflection on the fundamental concepts underlying UNESCO was enriched by discussions at a meeting of experts on the theme *L'Acte Constitutif de l'UNESCO - Philosophie et histoire d'un système conceptuel* (UNESCO's Constitution – Philosophy and history of a conceptual system). Cooperation with the International Centre for Human Sciences (Byblos, Lebanon) focused mainly on preparations for the promotion of the Centre's new policy which should be implemented in 2002-2003. Work being done in the field of philosophy teaching was completed.

At the end of the biennium, the Director-General, in an effort to revitalize and give greater coherence to the philosophy and human sciences programme, decided to separate it from the Ethics of Science and Technology and from the Human Sciences and to create a new Division of Foresight, Philosophy and Human Sciences with a view to developing synergies between the activities of the two programmes.

Particularly successful activities

Activities carried out under the Pathways into the Third Millennium Programme underlined UNESCO's unique capacity for mobilizing the contributions of researchers worldwide and of donor agencies for the promotion of an interdisciplinary and intercultural dialogue on global issues.

Major Programme III

Cultural development: the heritage and creativity

Culture and development

III.1 Preservation and enhancement of the cultural and natural heritage

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

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

III.2 Promotion of living cultures

- ▶ Reading for all
- ▶ Caribbean People: Tapestry of the Past – Fabric for the Future

Assessment of the Culture Programme

Assistant Director-General for Culture

Assessment of UNESCO's Culture Strategy

The years 2000-2001 are to be regarded as transitional for, although coming at the end of a medium-term strategy, they nevertheless constituted the first years of UNESCO's reform, a reform whose uncertainty created tensions among staff, seriously affecting the Sector's work. The budgetary allocations having been made only six months after the start of the first year, the Sector was left with approximately a year in which to implement the planned activities. The trend of increased demands by Member States for unplanned activities that had been observed over past years continued and is reflected in the statistics of the Participation Programme (although the Culture Sector disposes of only 17% of the regular programme budget, a third of all requests approved concern its programme) and in the increase by 86% of extrabudgetary resources compared to the previous biennium.

Programme concentration was achieved following the phasing out of a number of projects, the transfer of the management of certain projects to NGOs and IGOs, the improved monitoring of activities of field offices and the full administrative integration of the International Fund for the Promotion of Culture into the Sector. Innovative initiatives, such as the Global Alliance for Cultural Diversity, were prepared during the course of the last biennium and launched in September 2001.

The period under consideration was marked by the following priorities: (i) discussions concerning the nature of cultural goods and services in the light of international trade negotiations that eventually led to the drafting of the UNESCO Universal Declaration on Cultural Diversity, (ii) final negotiations of the Convention for the Protection of the Underwater Cultural Heritage, (iii) the first proclamation of masterpieces of Oral and Intangible Heritage of Humanity and rethinking the ways and means of protecting this heritage, and (iv) response to the wilful destruction of the statues of Buddhas in Bamiyan by the Taliban regime.

Dealing with these sensitive issues was greatly facilitated by the Sector's continuous close collaboration with Permanent Delegates and Members of the Executive Board who repeatedly took the initiative to convoke informal meetings with a view to forging consensus. The success of such joint efforts reinforced UNESCO's authority on cultural policy issues and demonstrated its pivotal role as platform for international dialogue where universal principles and norms based on shared values are elaborated.

The UNESCO Universal Declaration on Cultural Diversity, which is the result of an ad hoc working group of the Executive Board, working together with the Secretariat, involved all States in its elaboration and was unanimously approved. It provides a well-defined and unique standard-setting instrument with which to address the main challenges posed by the new millennium. It is particularly significant as an advocacy tool against exploitation of cultural differences in view of the events of 11 September 2001.

The Taliban's refuting of the shared heritage led to their destruction of the Buddhas of Bamiyan. The Organization was faced with the challenge of handling the international community's outcry and responded with countless appeals and messages directed at the media, while simultaneously organizing

delicate diplomatic missions to Afghanistan. The management of this crisis placed UNESCO under close scrutiny, prompting excellent collaboration between the concerned Units of the Secretariat and pushing the capability of the chronically understaffed Division of Cultural Heritage to the limits.

The first proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity paved the way for the significant widening of the approach to heritage to a two-tier approach that consists, on the one hand, of elaborating the definition of intangible heritage with a view to drafting a standard-setting instrument for its safeguarding, and on the other, of encouraging the implementation of measures aimed at identifying, safeguarding, revitalizing and promoting this outstanding endangered heritage.

UNESCO's expertise and resolve in heritage issues was recognized by the General Assembly of the United Nations which, in November 2001, proclaimed the year 2002 as United Nations Year for Cultural Heritage and assigned UNESCO the task of serving as lead agency for the year.

Successful Activities

The World Culture Report has been highly successful in enhancing inter-agency cooperation, in particular with the United Nations Development Programme and the Human Development Report, as well as with Member States, in the area of cultural statistics. This has particularly been reflected in the active involvement and support of national statistical institutes. The 2000 edition of the Report provided prospective analyses of the impact of globalization on the world's cultures, considering key issues such as conflict, linguistic diversity and cultural markets. It should be noted that the Report continues to serve as a useful scientific reference document in the culture domain outside UNESCO, as well as among colleagues within the Sector.

The development of the Cultural Tourism Programme, as well as of activities aimed at enhancing cooperation with the World Tourism Organization and with the tourism industry (notably through the World Heritage Centre), have received considerable support from Member States. It has also stimulated private partnerships in favour of heritage protection and conservation. In terms of providing technical assistance and advisory services to Member States, the World Heritage Centre has been increasingly requested to identify and disseminate good practices for tourism policies and management by site managers and local and national authorities.

Lessons learnt

UNESCO's role as a scientific and technical coordinator of complex operations aimed at preserving heritage threatened or damaged by conflict has been further enhanced. This has been reflected in the increase in requests for emergency operations and technical assistance. The funding for such operations had to be met under the regular programme when the extrabudgetary funds raised were insufficient. Activities implemented in Afghanistan, Bosnia and Herzegovina, Cambodia, and Palestine bear witness to this. Member States may wish to consider the possibility of devising mechanisms by which the Organization can better respond to the increasing number of such emergency requests.

In response to the specific request for reform of the World Heritage Committee, various task forces have been put in place by the Committee to consider the reform of its mode of functioning, the geographical balance of the World Heritage List, and the geographical balance of the Committee itself. As a result of this process, the recommendations of these task forces are being implemented, a new timetable has been agreed upon and put into force, and a new strategic approach for the nominations of sites to be included on the World Heritage List has been drawn up.

As far as the celebration of International Days is concerned, celebrations such as the World Book and Copyright Day, the World Poetry Day and the International Mother Language Day have significantly contributed to UNESCO's visibility in Member States. In contrast to this, the more "generic" celebrations such as the World Day for Cultural Development (21 May) appear not to be able to generate similar responses within Member States. This would seem to suggest that the present interest of the world

community and privileged partners of UNESCO is focused on more specific, thematic celebrations issues and as such, it is perhaps time for the Organization to consider a review of its World Days within this context.

A certain number of issues came to the forefront (new priorities) during the course of the biennium under consideration. Among these, the intangible cultural heritage, the need to devise intercultural policies, standard-setting action, and some working modalities have gained greater importance than in past years. This has meant, for the Sector, increased day-to-day exchanges with Member States through their Permanent Delegations by means of informal information meetings and/or ad hoc working groups on various topical issues. The latter, in particular, have proved particularly successful in enhancing a transparent and coherent cooperation.

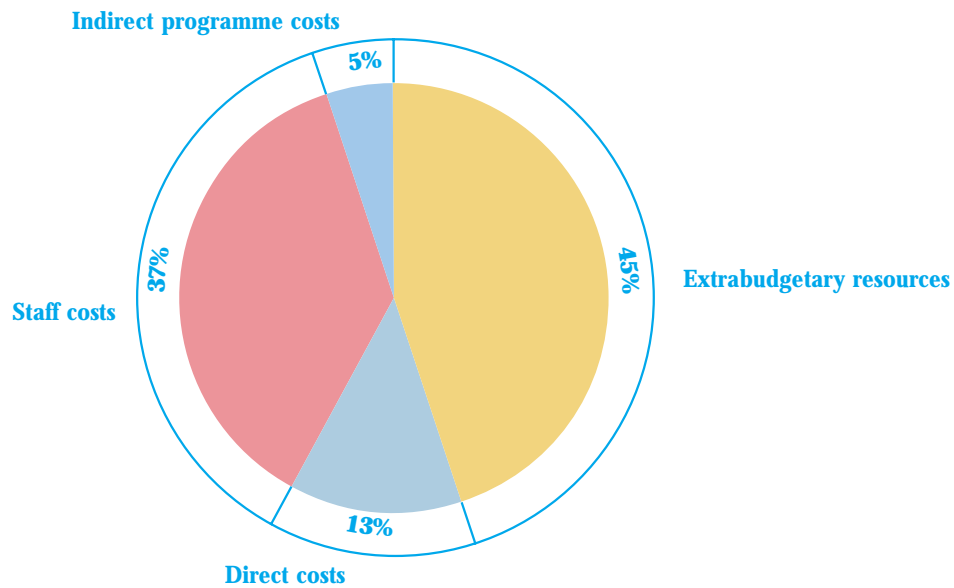
Although the Culture Sector has made significant progress in a number of key areas, the problem of its chronically inadequate staffing remains a major hindrance to the successful implementation of activities. The Sector risks losing precious expertise that has been built up over many years due to the retirement of specialists and the abolition of their posts as an austerity measure. While short-term interim solutions can be found, the Sector's capacity to respond to the needs of Member States is seriously handicapped by such restrictive policies. In view of the increased demand in the field of Culture, an increase in regular programme funds has to be seriously considered within document 32 C/5 if the Sector is to effectively perform the tasks assigned to it.

Administrative and budgetary information (MP III)

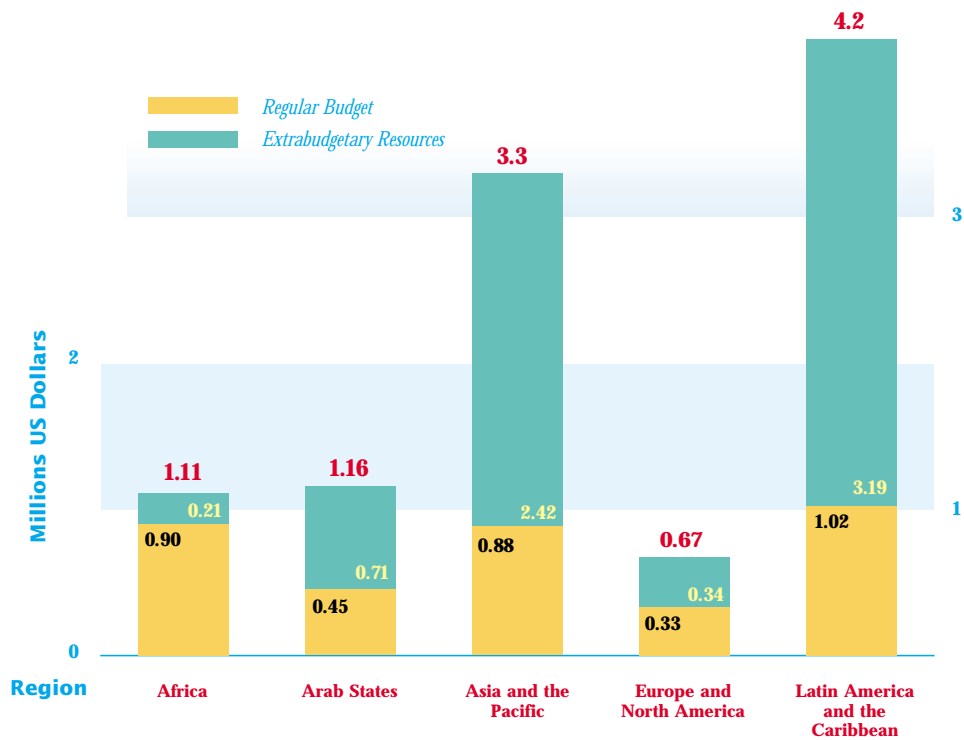
Appropriation line	Expenditure \$
Major Programme III: Cultural development: the heritage and creativity	
Culture and development	1 830 045
III.1 Preservation and enhancement of the cultural and natural heritage	
III.1.1 Safeguard and revitalization of the tangible and intangible heritage	24 319 382
III.1.2 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage	5 408 898
Total, Programme III.1	29 728 279
III.2 Promotion of living cultures	6 898 047
Reading for all	1 038 328
Caribbean People: Tapestry of the Past - Fabric for the Future	435 555
Total, Programme III.2	8 371 931
Transdisciplinary project: Towards a culture of peace	5 116 457
Culture Sector common charges	6 813 429
Sub-total, Major Programme III	51 860 141
Extrabudgetary resources	43 411 000
Total, Major Programme III*	95 271 141

* including Extrabudgetary Funds for WHC

Distribution of total expenditure



Distribution of decentralized funds by region



NOTE: The above chart values have been rounded off to the nearest US \$10,000.

Major Programme III

Cultural development: the heritage and creativity

Culture and development

Main Line of Action as presented in the 30 C/5 document	Actions that constitute Main Line of Action as presented in SISTER	Actual results by action on 31 December 2001 as reported by Sector
Para. 03012 MLA 1 Cultural policies for development	Monitoring, collection and dissemination of policy-related knowledge and information	<p>Following regional workshops and consultations, launched the International Network of Observatories in Cultural Policies, which regroups created regional observatories; Created an online database, Window to Culture, on the website of the Sector for Culture; Cooperative research project on sustainable municipal cultural policies coordinated by the Observatory of Cultural Policies of Montevideo, Uruguay, launched; Exchange of policy-oriented information and cooperation on cultural policy research issues between 1,200 specialists and institutions worldwide promoted. Needs of developing countries and countries in transition focused upon through cooperation with existing networks with Culturelink and the International Observatory on financing Culture in Central and Eastern Europe; Publication of European Perspectives on Cultural Policy.</p>
	Provision of capacity-building services to Member States	<p>Gave technical and financial support for formulation and evaluation of national cultural policies in five Member States (Barbados, Moldavia, Central African Republic, Eritrea, Guatemala); Elaboration (and testing) of a Cultural System Profile in three Member States (Barbados, Mali and Argentina); As a follow-up to the International Conference on the Training of Cultural Managers (UNESCO, November 2000), launching of regional surveys for mapping of training possibilities in Africa, Asia and the Arab States; Creation of three UNESCO Chairs in Cultural Policy and Management (Gerona, Spain; Bratislava, Slovakia and Havana, Cuba) and support to existing chairs; Publication of Change in Continuity: Concepts and Tools for a Cultural Approach to Development; of a Cultural Policy Handbook; of European Perspectives on Cultural Policy and of a cultural guide Recognizing Culture; Development of pilot project on cultural development, education and ICT, permitting translation of results of research undertaken by UNESCO in the field of cultural development into teachers training (seminar on culture and development organized for 17 teachers trained to become trainers in this field); Production and systematization of a new body of knowledge on impact of cultural factors on HIV/AIDS and its prevention, and how strategy and project formulation and fieldwork can best take this into account through the project Cultural approach to HIV/AIDS prevention for sustainable human development; Assessments of nine countries carried out, four handbooks published, two pilot</p>

projects implemented, an international conference and four regional workshops organized and a project website and database created; Elaboration of a feasibility study for the establishment of an International Artists' Centre in Mirzaani, Georgia and preparation of a trilingual brochure on the Pirosmiani museum to be used in the search for funds; Enhanced understanding of training problems and needs, and improved body of information and cooperation structures for improving training and capacity-building in the field of cultural policies and management, particularly in LDCs and countries in transition, through international meeting of experts in Paris.

Reinforced advocacy and reflection on cultural policies for development

Following the Conference on the Cultural Approach to Development in Africa, organized in Dakar (December 2001), contacts were made with donor organizations for future financing of the College and subregional research and training networks were established; Elaboration of draft AICCD statutes to become an independent Pan-African NGO; Creation of the AICCD website. As requested by the General Conference, a series of consultative meetings were promoted and organized on the impact and consequences of globalization for cultural diversity, and cultural industries in particular. A document entitled *Culture, Trade and Globalization: Questions and Answers* was drawn up and posted on UNESCO's website. On the initiative of the Director-General, a committee of experts was convened to discuss the preliminary approach to a declaration on cultural diversity. Cooperation with other international agencies (in particular the Council of Europe and UNCTAD) was stepped up. This activity was also carried out in the context of paragraph 03203; Publication of *Change in Continuity: Concepts and Tools for a Cultural Approach to Development*; Increased awareness of the importance of preserving cultural diversity in the context of globalization processes and the new techniques through the organization of the Second Round Table of Ministers of Culture held in Paris.

World Culture Report:
Publication and research

As a recommendation of the Stockholm Conference, the World Culture Report has been a highly useful tool in enhancing cooperation with Member States in the field of research on culture and development and, more specifically, in the area of cultural statistics, notably through the active involvement and support of national statistical institutes (France, Canada, Netherlands, Philippines, Italy, European Commission on Statistics). Moreover, close cooperation with UNDP *Human Development Report* has to be mentioned especially as far as the research methodology applied for the *World Culture Report* is concerned. The 2000 edition of the Report has been successful in identifying prospective analyses of consequences and impact of globalization on world's cultures, in particular through the selected key issues addressed by the Report such as conflict, linguistic diversity and cultural markets.

African Itinerant College

Organized three subregional workshops on the cultural approach to HIV/AIDS thus permitting some 200 decision-makers, planners and development workers to be sensitized to the interactions between cultures and different development issues such as HIV/AIDS prevention; Created five regional networks of research and training on various aspects of culture and development in Africa thus contributing to networking and cooperation in research, training and information relating to their better integration in Africa; Organization of an

International Conference on the Cultural Approach to Development in Africa (Dakar, 10-14 December 2001); Publishing of five reports on issues of Culture and Development in Africa and of brochure and website on AICCD.

Analysis of programme

Programme Director

Assessment of implementation

The *Culture and Development Programme* (30 C/5, paras. 03010-03012) was in the main carried out in accordance with document 30 C/5, but some adaptations were necessary after the restructuring that occurred halfway through the biennium. On 1 December 2000, the Cultural Policies for Development Unit, the World Culture Report Unit and the Cultural Tourism Unit were merged under the Division of Cultural Pluralism to create a Division of Cultural Policies.

Although the restructuring encouraged a new sense of purpose, it caused temporary problems on the implementation front, as seven out of the staff members responsible for the programmes were carried over when the programmes were amalgamated. One of the casualties of this situation was the project on Cultural Indicators.

Nevertheless, the main programme objectives were attained, to the extent that UNESCO's role is now unanimously recognized. Growing numbers of Member States (19 at present) requested the Organization's assistance in formulating or revising national cultural policies in accordance with the principles and objectives defined in the Stockholm Plan of Action.

The new objectives assigned to Culture by the second Round Table of Ministers of Culture, on the theme *2000-2010: Cultural Diversity: Challenges of the Marketplace* (UNESCO, Paris, 11-12 December 2000), were immediately taken into account by the *Culture and Development Programme*.

Particularly successful activities

The *UNESCO Universal Declaration on Cultural Diversity*, called for by the Executive Board at its 160th session (9-25 October 2000) and adopted at the 31st session of the General Conference on 2 November 2001, has made it possible to strengthen UNESCO's role among its Member States at a time when globalization has brought the relations between culture and development to the forefront.

Sensitization to a number of trends and issues affecting the state of culture worldwide – an objective set out in docu-

ment 30 C/5 – was without a doubt reinforced by the precise formulation of problems inherent to the Declaration;

- ▶ Identity, diversity and pluralism;
- ▶ Cultural rights and human rights;
- ▶ The commercialization of cultural goods and services;
- ▶ Cultural diversity and new communication technologies.

To conclude, work on the thematic elaboration of Culture and Development during the biennium obviously took into account such landmarks in the life of the Organization since the World Decade for Cultural Development as:

- ▶ The report *Our Creative Diversity* (1996);
- ▶ Plan of Action on Cultural Policies for Development (Stockholm, 1998);
- ▶ UNESCO Universal Declaration on Cultural Diversity, together with the main lines of an accompanying Action Plan (Paris, November 2001).

UNESCO has now moved beyond the stage of consulting and taking stock of the situation to that of the political commitment of its Member States to consistent action at national and international level.

Lessons learnt

The cooperation mechanisms introduced as part of the process of drawing up and adopting this Declaration can be seen within the more general framework of increased cooperation between UNESCO and its Member States. The formation of a working group composed of Members of the Executive Board and observers was a key factor in the unanimous adoption of the text, which had already been the subject of discussions and negotiations.

It must be pointed out that the departure or transfer of staff members who were responsible for several programmes, including those on cultural indicators and cultural policies, has led to a crucial loss of UNESCO's memory of the projects involved.

The lesson to be learnt from this is that a number of progress reports, whether formal or informal, should be drawn up on ongoing projects so that the stage that has been reached can be identified.

Major Programme III

Cultural development: the heritage and creativity

Programme III.1: Preservation and enhancement of the cultural and natural heritage

Main Line of Action
as presented
in the 30 C/5 document

Actions that constitute
Main Line of Action as
presented in SISTER

Actual results by action on 31 December 2001
as reported by Sector

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

Para. 03111
MLA 1
Implementation of
norms and preventive
action for the protection
of cultural heritage

**Implementation
of existing norms**

Increased awareness of and sensitivity to importance of and need to protect cultural property through: Publications (e.g. *Handbook on the fight against illicit traffic in cultural property* in Spanish); Increased number of ratifications of UNESCO Conventions by Member States; Organization of conferences on implementation of UNESCO Conventions and other international instruments on protection of cultural heritage; Regional meetings on the establishment of national legislation in the area of cultural protection; Development of national legislation for protection of cultural heritage improved in several countries; Organization of joint UNESCO-ICRC Regional Seminar for SADC States and Madagascar on Implementation of International Humanitarian Law and Cultural Heritage Law in South Africa to encourage States in region to join UNESCO cultural heritage Conventions, including the Second Protocol to the Hague Convention (June 2001).

**Development
of new norms**

Raising of public awareness on and establishment of underwater cultural heritage as being worthy of protection through the finalization of negotiation on and establishment of the Underwater Cultural Heritage Convention; Adoption of Underwater Cultural Heritage Convention at the 31st session of the General Conference.

Preventive action

No result reported for this action.

Para. 03112
MLA 2
Cultural heritage and
development

**Africa
Protection/restoration,
international
campaigns, endogenous
capacity-building
and support
for museums**

Creation and online publication of a website on the campaign to safeguard the island of Gorée in Senegal; Creation of a multipurpose centre in Lalibela (Ethiopia); Training for Ethiopian professionals in inventorying techniques for cultural heritage, and publication of the catalogue for a travelling exhibition on the Ethiopian heritage; Two studies carried out on African megaliths and the Saharan cultural heritage; Assistance to Namibia and Mozambique to draw up national policies for the preservation and enhancement of their cultural heritage; Training for 26 professional staff of 13 museums and similar institutions in Benin and Togo concerning the reception of visitors and provision of instruments for measuring museum visitor

satisfaction; Feasibility study on the creation of a museum in the kingdom of Buganda in Uganda; Creation and online publication of a website on African art: <http://www.numibia.net/>; Support for African institutions working in the area of cultural heritage (EPA, PMDA, AFRICOM, WAMP); Organization of an international workshop on the historic centre of Accra in Ghana; Development of a partnership with France and Japan for the preservation and enhancement of Kilwa Kisiwani in the United Republic of Tanzania; Elaboration of a project document for the restoration of the Palace of King Behanzin following a project preparation mission to Benin; Work on the conservation and enhancement of royal palaces in Abomey, which helped to consolidate the technical and professional support for an important cultural site, including an attractive modern exhibition; Important achievements in the management, promotion and presentation of architecture and collections.

Asia
Protection/restoration, international campaigns, endogenous capacity-building and support for museums

Campaign evaluations for Nepal and Bangladesh completed; Major extrabudgetary projects approved and implemented (e.g. Choga Zambil, Iran; Otrar, Kazakhstan; Longmen Grottoes and Kumatra Caves, China); Five training workshops for senior museum personnel in Central Asia; First trans-Caucasus training workshop in heritage conservation (Georgia).

Arab States
Protection/restoration, international campaigns, endogenous capacity-building and support for museums

Cooperation agreements with the World Bank concerning the cultural heritage of Mauritania and the town of Fez (Morocco); Solution of the land-ownership problems of the Manuscripts Centre in Mauritania; Cooperation with UNDP on the preparation of a project to support the cultural heritage of Yemen and conclusion of the restoration of Tawila Tanks; Completion of the restoration of the collections of the Museum of Kuwait, in cooperation with UNDP, completion and submission to the authorities of plans for the new museum; Submission to the Lebanese authorities for action on the Recommendation of the International Scientific Committee for the International Campaign to Safeguard the Site of Tyre and its Surroundings (Lebanon); Satisfactory progress on Quaser Hisham in Jericho.

Europe and Pacific
Protection/restoration, international campaigns, endogenous capacity-building and support for museums

Organization of two major conferences on: Management of Private Property in Historic City Centres of Eastern Europe (Bucharest, 2001), and Traditional Architecture in Earthquake Zones (Istanbul, 2000); Completion of Probota Monastery Project; Launching Fayeze Tepe Project in Uzbekistan.

Latin America and the Caribbean
Protection/restoration, international campaigns, endogenous capacity-building and support for museums

Produced two publications in cooperation with Latin American Universities on *Preservation of Historic Cities and their Integrated Management*; Creation of two chairs (UNESCO/Universidad Nacional de Colombia – Sede Manizales, Colombia and UNESCO/CECI/University of Pernambuco – Brazil); Second phase of project Cultural Preservation and Development-Kuntur Wasi Project successfully completed. The project shall be terminated in 2002; Cooperation with the Social Sciences Sector and Mexico and Lima Offices for Preservation of Historic Centre of Lima; Cooperation with Havana Office for Regional Project on Integrated Management of Cultural Heritage.

Promotion and awareness

Financing of several pilot projects on cultural sites; Organization of round tables at ITB-Berlin; Sensitization of youth organizations.

Cultural tourism	Promotion by means of seminars and conferences of the multi-disciplinary approach to tourism which improves and enriches the cultural policies associated with tourism, case studies on Asunción (Paraguay), Nazareth (Israel), Phnom Penh, Libreville, Tunis and Damascus.
Transdisciplinary cooperation	Successful implementation of the ICOMOS and ICOM framework agreements. In pursuance of the latter, organization of workshops on the role of museums in the information society in key regions such as the Caribbean; Organization of the Melina Mercouri Prize awarded by the Director-General; Organization of the Bethlehem 2000 Project; Publication and dissemination of <i>Museum International</i> .

Para. 03113
MLA 3
 Preservation and revitalization of the intangible heritage

Raising awareness of the oral and intangible heritage

Establishment of the first procedure for proclaiming Masterpieces of the Oral and Intangible Heritage of Humanity. Nineteen masterpieces proclaimed (18/05/2001); Enhancement and dissemination of Arab culture worldwide through the first award of the Sharjah Prize for Arab Culture (Abdulaziz El Makaleh-Yemen, Na Zhong-China); First step towards setting out the main lines of a standard-setting instrument to safeguard the intangible cultural heritage through the execution of a preliminary study entitled Developing a New Standard-Setting Instrument for the Safeguard of Intangible Cultural Heritage – Elements for Consideration; Rendering of assistance in standard-setting matters to 12 States, in order to implement the Recommendation on the Safeguarding of Traditional Culture and Folklore (regional survey seminars); Assessment of the role of women in intangible cultural heritage through the execution of six regional feasibility studies of the project entitled Women, the Intangible Heritage and Development on a decentralized basis; Preparation of a synthesis report on the Intangible Heritage Section's activities in the domain of women and intangible heritage 1999-2001.

Training in the preservation and revitalization of the intangible heritage and development of a methodology for the compilation of inventories

Creation of four regional networks for institutions specializing in the domain of intangible cultural heritage (Central Asia, Arab region excepting Gulf States, Arab Gulf States, Latin America and the Caribbean); Publication of the *Guide for Collecting Traditional Music and Instruments* (E/Sp) in order to enhance the importance of various components of intangible cultural heritage; Preparation of the project (Phase I) on the Establishment of National Inventory of Intangible Heritage in Lithuania. Starting of phase I activities to implement a project on the Establishment of National Inventory for Performing Arts of Bhutan.

Development and transmission of the oral heritage

Establishment of the system of Living Human Treasures in the Czech Republic (21 March 2001); Worldwide sensitization to the necessity to safeguard endangered languages and preserve cultural diversity through the publication of the second edition of *An Atlas of the World's Languages in Danger of Disappearing* (in English, financed by UNESCO/Japan Funds-in-Trust for Intangible Heritage); Execution of research/field studies on three most endangered languages (Wanui-Australia, Kenga Selkup-Russian Federation, Lisu-Thailand); Transmission and dissemination of traditional music from the regions of Madagascar and Myanmar through the production of two CDs: Madagascar (Spirit) Music of the Tamatave region and Myanmar (The Burmese Harp); For the UNESCO Collection of Traditional Music of the World; Execution of cultural promotional activities in UNESCO Headquarters: (i) anniversary

of a famous Egyptian singer Abdel Wahab; (ii) a round table debate for music in danger of disappearing – Arghul instrument (Headquarters); (iii) Andalusian music (Morocco); Support to a Festival des Arts de la Rue in Côte d'Ivoire; Four UNESCO training workshops on the Living Human Treasures System (Seoul, Tokyo, Manila and the Philippines).

Para. 03114
MLA 4
Restoration of heritage
damaged by conflicts

**Asia (Angkor and
Afghanistan)**

Ongoing inventory of collections of Kabul Museum; Consolidation of Jam Minaret; Workshop for traditional tile-making in Harar; Organization of a national seminar for the Development of Cultural Tourism at Angkor and in Cambodia; Definition of programme of technical assistance to the APSARA for development of cultural tourism at Angkor; Organization of Sixth International Symposium for preservation of Bayon Temple (December 2001), Royal Plaza, the Bayon and Angkor Wat (Phase II); Ongoing restoration of northern library of Angkor Wat by Japanese Government Team for Safeguarding Angkor (University of Waseda, Japan); Restoration of Pre Rup Temple: Completion of Phase II of project by I.Ge.S, and approved by Italy (principle of funding third phase of project).

**Europe (Bosnia and
Herzegovina, Kosovo,
Hebrew University of
Jerusalem (Israel))**

Compilation of a list of the national monuments of Bosnia and Herzegovina and submission to the authorities of draft legislation on the protection of the cultural heritage; Completion, in cooperation with the World Bank, of technical studies for the reconstruction of the two bridges in Mostar and the restoration of the Tabacica Mosque; Compilation of documents on the vanishing Jewish heritage, thanks to support for the Centre of Jewish Art in the former Yugoslavia; Support mission and financial assistance to the FRY authorities in Macedonia; Preparation and submission to donors of projects for Kosovo implemented by the Sarajevo office.

**Arab States (Palestine,
Iraq)**

Baghdad: equipment for the laboratory and rehabilitation and reopening of the museum; Jerusalem: progress in the restoration of monuments, publication of the Al Quds manuscripts, training of librarians and creation of a trust fund in partnership with the Welfare Association; Bethlehem: restoration of the Hosh Al Syrian is nearing completion and the Khan Al Wakalat is being restored at Nablus.

**Other post-conflict
interventions**

Financing of several activities in support of cultural heritage affected or threatened by conflict situations, particularly in Africa, the Caucasus and Central Asia.

**Bayt Al Hikma and
AMAR**

Commemoration of the Omar Khayyam anniversary and completion of the relevant publications; Organization of two courses by the centre for the history of science in Brugine (Italy); Launching of various other publications.

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

Para. 03121
Implementation of the
Convention

**Secretariat of the
Convention and the
World Heritage List**

The target for the number of States Parties was surpassed with 167 States Parties at the end of the biennium. Of the 167 States Parties to the Convention, 118 submitted tentative lists that comply with the format specified in the *Operational Guidelines for the Implementation of the Convention*. The total number of sites included on the Tentative Lists is 1,247; By the end of the biennium, the

World Heritage List included 721 properties (554 cultural, 144 natural and 23 mixed properties in 124 States Parties); US \$1,468,040 provided as training assistance to States Parties to the Convention in all regions. World Heritage Fellowship Programme not implemented.

Capacity-building with respect to world heritage protection and management

Partnerships with the United Nations Foundation Inc. (UNF); France-UNESCO Cooperation Agreement for the Protection of Monumental, Urban and Natural Heritage; Declaration for Italy-UNESCO Cooperation; World Heritage Office in Japan, within the Asian Cultural Centre for UNESCO (ACCU, Japan); Organization of World Heritage Cities (OWHC); Regional Network of World Heritage Managers of South-East Asia, the Pacific, Australia and New Zealand and Nordic World Heritage Office (NWHO), the Council of Europe and the European Commission among others.

Reports on the state of conservation of heritage properties

The World Heritage Committee and its Bureau examined more than 130 reports on the state of conservation of properties inscribed on the World Heritage List as well as reports on the properties inscribed on the List of World Heritage in Danger; The Periodic Reports, for the Arab States (2000) and Africa (2001), were prepared and presented; Implementation of the 1998 Strategic Plan for Documentation, Information and Education activities continued with a focus on improving the World Heritage Centre's outreach capacity.

Awareness building, information and documentation

Emphasis was placed on continuing efforts to convert existing World Heritage documentation into electronic format and making it available through the World Heritage Internet site (some 1,000 statutory documents and nomination files). A Senior World Heritage Information Manager was contracted and an overall World Heritage Information Management Strategy developed. This strategy covers not only the needs of the Centre, but also the servicing of States Parties and making the Centre a hub for World Heritage information acquisition and dissemination. The World Heritage Centre's public website is the most visited UNESCO site with over 3 million hits and 800,000 pages consulted per month; *The World Heritage Map*, *World Heritage Information Kit*, *World Heritage Brochure* and the electronic newsletter, *WHNEWS*, continued to be produced. *The World Heritage Newsletter* was redesigned and the periodicity of the *World Heritage Review* was changed from a quarterly to a bimonthly magazine.

Young people's participation in world heritage preservation and promotion

In 2000, more than 130 Member States actively participated in the experimentation and adaptation of the *Educational Resource Kit for Teachers World Heritage in Young Hands* (now published in English, French, Spanish, Arabic, Russian and Japanese). Twenty additional language versions of the Kit were prepared by National Commissions for UNESCO and the Internet version became available in 2001. The organization of regional World Heritage Youth Forums in the Pacific (Cairns, Australia, November 2001) and in Latin America (Lima, Peru, March 2001) and an International World Heritage Youth Forum in Sweden (Karlskrona, September 2001) have led to a strengthening of regional and national strategies for World Heritage Education. An external evaluation of the project was conducted in 2001 to establish guidelines for future policy development in the field of World Heritage Education.

Analysis of programme by subprogramme

Officers in charge of subprogrammes

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

Assessment of implementation

UNESCO continued to service its important heritage Conventions (the World Heritage Convention 1972 dealt with in the assessment of Subprogramme III.1.2) and 21 States became party to one or other of the more than four heritage instruments. The importance of the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its First Protocol was illustrated by the absence of Afghanistan as a State Party. Had it been a signatory thereto, the Taliban destroyers of the Bamiyan Buddhas would have been liable. A major conference, jointly organized with the International Committee of the Red Cross for 15 countries in southern Africa in June 2001, heightened awareness of the Convention and has already resulted in a further accession. Eight States became party to the Second Protocol, thus bringing the date of its entry into force much closer. The eleventh session of the UNESCO Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation, held in Cambodia, was the first session ever held in the Asian region and resulted in a strong representation from Asian countries, prompting increased interest in the Committee's activities. Eleven important recommendations on the return of cultural property and the prevention of illicit traffic, including those on inventories and the international code of ethics of dealers, of particular importance in the region, were passed. Meetings were held on the prevention of illicit traffic in Hanoi on the particular problems of that country and in Fiji for countries of the Pacific region. Dissemination of key training materials continued, with, for example, the *Handbook on Illicit Traffic* being translated into its fourth language (French). The Study Day organized for the Thirtieth Anniversary of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property generated great interest in the media and in States contemplating accession, several of whom announced or advanced their ratification of the Convention.

Provision of assistance to States for the improved care and maintenance of important cultural sites and technical meetings for the training of site curators and museum professionals in the safeguarding of cultural heritage and in cultural tourism for all regions of the world continued. Sites for which campaigns are running served as illustrations of the international norms for such work. Operations are more and more dependent on extrabudgetary funding. Expert missions and meetings have resulted in increased numbers of trained professionals, higher levels of care and greater

familiarity with the best professional standards. Publications and conferences at the global level have heightened awareness of the achievements and needs of cultures in Africa, Arab States, Asia, Europe and Latin America.

Particular mention ought to be made of those projects helping countries in particular need: the Khmer cultural heritage in Cambodia, the heritage of Afghanistan, Bosnia and Herzegovina (Kosovo) and Macedonia (FYROM), Jerusalem and Bethlehem and the historic centres in Latin America. UNESCO has thus operated as a standard-setter and a clearing house of information on preservation techniques, as well as a capacity-builder. Highpoints included the establishment of an Internet site on African Art, the first trans-Caucasus workshop in heritage conservation in Georgia, restoration of the collections of the Museum of Kuwait, excavation of Kunt-ur Wasi (Peru) and cooperation with cultural organizations to assemble remains of the Afghan heritage to be returned when the situation is sufficiently stable.

The failure of intense efforts to prevent the destruction of the Buddhas of Bamiyan was a major disappointment. However, the mobilization of religious and political leaders, as well as intense public activity indicated that no such initiative was likely to succeed. The success of a new policy on looted heritage found on the international market, respectful of the principles of the 1970 Convention, will need to be assessed in coming years. UNESCO's action has been widely reported upon and has impacted on the art market, in terms of self-restriction in purchase and voluntary donations to the custodian institutions sponsored by UNESCO.

The multifarious activities in support of the intangible cultural heritage (Proclamation of Masterpieces featured below; Programme on Living Human Treasures; Support of the 1989 Folklore Recommendation; Safeguarding and promotion of traditional and popular music expressions; as well as production of records in the UNESCO Collection of Traditional Music) has led to a far more widespread appreciation of this heritage, evidenced by the amount of inquiries received, the numerous requests for support, the number of nominations received in the Proclamation, the extent of discussion held in the governing organs and the interest shown in regional meetings. However, better coverage, both in terms of quantity and quality of discussion, in the media and in contributions in professional journals on the technical aspects of protection are needed to better support the programme. The professionals concerned with this heritage are often not in contact with one another in their own country: Member States should be encouraged to set up working groups to coordinate their contributions so that coherent national policies emerge in countries which do not already have

them. This would greatly contribute to work on the Convention on the protection of the intangible cultural heritage mandated by the governing organs.

Particularly successful activities

The adoption of the Convention on the Protection of the Underwater Cultural Heritage 2001 constituted a major achievement. Since 1998, the draft prepared by experts and commented on by governments had been considered by four meetings of governmental experts.

During this period, awareness all over the world of the importance and fragility of this threatened heritage was significantly heightened and States reconsidered their heritage legislation and the gaps therein. Regional groupings considered their common geographical and historical interests in regard to shipwrecks. Standards were set for appropriate exploration and management of underwater sites of cultural value everywhere. New rules were adopted in maritime zones, such as the continental shelf and seabed, to ensure protection where it was not previously clear. The final text placed particular emphasis on inter-State cooperation and non-commercial exploitation. This Convention has set the standards for decades to come and has inspired many new efforts to be directed at training and better site management.

The first Proclamation of Masterpieces of the Oral and Intangible Heritage in May 2001 constituted a watershed in international recognition of this heritage. The 19 items listed reflected the wide-ranging components of which the intangible heritage consists: language, music, theatre and decision-making processes. Its effect was to promote heritage of the highest importance to communities whose energies are primarily directed towards the creation and sustenance of intangible heritage, rather than towards the creation and maintenance of the tangible heritage. The recognition given to threatened heritage has inspired communities to put more effort into ensuring its better transmission and survival and has contributed to an increasing awareness of the heritage nationally. Moreover, it has encouraged reflection on the concept of intangible heritage and its place in heritage generally.

Subprogramme III.I.2 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage

Assessment of implementation

In furthering the implementation of the *Convention for the Protection of the World Cultural and Natural Heritage 1972*, particular attention has been given: to the identification of the World Heritage, to ensuring that the World Heritage List is representative, to safeguarding and ensuring effective management of the World Heritage, to capacity-building, and to the promotion of the Convention and the World Heritage through information, awareness-raising and education.

Implementation has taken place in accordance with the decisions of the World Heritage Committee and the

General Assembly of the States Parties to the World Heritage Convention. The activities were implemented in cooperation with States Parties to the *Convention*, field offices and the advisory bodies to the World Heritage Committee (ICOMOS, IUCN and ICCROM).

For the identification of the World Heritage, assistance was provided to increase the capacity of States Parties in the preparation of tentative lists and nominations of properties for inclusion in the World Heritage List. Priority was given to Africa, the Caribbean, Central Asia, Eastern Europe and the Pacific for the preparation of nominations of properties from these subregions and for categories of properties insufficiently represented on the World Heritage List.

A thorough assessment of the protection of World Heritage properties and of the general implementation of the *Convention* was undertaken in the Arab States in 2000 and in Africa in 2001 as part of a six-year global programme of periodic reporting.

In addition, monitoring of the threats, and in some cases improvements, to the state of conservation of the cultural and natural properties inscribed on the World Heritage List and List of World Heritage in Danger continued in close cooperation with the States Parties and ICOMOS and IUCN. Many of these properties benefited from financial and technical support provided as part of a system of International Assistance. To ascertain a more strategic use of the limited resources of the World Heritage Fund for International Assistance, an evaluation was performed in 2000. The evaluation resulted in a better understanding of the range of threats to World Heritage properties (e.g. threats caused by public works, unsustainable tourism, over-exploitation of natural resources, natural disasters, etc.) and of weaknesses in institutional and legal frameworks and management and implementation capacity for conservation. To address these needs, the World Heritage Committee approved a new system of programmes to establish and implement priority actions for the conservation of World Heritage properties. The first four thematic programmes will focus on sustainable tourism, cities, earthen architecture and forests.

Implementation of the 1998 Strategic Plan for Documentation, Information and Education activities continued with a focus on improving the World Heritage Centre's outreach capacity.

The visibility and attraction of the World Heritage, along with World Heritage List that is growing annually and is composed of properties facing increasing threats, has put extraordinary pressure on the financial and human resources available to implement the activities. These resources have not been increased to match UNESCO's activities in the field of World Heritage conservation, particularly in the fields of cultural heritage and awareness-raising.

Particularly successful activities

The resources available for the conservation of World Heritage natural properties have been substantially reinforced through a new partnership with the United Nations Foundation (UNF).

In a number of cases reactive monitoring of the state of conservation of World Heritage properties has resulted in positive conservation outcomes (for example, the cessation of development activities that threaten World Heritage properties (e.g. in March 2000 the President of Mexico announced that the development of the proposed saltworks at San Ignacio would not proceed so as to ensure the preservation of the biodiversity and landscapes values of the Whale Sanctuary of El Vizcaino)).

Capacity-building, particularly in Africa and Central Asia, is leading to the presentation of new high-quality nominations of properties for inclusion in the World Heritage List. Cooperation between local authorities of Europe, Asia and Africa in the management of the urban heritage has been extended through city-to-city partnerships focusing

on the integration of conservation in urban development actions.

A substantial reform agenda has been implemented and this has led to the development of a decisive action plan to ensure that the World Heritage List be representative. Furthermore, measures to ensure more equitable representation on the World Heritage Committee have been successfully introduced.

The World Heritage Education project, jointly managed by the World Heritage Centre and the Associated Schools Project, has continued to be successful in introducing the World Heritage into classrooms around the world through the use of the teaching kit *World Heritage in Young Hands*.

Major Programme III

Cultural development: the heritage and creativity

Programme III.2: Promotion of living cultures

Main Line of Action as presented in the 30 C/5 document	Actions that constitute Main Line of Action as presented in SISTER	Actual results by action on 31 December 2001 as reported by Sector
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Promotion of living cultures

<p>Para. 03201 MLA 1 Promotion and protection of creativity</p>	<p>Art education and training of young artists</p>	<p>Improvement of Art Education for 200 children and adolescents (in Argentina, Costa Rica, Ghana, Iran, Senegal, United Republic of Tanzania, Cambodia, Western Samoa), as well as in the framework of implementation of the Music and Peace Programme in Palestine; Production and publication on the Internet of intensive reports/case studies on teaching of arts at primary and secondary school levels in Africa and Latin America and the Caribbean, and the Arab world (in particular in Jordan); Publication of booklet, <i>Cultural Heritage, Creativity and Education for All in Africa</i> (F/E); Setting up of the intersectoral project Digi-Arts to be implemented in 2002-2003. Through PEN, poetry project launched at the House of Poetry in Ramallah with the support of Israeli poets; Promotion of African literature associations, particularly in Ghana, Nigeria, Senegal, Uganda; Creating and revitalizing national PEN centres, such as in Argentina and Bolivia; Training by ITI of 250 young professionals, directors and actors from different geocultural areas in the field of theatre and drama; Through ICM 700 broadcastings in 34 countries, participation of 30 Latin American and Caribbean composers and selection of 40 young European musicians in regional within the framework of Musical Rostra; Awarding of UNESCO/ICM Prize to three composers.</p>
	<p>Support for creativity and the performing arts</p>	<p>Elaboration of a Draft Law on the Status of the Artist in Latvia; Participation of 500 young people in the fields of poetry, music and fine arts and peace (Indonesia, Senegal, Haiti, Venezuela, Argentina, Costa Rica and Viet Nam) in creative workshops; Awarding of UNESCO Prize for Promotion of the Arts to 10 young people; Support to artistic events in Africa: MASA (Côte d'Ivoire), FESPAM (Republic of Congo), Kaay Fecc Dance Festival (Senegal), DAK'ART Biennale of Visual Arts (Senegal), National Museum in Mali; Within UNESCO-City of Hiroshima Donation, musical instruments were donated to musical institutions in Argentina, Belgium, Cambodia, Republic of the Congo, Estonia, France, Germany, Hungary, Italy, Luxembourg, Niue, Netherlands, Portugal, Spain, Switzerland and Yugoslavia. Establishment of UNESCO Chairs in Algeria, China, Georgia and Jordan; Improvement of the capacity of the existing Chairs and preparations for the establishment of five</p>

new Chairs; Production of a teaching manual in Russian and Chinese; The impact of the Chairs as measured by the number of students enrolled and the quality of their work bears witness to their success, despite the difficulty of establishing certain Chairs, due to the specific legal framework of certain universities; Improvement of training of artists in Burundi (20 visual artists), Cuba (40 musicians), Western Samoa (30 performing artists), Eastern Timor (3), puppeteers in Viet Nam (10) and young musician learners in Haiti (50).

Promotion of artistic exchanges through framework agreements

Construction of World Poetry Directory; Worldwide celebration of World Poetry Day; Creation of website Music Education and Career Perspectives (to be launched on 21 June 2002); Standard legal provisions for the protection and administration of folklore and traditional knowledge drawn up for the countries of the Pacific; Organization of two training workshops in Africa (Republic of the Congo and Burundi) and expert mission to Burundi which led to draft legislation; Compilation of the legislation of Latin America and the Caribbean, to be published on the website; Initial studies on the adaptation of copyright to the digital environment carried out; Training of 20 Portuguese-speaking teachers in the fields of music and dance; Training of young professionals in the field of theatre and drama by ITI; Training of 250 young professionals, directors and actors from different geocultural areas in various drama techniques and subjects.

Promotion of the rights of authors and artists

Administration and promotion of the two basic texts by means of the meeting of the two statutory committees, cooperation with IGOs and NGOs and participation in international debates with a view to enriching the knowledge of Member States, legislators and specialists in the developing countries; Advice provided on copyright and neighbouring rights in reply to questions asked by Member States and also on the occasion of the conclusion of agreements by the Organization; Quarterly publication of the *Copyright Bulletin* in digital form (English, French, Spanish) or as hard copy (Chinese and Russian); Wide distribution of the *Guide to the Collective Administration of Authors' Rights* in English and French and its translation into Russian – one of the objectives already achieved being support for societies of authors; Creation of four new UNESCO Chairs to teach copyright and neighbouring rights in Algeria, China (inaugurated by the Director-General), Georgia and Jordan.

Para 03202
MLA 2
Promotion of craftwork and design

Support for national crafts policies and the creation of craft micro-enterprises in the least developed countries

Priorities for National crafts development plans in African LDCs established during a workshop for Directors of Crafts in Ouagadougou (October 2000), as well as coordination mechanism for follow-up activities in the areas of data collection, training, promotion and marketing; Income-generating activities initiated for small crafts enterprises on a pilot scale in Eritrea, Laos and Colombia.

Initial and advanced training of craftworkers

Initial training of young artisans and skills upgrading of practising craftspeople, especially women, carried out through national, regional and international workshops; South-South and North-South exchange of techniques and experience promoted among 44 ceramists and crafts managers from Latin American countries, Ghana, Morocco and USA in a programme entirely funded by the Norwegian Aid Development Agency (NORAD). The multiplier effect of these training activities has

been ensured through the broad dissemination of training materials (brochures, video film and CD-ROM).

Promotion of creative craftspeople and young designers

Rewarding of creative craftspeople after regional contests for the UNESCO Crafts Prize held respectively in Hyderabad for Asia-Pacific, Tunis for the Arab States, Ouagadougou for Africa and Cuba for Latin America. The works of prizewinners have been widely promoted through exhibitions at Headquarters, the publishing of a catalogue (English, French and Spanish) and presentations in the Sector's website; The works of 110 young designers from 32 countries made known to design professionals and the public at large after an exhibition at UNESCO; Through its unique global approach to the cultural and socio-economic role of crafts, UNESCO played a leading role in the preparation and publishing of the first *Practical Guide to Participation in International Crafts Trade Fairs* jointly with the International Trade Centre (UNCTAD/WTO) and the Commonwealth Secretariat.

Para. 03203
MLA 3
Books and cultural industries

National policies and regional strategies for development

Continuation of activities related to books (in particular the allocation of ISBN numbers); Strengthening of links with professional communities (for example at the Book Biennial in Rio de Janeiro, Brazil); Review of cooperation arrangements with CERLALC and ACCU; Continuation of work on computing networks through SISTER, the Internet portal to APPREB and APNET. A major project concerning a regional strategy for the Caribbean has been funded but its implementation is being focused on other areas of cultural activity.

Free movement and promotion of diversity

Completion of a survey of the current state of the cinema world-wide and broad circulation of its findings.

No name of action in work plans

Continuation of dissemination and translation (into Arabic) of the practical guide on the Florence Agreement.

No name of action in work plans

Continuation of work on the *Index Translationum* programme, including making it available online; Support given to some 10 film festivals in developing countries and countries in transition; Awarding of special film prize in the framework of the International Year for the Culture of Peace.

Reading for all

Para. 03301
Reading for All

Specific projects to promote reading

Strengthening of links between activities designed essentially to promote the use of books and reading in all social groups (World Book and Copyright Day, the impact of which is increasing from year to year, with the involvement of more than 80 countries on average).

Books and Reading for Children and Young People

The extrabudgetary project *Kitáb Fî Jarîda* reaches around to two to three million readers each month (via a score of Arabic newspapers).

Production of reading materials

Organization of the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance which is awarded every two years, including a continuous increase in coverage (publishers from some 60 countries in all regions of the world submitted books in 35 languages during this biennium) and

other activities, in particular to encourage illustration of children's books; Access to scientific knowledge for young Africans, in particular in national and minority languages (SAP Kawi project), and other decentralized initiatives.

Libraries in the service of reading

Under the extrabudgetary project Books for all, mobile libraries and hundreds of thousands of books were donated for use in the most disadvantaged areas of Latin America, and new reading methods were introduced.

Evaluation of experience acquired in the area of books and culture

No result reported for this action.

Caribbean people: Tapestry of the Past – Fabric for the Future

Para. 03401
Caribbean People:
Tapestry of the Past –
Fabric for the Future

Promotion of intercultural understanding

Promotion of intercultural understanding through the organization of a travelling exhibition: Caribbean People: Tapestry of the Past – Fabric for the Future (Lead Country: Trinidad and Tobago), including the completion of accompanying handbook and guide, as well as preparation of travelling kits and accompanying CD and video; The promotion of a Culture of Peace (Lead Country: Jamaica), through, for example, the development and implementation of programme on values and attitudes for pre-school children in Curacao; Support to initiatives for the removal of language barriers (Lead Country: Haiti).

Cultural industries and cultural tourism

Support to cultural industries and cultural tourism through the promotion of cultural industries: Regional Seminar (Lead Country: Dominican Republic), by, for instance, establishing a planning committee; Support to initiatives for the preservation of cultural heritage: The inventory of Sacred Voodoo Objects (Lead Country: Haiti); Co-organization of the Indigenous Peoples Conference on Culture and Craft (Lead Country: Saint Vincent and the Grenadines).

Development of education and information programmes

Development of education and information programmes through the strengthening of Secondary and Tertiary Level Education Institutions and Networks (Lead Countries: Jamaica and Barbados), by, for example, organizing a skills training workshop in Barbados for 13 young unemployed men; Support to Multimedia Community Communication and Information Centres (Lead Country: Jamaica), through holding an HIV/AIDS awareness campaign in Aruba using the media and performing arts, for instance; Popularization of Science and Technology (Micro-Science) (Lead: Science Sector) by undertaking activities such as organizing a secondary schools Science Fair focusing on Micro Science in Saint Vincent and the Grenadines; Support to initiatives for HIV/AIDS Prevention and Health Care through Culture and Communication (Lead Countries: Saint Vincent and the Grenadines, Haiti and Guyana); Disaster Preparedness Education (Lead Country: Bahamas) – community workshops in disaster preparedness undertaken.

Analysis of programme by subprogramme

Officers in charge of subprogrammes

Promotion of living cultures

Assessment of implementation

Efforts to promote creativity during the biennium resulted in a satisfactory consolidation of activities (promotion of measures concerning the status of artists and exchanges in the arts, the development of art education, and cooperation with professional networks), the launching of successful initiatives such as World Poetry Day and increasingly effective use of electronic communication (creation of websites, beginning of work on the Digi-Arts project). Work continued on the various dimensions of the promotion of copyright: teaching (with the creation and follow-up of UNESCO Chairs), information and publications, support for the collective management of copyright, and cooperation with professional organizations. It became clear that more energetic efforts should be made to improve the access of developing countries to legal information by means of the new communication technologies and that the website giving details of national legislation should continue to be updated.

In the field of craftwork and design, the development of policies to encourage craftwork, efforts to raise the awareness of young people, the promotion of young designers and of high-quality craftwork and the use of new technologies had a very significant multiplier effect and involved the creation of several successful partnerships.

The promotion of cultural industries involved an in-depth revision of ways of supporting Member States' national policies on the one hand, and cooperation with professional networks on the other. Many initiatives took stock of the situation of cultural industries in a context of globalization, with a view to promoting cultural diversity. This has already provided an overall view which has encouraged the emergence of new types of action, such as the Global Alliance for Cultural Diversity project. Lastly, the list of translations (*Index Translationum*) was made available online, which should enable it to respond at an appropriate level to the interest that has always been shown in it by Member States.

Particularly successful activities

In the framework of the Artists in Development Creativity Workshop Programme funded by NORAD, the first International Workshop on Lead and Fuel Substitution in Traditional Glazed Pottery, New Designs and Product Marketing (Eco-friendly Crafts) was organized in Patzcuaro (Mexico) from 12 to 25 May 2001. The workshop programme was carried out in cooperation with FONART (Fondo Nacional para el Desarrollo de las Artesanías) of Mexico and the American NGO Aid to Artisans. The workshop allowed for the broad exchange

of ideas and experience among the 44 ceramists/craft s managers from 19 Latin American countries, Ghana and Morocco, and for interaction with the FONART technical team and the design and marketing professionals from Colombia and the United States. The comprehensive programme focused upon the sharing of new technological skills and production techniques for lead-free glazes and fuel substitution, the promotion of new designs inspired by tradition and product line elements and the marketing of these products in the light of global health concerns and international norms. Besides the significant contribution of the design professionals and marketing specialists to the teaching and learning process, the successful outcome of the workshop was due to the high level of proficiency of the technical team, the excellent working and living conditions provided by the Regional Centre for Adult Education (CREFAL) in Patzcuaro and the efficient coordination between UNESCO's Mexico Office and FONART for the practical organization of the workshop.

It is also worth noting that the activities carried out on the theme Cultural Industries and Globalization were particularly consistent. Together they formed a very successful and well coordinated undertaking which brought together the Organization's various goals and functions and involved many partners. The activities carried out offered a full response to one of the requests made by the General Conference at its 30th session. Some activities were generated at Headquarters and others in the framework of decentralization, but both these levels worked together in total synergy. Certain activities were carried out in cooperation with other agencies (National Commissions and international organizations such as the Council of Europe and MERCOSUR). Member States were also associated (survey of Member States, creation of a committee of experts). A publication for general readership was produced and disseminated, and full use was made of the website. This combination of activities led to achievements of a conceptual and operational nature which lent themselves to evaluation and which were the basis, on the one hand, for the idea of the *UNESCO Universal Declaration on Cultural Diversity* and, on the other, for the *Global Alliance for Cultural Diversity*.

Reading for all

Assessment of implementation

This programme was intended to be interdisciplinary, but in fact the activities carried out still tended to be of a sectoral nature. However, work on reading relating to Culture was carried out in complete synergy with that concerning books (dealt with under the programme

Promotion of living cultures) which indicates that closer ties should be established definitively in future.

Some activities were carried out at Headquarters or from Headquarters (such as those connected with the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance) whereas others (such as the SAP Kawi project) were decentralized. Substantial extrabudgetary funding was provided for about half of these activities, which demonstrated the ability of this programme to attract funding but also the ongoing instability engendered by this type of funding, in particular with regard to management. Although the Kitâb fi Jarida project was maintained, the Books for All project had to be suspended after a successful first stage focusing on Latin America, until such time as diligent efforts result in new funding or other types of partnership.

Particularly successful activities

The number of countries involved in the celebration of World Book and Copyright Day, which was launched in 1996 following a decision of the General Conference (28 C/Resolution 3.18), increased during the biennium – to about 80 at present – as did the variety of the initiatives taken. This activity, which relies on the contribution of States and above all of civil society, in particular the professional sector and, to a greater extent now, schools, is an example of UNESCO's ability to raise awareness and instigate activities and of its mobilizing capacity. At the end of the biennium, celebration of the Day was extended when publishers took the initiative of creating a World Book Capital with which the General Conference decided UNESCO would be associated (31 C/Resolution 29).

The UNESCO-BIB 2001 Workshop for Illustrators of Children's Books, organized in collaboration with the Slovak International House of Art for Children (BIB-IANA), constituted a rare moment of intense creativity in a wonderful atmosphere of friendship and harmony. The dates (6-22 September 2001) were chosen so as to coincide with the Biennial of Illustrations Bratislava (BIB), providing the participants with a unique opportunity to see the work of artists from all over the world. The theme of the workshop, Fantastic Zoology, inspired the 20 participants from 19 countries to produce a striking collection of illustrations. They were guided by a team of four trainers who helped them free their imagination from all stylistic and commercial restrictions. The young illustrators felt they had learned a great deal that would help them in their future professional life. That is the primary objective of any training activity. However, according to them, the learning process went far beyond new techniques, expressions and styles. It was an affirmation of cultural diversity, celebrating the richness and uniqueness of all creative expressions. The works produced during the workshop have been exhibited in Bratislava, at UNESCO in Paris, as well as a number of other cities in Europe. The workshop and its follow-up activities were funded by the Norwegian Agency for Development Cooperation (NORAD) under UNESCO's Artists in Development Creativity Workshop Programme.

Caribbean people: Tapestry of the Past – Fabric for the Future

Assessment of implementation

The Caribbean People: Tapestry of the Past – Fabric for the Future was a much anticipated project among Member States of the region. More popularly referred to as the Focus on the Caribbean Programme, it sought to impact forcefully on the economic development of the region, whilst shaping attitudes and values in keeping with the new challenges of the twenty-first century, not least the ensuring of peace.

The Programme related to UNESCO's main spheres of competence and was able to reach key players, particularly in the fields of education, culture and communication. So far, young people have been the main beneficiaries, but it is expected that by the end of implementation, all sectors will have been impacted upon.

Implementation of the project was carried out by the National Commissions of the region, and given their heavy workload (in most Caribbean countries, project implementation is carried out by one person), this process was slow. The restructuring of UNESCO's operations in the Caribbean also affected the rate of implementation. The closure of the Barbados and Trinidad and Tobago Offices and the creation of the Cluster Office in Jamaica called for re-adjustments that affected all concerned, causing major delays so that at the end of the 2000-2001 biennium, most of the project was not fully implemented. The activities in question are therefore now scheduled for completion in 2002.

While it will not be possible to give a full assessment of the impact of Focus on the Caribbean until all activities have been completed, gauging from the enthusiastic reception they have received thus far, there is no doubt as to their relevance and importance in the social and economic life for the region.

Culture

Tapestry of the Past -Fabric for the Future, a travelling exhibition on the history and culture of the Caribbean, is the flagship FOCUS project within the Culture Sector, based on the themes of the six volumes of the *UNESCO General History of the Caribbean*. It was designed to comprise of ten large panels accompanied by a music CD, a video presentation and a handbook. Countries hosting the exhibition would add their own artefacts to enhance and illustrate the themes in a more dynamic and tangible form.

The exhibition was launched at CARFESTA VII in Saint Kitts and Nevis on 23 August 2000, International Day for the Remembrance of Slavery and its Abolition. A promotional song contest was launched at the same time but was subsequently abandoned due to lack of participation.

A Culture and Communication Approach to HIV/AIDS was adopted within the FOCUS Programme as an adjunct to the general UNESCO Cultural Approach to HIV/AIDS Programme. The objective was to prepare a version of the *Handbook for Health Workers and Care-Givers* specific to Caribbean culture and for this purpose, a three-

day workshop was held in Saint Vincent and the Grenadines.

Funding was also provided to eight other CARICOM countries to begin HIV/AIDS awareness campaigns based on culture and communication concerns.

The translation and publication of a Haitian novel in Spanish was viewed as a pilot project in what is expected to develop in subsequent years as a series of such translations and publications in all the main languages of the region i.e. Spanish, French, English and Dutch. The objective was to address the need for greater understanding of each other's cultures among the peoples of the Caribbean through their literature, encouraging greater cooperation and regional integration.

Under the Tangible Cultural Heritage project, a large collection of sacred Haitian voodoo objects are being catalogued and documented, constituting an important resource in the study of Haitian culture and religion.

Cultural industries are regarded as the single most important new industry in the Caribbean today in light of the demise of the banana and other traditional industries. They emanate from the human resources of a region that have already impacted on world arts and culture, especially within the music industry sub-sector. The conference on the state of Cultural Industries in the Caribbean, originally scheduled for November 2001, had to be postponed to the following year due to the non-availability of certain key speakers and facilitators for the November date.

A steering committee was established in 2001 for the Regional Youth Gathering for Peace, an initiative under the Culture of Peace and International Year for Non-Violence for the Children of the World Programmes and regular meetings were held to develop the full agenda and related activities over a three-day period in the following year.

Communication

Within Focus, the Communication Sector was concerned with "reaching the unreached" with the new information technology and the use of telecommunications in disaster preparedness.

The Community Information and Telecommunication Centres Programme sought to establish pilot rural telecommunication centres in Jamaica, Dominica and the British Virgin Islands. By providing equipment and training to rural communities it is hoped that the urgent need

to bridge the communication divide would be addressed in a significant way. Thus, for example, a pilot project was set up in Dominica, where training was provided.

The objective of Disaster Preparedness Project, begun in mid-2001, is the preparation and publication of a *Regional Handbook on Disaster Preparedness* in the Caribbean from a Communications perspective. The lessons learnt from the pilot project carried out in Saint Vincent and the Grenadines will be incorporated into the *Handbook*.

Science

A meeting was held to discuss a project for the provision of laboratory equipment and the training of teachers in the field of micro-science and a Science Fair was mounted in Saint Vincent and the Grenadines in 2000, resulting in the provision of such equipment for schools in one CARICOM country in 2001.

Particularly successful activities

Education

The FOCUS projects in this Sector were in keeping with the UNESCO Culture of Peace initiatives and the Decade for Non-Violence for the Children of the World Programme, as well as in the field of Tertiary Education and Skills Training. Thus, in 2000 and 2001 a series of training workshops, designed to sensitize teachers and students on peaceful conflict resolution and its integral role in crime reduction, were organized and coordinated by the UNESCO CARNIED office (Barbados) and conducted in various Caribbean countries under Changing the Culture of the Classroom. The participating schools have reported a marked decrease in the number of violent confrontations among students as a result, pointing to the effectiveness of the project. Workshops in conjunction with the Jamaican Government's initiative, Pathway to Peace, were also organized under the JASIF Programme to contribute to the reduction of crime and violence in schools.

Unemployed young men who had either dropped out of school or who had left school with insufficient qualifications for gainful employment were the beneficiaries of the Computer Skills Training Programme in Barbados. Thirteen unemployed youths attended and the success of the Programme has established it as a model for future training courses of this type to be carried out in Barbados and other Caribbean countries.

Major Programme IV

Towards a communication and information society for all

IV.1 Free flow of ideas

IV.1.1 Freedom of expression, democracy and peace

IV.1.2 Media, information and society

• Ethical, legal and sociocultural challenges of the information society

IV.2 Bridging the communication and information gap

IV.2.1 Development of communication

IV.2.2 Development of “infostructure”

Assessment of the Communication Programme

Assistant Director-General for Communication

Assessment of UNESCO's Communication Strategy

It is in the perspective of the strategic objectives of the Communication and Information Sector as defined in the Medium-Term Strategy for 1996-2001 (28 C/4 Approved) that both regular programme action and extrabudgetary projects in the Sector were carried out during the 2000-2001 biennium. A number of these activities were very successfully implemented and contributed to attaining the Sector's strategic objectives.

Particularly successful in this regard were the celebrations of World Press Freedom Day held on 3 May in 2000 and 2001. The activities of the day, which coincided with the anniversary of the Declaration of Windhoek, focused on the fundamental principles of press freedom. These celebrations, along with the award of the UNESCO/Guillermo CANO World Press Freedom Prize in 2000 and 2001, contributed to generating public awareness of the links between a free press and a democratic society. The Organization's activities, combined with the support provided by the action of non-governmental and professional organizations working to defend these fundamental freedoms, have made UNESCO the leading United Nations agency for promoting freedom of the press and media and its role in the democratic development of societies.

As a result of its active assistance to national and regional authorities in drawing up or adapting media and press legislation to internationally-recognized standards and principles, UNESCO is increasingly establishing itself as one of the main institutions providing this kind of advisory service and expertise to Member States and other international organizations. Furthermore, UNESCO's role as the provider of a forum in which Member States, professional media associations and other civil society organizations can meet and exchange ideas, demonstrates the Organization's catalytic role.

Equally successful during the biennium under consideration were UNESCO's efforts to stimulate global reflection on the challenges and ultimate goals of the information society and the promotion of international cooperation in the use and application of information and communication technologies (ICTs) for development in all its fields of competence. The Organization has managed to strengthen its role as an intellectual forum and clearing house on sociocultural and ethical aspects of the information society by gathering and disseminating relevant information, and by encouraging transdisciplinary debate in the context of the new Information for All Programme and consensus-building on the principles applicable to cyberspace. This is very much in line with the strategic objective of the Medium-Term Strategy to promote reflection on the impact of new information and communication technologies, and to foster access to the possibilities they offer in terms of educational, scientific and cultural development.

The Organization's work in supporting the development of communication and information capacities in developing countries and countries in transition to democracy has been equally successful. The Organization actively supported the development of community media as an efficient instrument of social participation and governance, as well as of literacy, environmental, population and health programmes. It offered training opportunities to communication and information professionals from

developing countries in different parts of the world and supported the strengthening of the infrastructure of communication media organizations, libraries and archives. UNESCO was similarly prominent in promoting the educational and cultural role of public service broadcasting, supporting the formulation of integrated national and regional information policies as part of overall development plans, in encouraging networking among communication and information professionals, as well as institutions, and in setting up virtual communities for the promotion of education, science and culture. It also reinforced the role of libraries and information services as gateways to information highways, focusing on public and school libraries as an effective means of broadening access to education and knowledge. The efforts in support of libraries and archives have been instrumental in adapting library and archival services in Member States to the new technological requirements and enabling them to play a central role in building a strong public domain of information. In addition, through the Memory of the World Programme, UNESCO has contributed significantly to international efforts to secure the preservation, safeguarding and promotion of the world documentary heritage.

These initiatives have reinforced the Organization's policy towards the promotion of an equitable and affordable access to information. They have also reaffirmed UNESCO's role and visibility within the United Nations system and its authority in this domain amongst Member States. This is reflected in the increasing number of requests submitted for assistance in formulating national information strategies and organizing regional workshops on these issues. Having positioned itself as a central agency in the development process of the information society, UNESCO should continue to concentrate its efforts on providing assistance to Member States on issues related to universal access to information. In addition, UNESCO's assistance in infostructure development, its promotion of access to and provision of content in the public domain, and of free and open software, as well as its contribution to developing legal frameworks, have substantially contributed to building public awareness worldwide of the need to counterbalance purely market-driven developments of the information society. A clear indication of UNESCO's impact in these areas is seen in the way the Draft Programme of the World Summit on the Information Society has changed from one mainly oriented towards telecommunication infrastructure issues, to one integrating some of the above themes that are of concern to UNESCO.

However, the Organization's ability to respond to the increasing needs of Member States for assistance in developing their communication and information capacity was constrained by diminishing funding from donor countries. This was especially the case with the International Programme for the Development of Communication (IPDC) which in 2001, in response to this problem, had to declare a one-year moratorium on financing of new projects. Efforts have been made to redress this situation by reforming the working methods of the IPDC, streamlining its priorities and adopting a new operational strategy designed to reinforce the Programme and revitalize its ability to attract donor funding for the numerous project requests it receives from developing countries.

Lessons learnt

One of the lessons learnt in implementing activities in support of freedom of expression and of the media is that, as the lead United Nations agency in this domain, UNESCO ought to be involved from the initial planning phase. This would help to substantially increase the impact of such activities and make UNESCO's involvement more visible. Experience drawn from the 2000-2001 period has shown that civil society has an increased role in and influence on decision-making. UNESCO has already taken account of this and forged numerous partnerships with international professional media associations. However, this development needs to be extended yet further and these types of links reinforced. One of the initiatives that UNESCO is considering is the extension of its already recognized activities in favour of freedom of the press and of the media, to freedom of expression in all other areas of the Organization's mandate.

UNESCO's efforts in promoting universal access to and effective use of ICTs, such as the use of the Internet and telematics in development, have been recognized in the international community and pres-

ent opportunities for the Organization to play a unique role in the future. However, a major lesson learnt is the need for greater concentration of effort and resources, as well as stronger international partnerships and intersectoral cooperation if the impact expected by Member States in such key areas as the use of ICTs in education or virtual libraries is to be secured. The ground has been laid for cooperation between international institutions and national agencies to promote and develop better tools and to develop human resources through local training.

UNESCO's approach to promoting hands-on professional development of ICT applications in close cooperation with the concerned communities is prompting substantial interest and is helping in capacity-building at the local level. A principal lesson learnt is the need for the Organization to strike a balance between catalytic and supportive action for national programmes and conceptual debate. Future activity should build on the accomplishments obtained through ICT applications for development, as well as give increased attention to networking at the national and international levels to enable the establishment of sustainable centres of excellence in the participating countries and the replication of similar undertakings in other developing countries and regions. UNESCO's activities have contributed to enhancing the role and visibility of the Organization in this area both in Member States and within the United Nations system.

Replicable projects/activities

Kothmale pilot project (Combining traditional and new communication technologies): The first pilot project to use community radio as an interface between the Internet and rural communities was established in Kothmale, Sri Lanka. Its multiplier effect is reflected in the strong interest shown worldwide in Radio Kothmale's use of the Internet with community broadcasting, its pioneering "radio-browsing" programmes and its multimedia community database for development. A follow-up seminar on promoting community empowerment and addressing the digital divide by combining community broadcasting with the Internet and related technologies was held in Kothmale in 2001. This resulted in new partnerships and created conditions for the establishment of other centres in Asia, Africa, Latin America and the Caribbean. The initiative on Community Multimedia Centres (CMCs), which combines community broadcasting with new information and communication technologies and multi-purpose telecentres (MTCs) is certainly one that will be given prominence in the communication and information capacity-building dimension of UNESCO's work in the future.

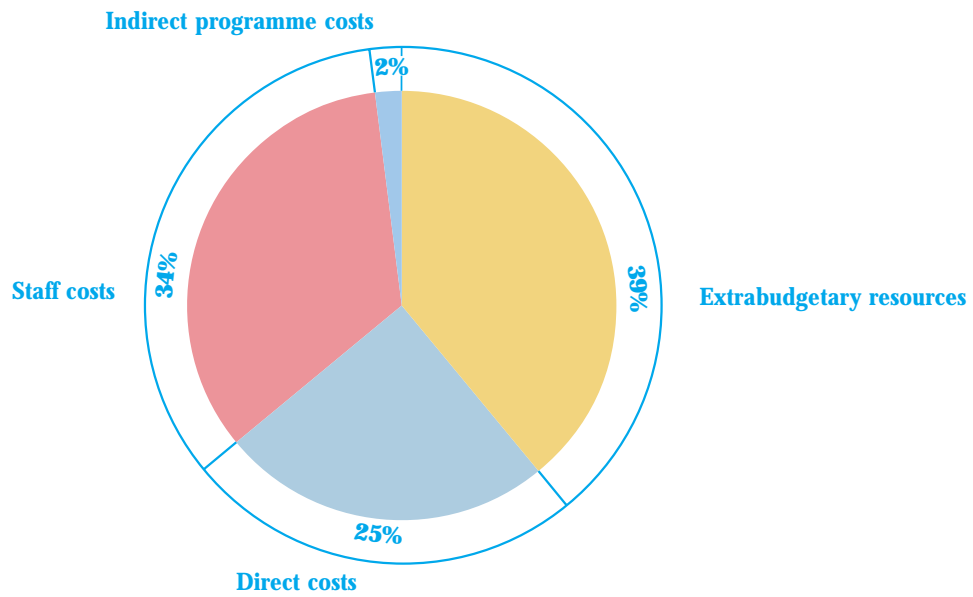
Cases for further support or financing/new opportunities or challenges:

- Support for freedom of expression and media freedom in the information society.
- Projects on combining traditional and new communication technologies.
- Provision of assistance to Member States to develop integrated regional and national information policies.
- Development of human resources and capabilities in the information society.
- Development of local capacity in audiovisual content production.
- UNESCO's participation in the United Nations ICT Task Force, which was inaugurated by the Secretary-General in November 2001. The Task Force will function as a catalytic agent to enhance the role of ICTs in poverty eradication and development.
- UNESCO's active preparation at the World Summit on the Information Society (Geneva in 2003 and Tunis in 2005).

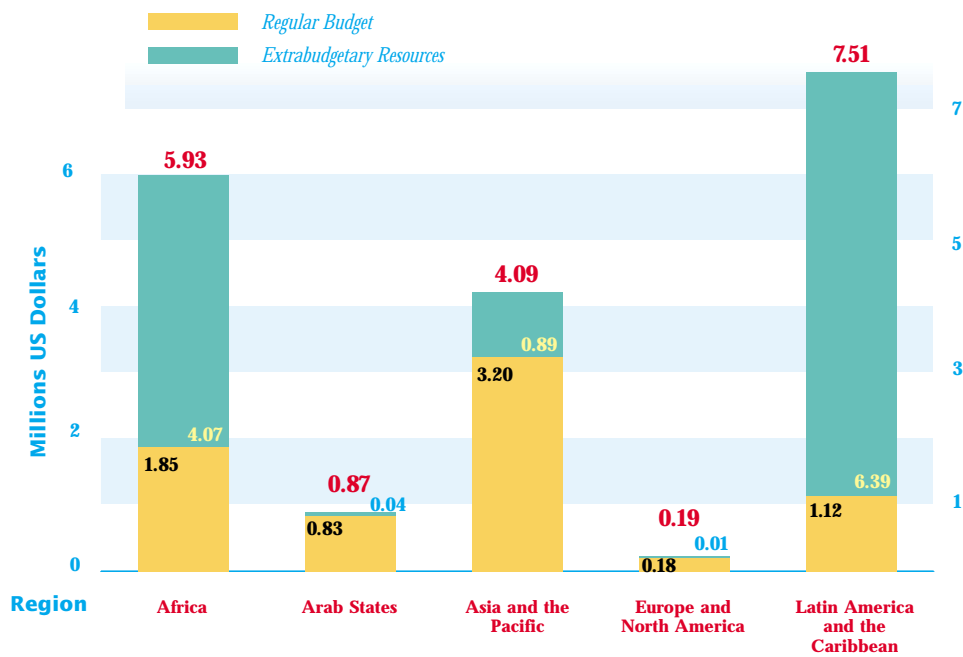
Administrative and budgetary information (MP IV)

Appropriation line	Expenditure \$
Major Programme IV: Towards a communication and information society for all	
IV.1 Free flow of ideas	
IV.1.1 Freeflow of expression, democracy and peace	3 501 326
IV.1.2 Media, information and society	7 165 034
Total, Programme IV.1	12 852 535
IV.2 Bridging the communication and information gap	
IV.2.1 Development of communication	11 240 163
IV.2.2 Development of "infostructure"	4 858 939
Total, Programme IV.2	16 099 103
UNESCO International Team for Afghanistan	1 500 000
Communication Sector common charges	3 285 726
Sub-total, Major Programme IV	33 737 364
Extrabudgetary resources	21 696 000
Total, Major Programme IV	55 433 364

Distribution of total expenditure



Distribution of decentralized funds by region



NOTE: The above chart values have been rounded off to the nearest US \$10,000.

Major Programme IV

Towards a communication and information society for all

Programme IV.1: Free flow of ideas

Main Line of Action as presented in the 30 C/5 document	Actions that constitute Main Line of Action as presented in SISTER	Actual results by action on 31 December 2001 as reported by Sector
Subprogramme IV.1.1: Freedom of expression, democracy and peace		
Para. 04111 MLA 1 Freedom of expression, media and democracy	Awareness-raising on freedom of expression (World Press Freedom Day and Prize)	Heightening of public awareness about press freedom through celebration of World Press Day (3 May) in Geneva (Switzerland) in 2000 and Windhoek (Namibia) in 2001, as well as through the awarding ceremony of the UNESCO/Guillermo Cano World Press Freedom Prize; Marking of the tenth anniversary of the Windhoek Declaration by a conference in Windhoek (Namibia) in May 2001.
	Building partnerships for the protection of journalists and freedom of expression (IFEX)	Strengthening of international collaboration in promoting an understanding of, and respect for, the values enshrined in the Universal Declaration of Human Rights through the establishment of Network for Education and Academic Rights (NEAR); Enhancement of awareness of violations of press freedom and rights of journalists through the International Freedom of Expression Exchange (IFEX) network.
	Promoting education in freedom of expression	Intensification of exchange of information and networking between existing Chairs, helping to increase the importance of freedom of expression issues in university education.
	Enhancing the impact of the regional seminars on independent media	Organization of the Conference, Ten Years On: Assessment, Challenges and Prospects in Windhoek (Namibia) in May 2001; Reaching of accord of cooperation between media professional organizations in commercial broadcasting and those in community and educational radio broadcasting; Drawing up of recommendations at the round table held in Geneva in May 2000 on How to combat war and hatred propaganda without undermining press freedom and editorial independence of local media.
	Democratization of Media Environment in Member States	Adoption of media legislation to internationally recognized democratic standards in six countries; Strengthening of cooperation with the Council of Europe, OSCE, EBU and OAS in provision of assistance on media legislation.
Para. 04112 MLA 2 Media for peace and tolerance	Enhancing the role of independent media in reconciliation in conflict zones	Consolidation of UNESCO's role as main provider of assistance to media in conflict areas; Contribution made to democratic process and political stabilization in the Federal Republic of Yugoslavia through support to independent media; Strengthening of independent media organizations in the

Federal Republic of Yugoslavia, Bosnia and Herzegovina, Croatia, the Great Lakes region in Africa and in East Timor to provide non-partisan news and information.

Strengthening cooperation among media practitioners for a culture of peace

Enhancement of the contribution of the media to fostering the values and ideals of peace and tolerance in Latin America through the network of media professionals for a culture of peace in Latin America, the REDIPAZ; Improvement of the implementation of the Puebla Declaration enhanced through support to the REDIPAZ network of Latin American journalists for a culture of peace.

Subprogramme IV.1.2: Media, information and society

Para. 04121
MLA 1
Media and information for social participation and poverty alleviation

Improving women's access to expression and decision-making in the media, networking of women media specialists and NGOs

Strengthening of international partnership to promote women's empowerment and gender equality in and through the media, in particular through the WOMMED/FEMMED network; Increased access for women to expression and decision-making in the media; 50 women journalists trained in technical and/or managerial skills, journalism and communications.

Empowerment of women at the grass-roots level through community media
SPECIAL PROJECT: Women speaking to women

Increased capacities of women's NGOs to empower women and increase their access to information and knowledge, particularly through community media.

Improving media competence among young people and promoting better quality television programmes for young audience

Cooperation with NGOs and their specialized networks in the field of media education and research enhanced.

Promotion of social participation

No result reported for this action.

Expansion and consolidation of the INFOYOUTH network as a means of opinion-sharing and mobilization of young people for innovative action for development

Enhanced collection and availability of information concerning different youth activities and projects (e.g. production of two CD-ROMs and publications, computer literacy and internet training courses); Improved process of elaboration and management of youth policies and programmes through regional consultations; Increased use of ICTs in HIV/AIDS prevention and management among young people through AIDS prevention and information activities for youth (e.g. Burkina Faso, Romania, India, South Africa and Tunisia).

Enhancement and democratization of governance and public services through information and informatics (pilot projects)

Finalization and adoption of policies on e-governance in several regions; Confirmation of relevance of UNESCO strategies relating to e-governance; Facilitation of access to public administration information.

Integration of traditional and innovative technologies for community development

No result reported for this action.

Para. 04122

MLA 2

Public domain of information and “Memory of the World”

Policy guidance and training in digitizing public sector information

Consolidation of experience on public domain and digitization programmes in Africa and Asia; Enhanced access to public domain information through distribution of materials free-of-cost; Reinforcement of potential for increased public domain applications through software model.

Improving access to public information through a model website

Confirmation of relevance of policy of providing online services by the increasing number of visits to thematic portals; Increase in access to scientific information among researchers in master theses project.

Dissemination of electronic documents of world libraries and archives, including assistance to the ISSN Centre, and electronic publication of scientific theses

Initiation of ETD as a cost-effective and self-sustaining mechanism; Access to public domain information enhanced.

Promotion of public domain software, free standard and a world courseware index

Confirmation of impact of free-software idea by increased number of users of Free-software portals; Provision of support by founder of the Free Software Foundation and the author of the GNU General Public License (GPL); Increased knowledge of information professionals and the general public in use of the Internet and its main tools.

Promotion of the “Memory of the World” programme and awareness-raising on the preservation of audiovisual heritage

Raising of awareness of the digital challenges to audiovisual archiving among 330 archivists; Training of five archivists from developing countries in current archival developments and trends; Fifth Joint Technical Symposium of audiovisual archives associations (JTS) organized with 330 participants and report distributed to developing countries.

Mobilization of decision-makers, professional community and general public through four flagship projects (Memory of the World)

Memory of the World objectives for preservation and access advanced in African countries (e.g. recommendation for improved conservation and digitization of and access to documentary heritage in Africa); Enhanced knowledge of experts in English-speaking African countries in formulation of preservation policies (e.g. training of 40 experts in archives and libraries in formulating preservation policies).

Ethical, legal and sociocultural challenges of the information society

Para. 04127

Ethical, legal and sociocultural challenges of the information society

Promoting reflection on infoethics at international and regional levels

Improved targeting of aspects related to the application of ICTs; Refining of the Draft Recommendation on the promotion and use of multilingualism and universal access to cyberspace.

Research and Development on Media Education for Youth

No result reported for this action.

Studies and consensus-building on ethical and legal principles applicable to cyberspace

Raising of awareness and interest in the Draft Recommendation on Cyberspace through consultations with Member States and experts.

Development of strategies for the information society

No result reported for this action.

Dissemination of information and data on the state of the art of ICTs and related issues

Use of the *World Communication and Information Report* as a major source of information on policy-making, research and teaching on communication and information issues, having been published in French, Spanish and Russian.

Analysis of programme by subprogramme

Officers in charge of subprogrammes

Subprogramme IV.1.1: Freedom of expression, democracy and peace

Assessment of implementation

UNESCO's work on freedom of expression continued to be very successful in the three main types of action chosen to implement this programme: raising public awareness, normative action and operational projects.

The need to increase public awareness of the links between free press and a democratic society was highlighted during the celebrations of World Press Freedom Day on 3 May. This day, which coincides with the anniversary of the Declaration of Windhoek, served as an occasion to inform the public, throughout the world, of violations of the right to freedom of expression and to remind them that many journalists brave death or jail to bring people their daily news.

In order to create a democratic framework and context in which free expression can take place, UNESCO continued to promote normative action in this area. As such, active support was given to national and regional authorities that approached UNESCO for assistance in drawing up or adapting their media and press legislation to internationally recognized standards and principles. As a result, UNESCO is establishing itself as one of the main institutions providing this kind of service to Member States and to other international organizations.

Finally, in order to directly contribute to creating a culture of peace and tolerance through and by the media, operational projects continued to be implemented. The activities to promote media independence and pluralism in conflict and post-conflict areas were implemented instantaneously, during conflicts or in transition periods, in the process of changing from a situation of war to one of peace, from an authoritarian to a democratic regime. These activities helped to provide non-partisan information to the local populations by promoting press freedom and media pluralism in zones of armed conflict or in countries in transition.

Particularly successful activities

- ▶ The Conference, Ten Years On: Assessment, Challenges and Prospects, held in Windhoek (Namibia) from 3 to 5 May 2001. The 300 journalists, editors and representatives of non-governmental organizations from Africa and the other regions who participated in the Conference assessed and analysed the impact of the Seminar on Promoting an Independent and Pluralistic African Press. The Seminar was held in the Namibian capital in 1991 and was the occasion for the adoption of the watershed Windhoek Declaration.
- ▶ The creation and geographical extension of a distribution network for independent print media in the Federal

Republic of Yugoslavia provided wider access to the population to non-partisan information and contributed to the democratization process in the country during the 2000-2001 period.

- ▶ UNESCO continued to support the programme banks in the Federal Republic of Yugoslavia and Bosnia, enabling them to provide non-partisan information for national circulation. The two banks were provided with right-free programmes from DeutscheWelle, UNDP Azimuths Production and Tchech TV.

Subprogramme IV.1.2: Media, information and society

Assessment of implementation

UNESCO remains at the forefront of organizations that are the most active and the most involved in reflection on:

- ▶ the place, the role and the contribution of the media and information,
- ▶ women's empowerment,
- ▶ the development of viable models for the utilization of information and communication techniques in poverty alleviation (through greater integration and social participation),

in an increasing process of globalization and convergence of media channels, which profoundly transform "communication spaces" and interaction between people, communities, and institutions. During the biennium under consideration, UNESCO developed and provided viable models for the use of conventional communication media and new media. The aim was to help Member States address these new patterns of social interaction and information flows occurring across national boundaries and in local communities to form new political and cultural identities. Enhanced by the new technologies of communication, these new patterns lead to shifts in institutional organization on the economic, political and legal levels. UNESCO, therefore, concentrated on helping Member States confront these new challenges by developing more democratic forms of communication within national communication systems, democratizing public service broadcasting and shedding more light on the operation of the telecommunication networks in terms of global conception of communication, citizenship and democracy.

The Media and Society subprogramme encouraged relevant policies and actions to be taken, by governments, NGOs and professional organizations, to address the transnational flow of information challenge and to improve participation of all citizens in new communication processes. Special attention was paid to women, young people, marginalized and poor communities, and especially those who are at risk of being left out of the knowledge society. In order to strengthen their informa-

tion and communication capacities, UNESCO designed programmes aimed at improving the training of professionals and educating the public to make the best use of information resources.

Moreover, several international and regional meetings have been sponsored by UNESCO in the fields of media education, research on youth and the media.

Lessons learnt

UNESCO has not sufficiently addressed the area of training, particularly its leadership in anticipating the shifting changes related to the new communication technologies. Most countries are still having difficulties in optimizing the NCT due to their inability to train staff. A few training priorities could have been addressed during the biennium under consideration. For instance, training of trainers and training material development, including distance learning materials, could have been an intellectually profitable area of work for the Organization. UNESCO needs to establish a public domain site that would provide set training materials and course outlines, as well as information and aid to national institutes. Establishment of virtual training centres, which use web-based distance learning and video conferencing would also have been an important step in this direction.

Another closely related field has been that of research and publications. Most communication scholars and practitioners need to have the latest ideas in their field made available to them, often in the languages that they understand. Unfortunately, at present, this information is not in the public domain and is only available for a fee from market research firms.

Develop partnerships and define its own specificity in this context

There is a need for UNESCO to develop programmes that reflect its priorities and that attract extrabudgetary funding, rather than designing its programmes around the priorities of its various partner NGOs and other lobbies or those of donors. In respect of these partners, the Organization needs to better select those with which it wished to cooperate and refrain from the temptation of accepting every partnership offer made.

Reduce or completely abandon involvement in certain areas

UNESCO needs to achieve greater credibility and more visibility among its partners. One of the primary ways of doing this is by delivering on time what it has planned and pledged to deliver.

Particularly successful activities

UNESCO's Women Speaking to Women Community Radio Project

In Asia, Africa, Latin America and the Caribbean, several low-cost community radios, which are managed by and for women, have been set up. They give a voice to rural women who act as spokespersons for marginalized communities. These information media have helped to com-

pensate for rural women's low level of education and to sensitize women and young people to the many aspects of sustainable development. The women and young people in rural areas have therefore become stakeholders in the decision-making process, particularly in activities aimed at creating the factors for good democratic governance.

Emerging/visible tendencies which will have an impact on the work of the Sector/Division and need to be addressed

UNESCO was marginalized in international communication and academic circles because it had not undertaken major initiatives in this area. To reclaim its leadership in the area of communication, UNESCO therefore had to be present and make its positions known on a number of important communication issues.

The major emerging trends in communication relate to the new communication technologies and the impact they will have on societies. The gradual commercialization of news – from free flow to free trade – should be seen and understood as threatening democracy since pluralism and diversity of information and communication sources are gradually being eroded.

Major communication problems still remain in many parts of the globe; lack of access to information and communication sources; the marginalization of minorities and the poor in national communication processes; inappropriate and obsolete communication; the need for training and further training in the different communication fields. These issues are to be treated within a “Right to Know” (access to knowledge resources) context as opposed to within the “North-South”, “have-have not”, or “gap or traditional development” ones. The “Right to Know” is a human right and encompasses all UNESCO competencies. Even in the affluent countries, this right is not always recognized. The problem with the “have not” approach is that the real culprits (usually governments) are not identified. UNESCO's commitment to put the need to support the “have-nots” of the world on the international agenda should be seen as part and parcel of its fundamental objective of ensuring that all nations and communities participate in the communication processes.

Ethical, legal and sociocultural challenges of the information society

Assessment of implementation

The consultation process on the ethical, legal and sociocultural challenges of the information society was very broad and carried out on schedule. This consultative process, together with parallel studies, contributed to the targeting of issues related to the application of ICTs on which the Organization should concentrate its attention. This is particularly the case in respect of the content of the Draft Recommendations on the Promotion and Use of Multilingualism and Universal Access to Cyberspace. The activities in 2001 focused on the acquisition of a consensus on the four themes covered by the above-men-

tioned Draft Recommendations: access to telematics networks and services; promotion of multilingualism; access through development of public domain content; and access through the application of exemptions to copyright in the electronic environment. After the Director-General's consultation with all Member States, the themes were consolidated by a group of experts (April 2001) and presented to the General Conference at its 31st session for adoption (31 C/25 and 31 C/25 Corr.).

The General Conference, after carefully reviewing the text of the Draft Recommendations, considered that further consultations were needed, especially in relation to the issues related to the application of intellectual property right in cyberspace. Although full consensus was not reached and the text was not approved at that time, the debates contributed to raising awareness and interest regarding the content of the draft recommendations.

A new document reflecting the various points of view was prepared as the background paper for the Second Meeting of Experts (category VI) as suggested by the Member States (25-27 March 2002). The conclusions of the experts

group will be widely circulated to concerned Member States and NGOs and presented to the Intergovernmental Council of the Information for All Programme (IFAP) for discussion before its submission to the Executive Board at its session in Autumn 2002.

Particularly successful activities

Although the Draft Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace were not fully endorsed by the General Conference, the debate confirmed UNESCO's leading international role in promoting access to public domain information and in encouraging multilingualism and the expression of cultural diversity on global information networks. This will enable Member States to tackle, along with the economic and commercial issues raised by the application of ICTs, the issues related to the ethical, legal and social challenges on individuals, communities and societies as a whole with direct impact on UNESCO's areas of competence: education, cultural diversity and scientific and developmental advancements.

Major Programme IV

Towards a communication and information society for all

Programme IV.2: Bridging the communication and information gap

Main Line of Action as presented in the 30 C/5 document

Actions that constitute Main Line of Action as presented in SISTER

Actual results by action on 31 December 2001 as reported by Sector

Subprogramme IV.2.1: Development of communication

Para. 04211

MLA 1

Strategies and projects for the development of communication

Promoting regional and subregional strategies in communication, enhancing inter-agency cooperation

Strengthened UNESCO's key role in communication development in the United Nations system and enhancement of inter-agency cooperation in communication development (e.g. through active participation in United Nations Inter-Agency Round Table on Communication for Development (Nicaragua, 26-28 November 2001) and preparation and submission to United Nations General Assembly of the Report on Communication Development (2000)).

Strengthening the International Programme for the Development of Communication as a fund-raising mechanism and a forum of reflection

Enhanced role of IPDC as a forum of reflection on communication development issues through thematic debates and strengthening of communication capacities in 60 developing countries through financial support from the IPDC.

Support to national and community media project

Reinforced capacity of community media to provide information to rural and marginalized populations through establishment of community radios in 10 countries; Increased awareness of function of community media in societal development through the publication of handbooks, guides and CD-ROMs on "model" community radios; Increased importance of news agencies as national news collections and distribution institutions through international workshops on National News Agencies in the Era of the Internet (Amman, January 2000).

Training of communication professionals and networking of communication training and research institutions (ORBICOM, Journet)

Increased knowledge and skills of communication professionals in 80 developing countries; Improved use of media resources in development issues and enhancement of communication education and research capacities in different parts of the world through the expansion and consolidation of the Network of UNESCO Chairs in Communication (ORBICOM) and through training in radio and television, computerized newsroom operations, audiovisual production, media management, newsletter production, communication for democracy, electoral process coverage, reporting on development issues, environmental journalism and AIDS prevention.

**SPECIAL PROJECT:
Improving
Communication
Training in Africa
(in-built evaluation)**

Reaffirmed UNESCO's role in upgrading curricula for training communication specialists in 18 African countries through the drafting and finalization of model curricula for communication training.

**Promoting a culture
of maintenance**

Promotion of culture of maintenance as an essential aspect of the operations of news agencies and broadcasting in Africa and the Caribbean through workshop training, as well as the establishment of maintenance centres and subregional networks for sharing expertise and relevant database on the subject.

Para. 04212

MLA 2

Public broadcasting and endogenous audiovisual productions

**Developing and
strengthening public
service broadcasting**

Strengthened cooperation and coordination with major professional organizations in public service broadcasting (e.g. with Commonwealth Broadcasting Association, World Radio and Television Council, Asia-Pacific Institute for Broadcasting Development, etc.); Increased visibility of UNESCO as an advocate of public service broadcasting through regional meetings to strengthen international efforts in support of public service broadcasting; Launching of website on public service broadcasting and publication of legal survey on public service broadcasting.

**Promoting educational
and cultural mission
of electronic media**

Improved coordination and complementarity of efforts to promote the educational and cultural dimensions of public service broadcasting (e.g. through training of 500 film-makers, producers and programmers from developing countries and countries in transition and their provision with distribution and production opportunities through seven regional CreaTV workshops).

**Boosting audiovisual
production and
distribution capacities
of the developing
countries**

Increased access to regional and international audiences for local audiovisual productions and co-productions and enhanced capacity for local audiovisual productions dealing with development issues (literacy, health, vocational training, job opportunities, role of women in development policies).

**Facilitating access
to and international
exchanges
of audiovisual
programmes**

Enhanced distribution and exchange of audiovisual productions through the Screens Without Frontiers Project as well as regional meetings and festivals.

Subprogramme IV.2.2: Development of "infostructure"

Para. 04221

MLA 1

Integrated information and informatics strategies and methodologies

**Promotion of regional
policies with emphasis
on endogenous
knowledge**

Launch of new intergovernmental mechanism, Information for All Programme, combining strengths of PGI and IIP; Development of Draft International Policy Guidelines on Access to Information; Establishment of framework for national and regional ICT policies.

**Consortia of Public
service sector
telematics and
informatics users**

Strengthening of efforts to reduce obstacles to ICTs in Africa through formulation of regional strategies; Improvement of access to information through subregional centres of excellence by cooperation with international partners.

**Promotion of regional
electronic networks and
assistance for network-
ing pilot projects**

No result reported for this action.

Enhancing information management and resource sharing (CDS-ISIS, IDAMS) Virtual communities of freeware developers	Facilitation of interconnection of applications through release of UNESCO Information Processing Tools CD-ROM; Regrouped the two popular packages (CDS/ISIS and IDAMS), as well as related documentation and tools; Reinforcement of information management and resource-sharing through the worldwide distribution of the software; Consultative meetings with potential partners; Establishment of basis for a network for the development of CDS/ISIS and IDAMS as Open source software.
Development and promotion of virtual laboratories and virtual learning communities	Improvement of information exchanges among scientists and researchers in developed and developing countries through the First Virtual Laboratory Toolkit; Enhancement of distance education applications in four regions.
Establishment of the Association of Computer Centres for Exploiting Sustainable Synergy (ACCESS-net)	Improved knowledge and skills of IT specialists and users through the establishment and reinforcement of eight IT centres in partnership with UNDP, governments and other donors; 2,000 IT specialists and users, as well as 200 network/system administrators trained in workshops and seminars.
Development of telematics for local access and updating international directories of IT experts and IT institutions	Facilitation of networking among KATTUK countries and with the international IT communities through 5- to 10-year connectivity ensured for six IT centres of excellence in four countries; Facilitation of access to information on IT institutions and IT experts in the world through the UNESCO Information Technology Community Database.

Para. 04222
MLA 2
Libraries and archives as gateways to information highways

Promoting the role of national, public and school libraries as means of access to education and knowledge	Highlighting of role of libraries in lifelong learning and bridging the digital divide through the review by 23 African and Arab States of the state of public and school libraries in their countries, and approaches to improving services (Rabat, September 2001); Distribution to Member States of UNESCO/IFLA Public and School Library Manifestos and respective guidelines.
Facilitating access to information content and technologies through public libraries and information centres, focusing on disadvantaged areas and communities (pilot projects)	Widening of access to ICTs and information, especially in communities in Africa, Asia and Latin America; Improvement of knowledge and skills of Eastern European youth in ICT applications.
Assistance to selected libraries and archives, including the Alexandria Library	Provision of assistance to the new Bibliotheca Alexandrina to become a major centre for the exchange and dissemination of ideas and knowledge in Egypt and the region; Facilitation of access to information contents and technologies through libraries and archives in the Russian Federation.
Developing and reinforcing the UNAL network	Increased networking and awareness of members' activities; Increased opportunities for cooperation among members at the global level; Establishment of cooperation with UNESCO Clubs and UNAL libraries of the Mediterranean region; Training of members in website creation and management.

Development of training programmes for librarians and archivists in the information society

Identification of resources and skills required to develop audio-visual archiving and establish a professional community in the Pacific; Securing of increased participation of archivists from developing countries in international forums; Increased presence of archives on the Internet.

Improving archives management and preservation of records in the electronic environment

No result reported for this action.

Analysis of programme by subprogramme

Officers in charge of subprogrammes

Subprogramme IV.2.1: Development of communication

Assessment of implementation

IPDC is one of the most effective mechanisms of global media training and communication development established by a United Nations agency. It addresses real needs and is well known internationally. The programme has offered a viable source of funding for 900 small-scale, independent media projects in 130 developing countries and countries in transition by meeting their urgent needs of upgrading communication capacities and promoting freedom of expression. However, in spite of the widely recognized positive impact of most of the IPDC projects, its financial situation has recently deteriorated, thus reducing its capacity to assist developing countries. IPDC has committed itself to reforming its working methods with a view to rationalizing its work and inspiring new trust in the Programme. Particular emphasis will be placed on the strict selection of projects that fall within clearly established areas of priority, improved transparency on project implementation and promotion of the programme's achievements.

UNESCO has been instrumental in addressing the many communication development needs of its Member States, and in improving communication facilities and services in developing countries. During the biennium under consideration, the Organization also continued to play an active role in promoting community media as an efficient instrument of social participation and governance, as well as development programmes in areas such as literacy, environment, population and health. Some flagship projects, such as Tambuli (Philippines) and Kothmale (Sri Lanka), have provided tangible development benefits to rural people, including empowering them through the cultivation of democratic elements at the grass-roots level. In some instances (such as Tambuli), the introduction of community radio stations by UNESCO broke the media monopoly previously held by a few conglomerates or local power brokers. With Kothmale, UNESCO is helping to bring the Internet to village people in a cost-effective and innovative manner. The community multimedia centres (CMC) initiative contributes to addressing the digital divide in poor communities in developing countries and countries in transition and seeks to ensure that information, communication and knowledge become the basic tools of the poor for improving their own lives. This action should be further developed.

In addition, through the Programme, UNESCO has been promoting women, media and youth issues to be integrated into the agendas of governments and media organizations.

UNESCO has an equally solid track record in cooperating with international and regional training institutions

and professional organizations (such as le Conseil international des radios-télévisions d'expression française, the Asia-Pacific Institute for Broadcasting Development), and in providing a wide range of practical training opportunities for print and electronic media practitioners. This is evidenced by in the approximately 1,000 professionals trained. UNESCO has also continued to improve its cooperation with international professional networks such as the International Network of UNESCO Chairs in Communication (ORBICOM). It appears, however, that coordination could be improved with other professional bodies dealing with communication training.

UNESCO's part in promoting the educational and cultural role of public service broadcasting has been prominent and recognized by many professional organizations. With very limited funding, UNESCO has attempted to facilitate production and distribution of culturally relevant audiovisual programmes and succeeded in stimulating the international debate on the need to preserve cultural diversity in the media. The Organization must continue to explore, in practical ways, existing and new mechanisms to develop cultural diversity in the information society through traditional and new media, proposing fresh ways of cooperation among governments, artists, industry leaders, broadcasters, decision-makers and citizens. In this context, the public service concept should be promoted more than ever.

Particularly successful activities

Kothmale pilot project

The first pilot project to use community radio as an interface between the Internet and rural communities was set up in Kothmale, Sri Lanka. It produced a multiplier effect and it elucidated strong interest worldwide in its use of the Internet with community broadcasting, its pioneering "radio-browsing" programmes and its multimedia community database for development.

A follow-up seminar on promoting community empowerment and addressing the digital divide by combining community broadcasting with the Internet and related technologies was held in Kothmale in 2001. This has resulted in new partnerships and created conditions for the establishment of other community multimedia centres in Asia, Africa, Latin America and the Caribbean.

Community Media in Support of Basic Education

The principal objective of this project was to help five African countries (Benin, Burkina Faso, Guinea, Mali and Niger), where school attendance was very low and where the population lives on less than one dollar per person per day, by inspiring community media and journalists, teachers, and the civil society (decision-makers, local opinion-leaders, pupils' parents) to work together to improve

school attendance in 21 sites chosen by the authorities at national level.

Community media were strengthened or established (19 radio stations, three community or rural papers and a network of village papers); journalists, teachers and concerned civil servants received appropriate specialized training for newspaper, radio and issues linked to school enrolment, notably among girls, was provided. Despite initial resistance, almost 3 million people were directly affected by the activities of this innovative intersectoral (communication and education) and inter-agency (UNESCO and ITU) project. It resulted in school attendance rising considerably (in one site increasing threefold, with 220,000 children going to school).

The role of community media has proved to be decisive in a region with a tradition of oral communication and the project received the unanimous support of the participating countries, all of which are now requesting its continuation.

Subprogramme IV.2.2: Development of “infostructure”

Assessment of implementation

Pursuing the initiatives launched in the previous biennium, UNESCO continued, during the biennium under consideration, to stimulate global reflection on the challenges and ultimate goals of the information society, while seeking to promote international cooperation in the use and application of information and communication technologies (ICTs) for development in all its fields of competence. By gathering and disseminating relevant information, and by encouraging transdisciplinary debate in the context of the Information for All Programme and consensus-building on principles applicable to cyberspace, the Organization has endeavoured to strengthen its role as an intellectual forum and clearing house on sociocultural and ethical aspects of the information society, preparing the ground for the World Summit on Information Society. The Organization devoted much of its efforts to strengthening information and communication capacities in Member States, particularly in developing countries. With this objective in mind, increased support was given to the elaboration of information policies and projects as part of overall development plans, in addition to training of information professionals, including librarians and archivists. Pilot applications on the use of ICTs for training were conducted with various priority groups such as youth, women and LDCs, in addition to a number of activities promoting access to public domain information.

Networking of institutions and setting up of virtual communities for the promotion of education, science and culture were also encouraged. The role of libraries and information services as gateways to information highways was enhanced, focusing on public and school libraries as effective means of broadening access to education and knowledge. Special mention can be made of the Digital Library project for Ibero-America and the Caribbean, a network

of Latin American and Caribbean Digital Libraries that is gradually transforming all libraries of the region into digital libraries enabling Internet users to access and retrieve multimedia information from sources anywhere in the region. Equally important is the visibility of the Memory of the World Programme which maintains its focus on preservation of and access to information, and safeguarding and promoting the world documentary heritage.

Particularly successful activities

Development of international, regional and national information policies

The provision of computer literacy and Internet training for young leaders in Latin America and the Pacific and the establishment of educational centres and national information centres increased possibilities for young people to access information relevant to their need. A similar activity for the creation of an Online Learning Centre for Women, promoting the use of ICTs in Asia and the Pacific, is under way in collaboration with the Asia Pacific Women's Information Network Centre (APWINC) in the Republic of Korea.

In Africa, pilot Multipurpose Community Telecentres (MCTs) were successfully established in five least developed countries with DANIDA assistance. These MCTs participated in the preparation of electronic “open access” development anthologies for basic readers in the Sahel and in East Africa, which were published and distributed free of charge by UNESCO within the Public@ series of public domain collectives. Similar community projects have been launched in Latin America, including free telecentres built around the use of free software.

Strengthening institutions and gateways for information access and preservation

The addition of 21 new collections to the Memory of the World Register, bringing the total number of collections to 68 from 33 countries, demonstrates the impact of the Programme. However, further promotion is necessary and Member States need to be encouraged to submit nominations. The wealth of documentary heritage that could be nominated is sometimes perceived as a handicap, rendering the task of national or regional committees difficult. Greater publicity might be achieved more easily were nominations to be drawn from sources other than the written word. In 2001, significantly, the nomination of “Metropolis”, a film by Fritz Lang (Germany), prompted considerable media attention, providing international exposure for the Programme.

Development of information processing and management tools and systems

In cooperation with the University of Waikato (New Zealand) and the HumanInfo NGO, a CD-ROM version of the Greenstone digital library software has been prepared in English for free distribution, with a view to promoting the establishment of a worldwide network of compatible digital libraries on CD-ROM and the Web. This software, conceived for distribution as open source soft-

ware, is a key step in creating a viable “global information commons”.

Several Internet projects implemented during the 2000-2001 period in the context of WebWorld, the website of the Communication and Information Sector, demonstrated UNESCO’s ability to answer needs of specific professional communities for thematic digital services. The UNESCO Archives Portal¹ and the UNESCO Libraries Portal², launched in September 2000 and January 2001 respectively, as services facilitating access to websites of archives and library institutions around the world, serve as gateways to resources related to records and archives

management, librarianship and international cooperation. At the end of the biennium, they had grown to almost 6,000 and 10,000 links respectively. In July 2001, the UNESCO Free-software Portal³, created as a concrete service in support of the free-software concept, provided a single interactive access point to pertinent information on the free-software movement, its history and its licenses, as well as case studies and software resources online. The impressive success of these “portals”, with their rapid growth of visitors, confirms one of the fundamental assumptions made: the importance of offering effective online “services” to UNESCO constituencies.

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1. http://www.unesco.org/webworld/portal_archives/pages/index.shtml
 2. http://www.unesco.org/webworld/portal_bib/
 3. http://www.unesco.org/webworld/portal_freesoft/index.shtml

Transdisciplinary projects

Unit 1 Culture of peace: raising awareness and building partnerships

Unit 2 Educating for a culture of peace

Unit 3 From interculturality to cultural pluralism

Transdisciplinary projects

Main Line of Action as presented in the 30 C/5 document

Actions that constitute Main Line of Action as presented in SISTER

Actual results by action on 31 December 2001 as reported by Sector

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

MLA 1

International Year for the Culture of Peace

Please refer to the section: *Coordination of Activities Concerning Towards a Culture of Peace*

MLA 2

Contributing to the implementation of the Programme of Action on a Culture of Peace

Peace, Conflict Prevention and Non-Violence

Awareness-raising of decision-makers and public opinion regarding the culture of peace: First meeting of directors of research and training institutions on peace (Paris, November 2000), followed by a publication in English and French; Launching of the virtual SecuriPax Forum (www.unesco.org/securipax); Contribution to the establishment of a Culture of Peace Centre in Novochoerkask; Organization of a meeting of experts on Peace, Human Security and Conflict Prevention in Africa, followed by a publication in English and French; same work for the Latin America and the Caribbean region, followed by a publication in Spanish and English; Undertaking of an anthropological study on traditional and innovative practices in the prevention of conflicts and violence in Cambodia.

Promotion of Human Rights and Struggle against Discrimination

Increased intersectoral cooperation in the preparation for WCAR (World Conference against Racism), and involvement of UNESCO partners; Increased awareness of the magnitude of the problem of racism and discrimination in all its forms and manifestations; Reinforced cooperation and coordination with other agencies and bodies of the United Nations system, in particular the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the Human Rights Treaty monitoring bodies; *United to Combat Racism* publication prepared in cooperation with OHCHR for WCAR; *UNESCO against Racism* (informative brochure on the action taken by the Organization in this field), highlighted its main priorities for future action; Organization of 11th Annual Meeting of Directors of Human Rights Research and Training Institutions (Paris, Headquarters, 22-24 January 2001); Publication of *World Directory of Human Rights Research and Training Institutions* (Fifth edition, 2001).

Promotion of Tolerance

Increased support for the principles of tolerance and non-violence from Member States through the celebration of the International Day of Tolerance (16 November 2000 and 2001); Promotion of practice of the Declaration of Principles on

Tolerance (25 language editions in May 2001); Strengthening of training for dialogue through meetings of regional networks (in Africa, Asia-Pacific and Latin America and the Caribbean) for the promotion of tolerance and non-violence; Action to raise the awareness of and educate young people in tolerance through the cinema via participation in the international film festival against exclusion at WCAR (Durban, South Africa, 31 Aug-7 Sept. 2001); Publication of *Genèse de la tolérance, de Platon à Benjamin Constant* (UNESCO Publishing, December 2001); Award of the UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence (16 November 2000).

**Promotion
of Democracy**

Mobilization and strengthening of national and subregional capacities to assist the consolidation of democratic processes, in particular by means of: a seminar in Chad on the consolidation of the democratic process in Africa; an information and awareness-raising seminar for local groups with a view to consolidating the democratic process in the Central African Republic; a workshop on culture and democratic governance in Istanbul; and a subregional symposium on the problems of consolidation of the democratic process in southern and central Africa, held in Namibia.

**Women
and a culture
of peace**

Mobilization of women's networks through the publication of *Male Roles, Masculinities and Violence: A Culture of Peace Perspective*; Supported the launch of Women's March 2000 against Poverty and Violence; Celebration of International Women's Day, March 8; Participation and cooperation in the 7th Association of Interbalkan Women's Cooperation Societies (AIWC) Congress on Human Rights and a Culture of Peace, Tirana, Albania; Effective use and frequent updating of the WCP website to provide information on exemplary practices from around the world on overcoming gender inequalities and violations of women's human rights; Increased awareness about the importance of a gender-sensitive Culture of Peace; Broadened and strengthened partnerships and networks and making UNESCO's work more visible through capacity-building and participation in/contribution to meetings, seminars, conferences and workshops such as: the Forum of Women Artists of the Mediterranean for a Culture of Peace (Rhodes, Greece), and Training Seminar on Women for University Volunteers (Murcia University, Spain); Provision of subregional forum for discussing and developing best practices for overcoming gender inequalities in the Pacific; Strengthened regional networks of women working for a Culture of Peace in Asia, Latin America and the Pacific.

**PeaceLab
Simulations/Training
as contributions
to conflict resolution
in Colombia**

Assisted decision-makers, constituencies and students in Colombia in re-thinking and redefining the goals of the peace process from the standpoint of all the parties to the conflict, notably through: publication in Colombia of Government, *Guerrilla Movements, Military and Civil Society*, May 2000, written in accessible language to present objectivity and without editorial comment the history, aims and strategies of all parties to the conflict; Successful implementation of PeaceLab, observed by the Presidency, peace negotiators and others, resulting in concrete recommendations to the parties (from summer 2000 to the beginning of 2002, a ceasefire was successfully maintained). MidEast PeaceLab took place and session planned for current biennium with the Amman Office.

Provide substantive guidance and educational content to the Disney-McDonald's Millennium Dreamers' Children's Summit (1999-2000)

Communication of the message of the Culture of Peace throughout the corporate and consumer constituencies of the Disney Company and McDonald's (144 participating countries), with almost every UNESCO field office participating in this event.

Unit 2: Educating for a culture of peace

MLA 1

Development of national plans and programmes of education for a culture of peace

Human rights education

Adoption of the *Mexico Declaration on Human Rights Education in Latin America and the Caribbean*; Elaboration and production of teaching and training manuals; Development of national teachers' training strategies for HRE, Peace and Democracy; Involvement of local communities and parents; Implementation of *Introduction de L'éducation à la Paix, aux droits de l'Homme et à la Démocratie dans l'enseignement formel* and *Education for Human Rights and Democracy Education* during this period concentrated mainly at national levels. Both Mozambique and Namibia have shown commitment to the project and are working towards mainstreaming EHRD activities into national budgets and this augurs well for sustainability. The Harare Office undertook a needs assessment for the next phase of the project in the countries which had expressed interest (Botswana, Malawi, Lesotho, Swaziland and South Africa); Studies on the situation of education for peace and human rights in Niger and Chad with a view to devising a national strategy; *Intercultural and Human Rights Education in Albania: A Human Rights Glossary* (English-Albanian) produced jointly by representatives of the Law Faculty in Tirana and the Law Faculty in Prishtina; The books of the UNESCO Kit *The Practice of Citizenship* published in Albanian; Contribution to the attainment of the aims of the United Nations Decade for Human Rights Education (1995-2004); Assessment of the progress accomplished and identification of the obstacles with regard to human rights education in Latin America and the Caribbean; Strengthened cooperation with other agencies and bodies of the United Nations system, notably OHCHR.

National programmes

Haiti: Members of UNESCO Clubs provided with tools and techniques on ECP; Cambodia: Ex-soldiers trained in conflict resolution and peace education activities; Promotion of Culture of Peace through the organization of a national forum (Adoption of a Declaration); Viet Nam: idem.

Follow-up to Dakar EFA Forum: Civics Education

Raising awareness on civics education in the Baltic countries taking into account the ongoing democratic process; The regional conference, Strengthening Social Integration through Civics Education, brought together representatives from Baltic countries with the view to elaborating a regional strategy for civics education. (Adoption of a Declaration); Contribution to the curriculum reform in Serbia.

Networks

UNESCO, in cooperation with the Inter-American Institute of Human Rights (IIDH) and Human Rights Education Associates (HREA) created the Red Interamericana de Educación en Derechos Humanos, an electronic network which offers a platform for discussion and exchanges of experience and resources specific to the region. The network is run by IIDH in Spanish and Portuguese, and has 1,000 subscribers from all across the region.

	<p>Follow-up to MINEPS III: intellectual, technical and financial cooperation at the national, regional and international levels</p>	<p>No result reported for this action.</p>
	<p>Prize for Peace Education</p>	<p>Encouragement and promotion, through the award of the (annual) UNESCO Prize for Peace Education, of initiatives taken in peace education; Making of a film <i>Faces of the Dove</i> on the history of the Prize since its creation (1981-2001).</p>
<p>MLA 2 Improving the content and methods of education and training for a culture of peace</p>	<p>Follow-up to EFA Dakar Forum: Educational and information materials</p>	<p>Provided Member States with pedagogical materials to use for training and in the classroom; Enhanced the debate on and the practice of human rights education; <i>All Human Beings ... Manual for Human Rights Education and Tolerance: the Threshold of Peace</i> translated into Albanian, Arabic, Bengali, Bosnian, Lithuanian, Turkish and Hindi; The book has been widely distributed among Member States; Publication of a book, <i>Education for a Culture of Peace in a Gender Perspective</i>, in November 2001.</p>
	<p>UNESCO Chairs</p>	<p>The Chair on intercultural education created at the University of Jyväskylä (May 2000) was active in providing support for training of teachers in South-East Europe; Establishment of academic courses on HRE and Democracy at the University of Ulster; Feasibility study being carried out on the establishment of an International Fund for Education for Peace (still to be completed); APCEIU (Asia Pacific Center for Education and International Understanding) organized two seminars on peace and education in the region.</p>
	<p>Training</p>	<p>Training modules and teaching materials developed mainly in the framework of extrabudgetary projects; Positive changes in the attitudes of teachers and students reported; The design of the project Re-training of Kosovar Teachers to Promote Democracy, based on strong cooperation between NGOs, municipalities and teacher-training institutions, was very successful and is very much replicable to other regions of Kosovo. The project has succeeded in creating a multiethnic effort for human rights education and represents the very first attempt to approach the subject of human rights and democracy in the Kosovar schools in a systematic manner with an emphasis on the training of teachers, headmasters and administrative officers; Design of training guidelines and of a short curriculum for pilot testing in schools; Release of a number of UNESCO's publications on Human Rights and Democracy Education in Albanian and Bosnian; Experimentation of methodology, materials and curricula in 40 schools (5,000 students and 120 teachers involved) during two months; Publication of a final report including recommendations for nationwide implementation.</p>
	<p>Non-violence education and training session for professionals</p>	<p>Contribution to meeting the needs for training in citizenship, and to matters of defence, peace and security: preparation of teaching material consisting of about 40 fact-sheets; Intellectual contribution to the current debate on the dialogue among civilizations and its contributions to peace; UNESCO-EPHE international symposium, <i>Civilizations seen from the other's viewpoint</i>, followed by a publication; Production of a teaching kit on non-violence containing books and manuals for teachers and educators; Adoption of conflict resolution practices in schools to</p>

change violent behaviour; Support for pilot projects on non-violence education (e.g. in Hungary and through the “University” website).

Follow-up to the Special Project on Women in Africa

In follow-up to the Special Project on Women and a Culture of Peace in Africa (1998-99) and the Pan-African Women’s Conference on a Culture of Peace and Non-Violence, Zanzibar, May 1999, financing and books were provided for the establishment of a Documentation Centre in Zanzibar; Editing of the seven case studies on African women’s best practices in conflict resolution and peace-building completed; The training module on Promoting Women’s Participation in Conflict Resolution to Build a Culture of Peace (cooperation with the Forum for African Women Educationalists – FAWE) was completed, tested in different circumstances and updated; Training in conflict resolution using the module was provided to Balkan women and women from the Mano River Area Project implemented by Femmes Afrique Solidarité (FAS); An intersectoral project resulted in the development of a training manual on *Education for a Culture of Peace in a Gender Perspective: a Prototype Study Unit for Teacher Education*, in cooperation with Betty Reardon, (Colombia University/IPRA) published in English, a translation into French should be available by mid-2002

MLA 3
Associated Schools
Project network

Promotion of information material, international networking

The ASPnet international newsletter *News Infos* improved by doubling the number of pages and diversifying the content to better meet the needs of the expanded Network; ASPnet list of participating institutions for 2000 published; *The Practical ASPnet Manual* revised and produced in 2000 in Arabic, English and French; A new brochure *ASPnet Learning to Live Together* produced in English, French and Spanish; Five poster calendars published in 2001 for the Commemoration of the International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance, the International Year of Volunteers, the United Nations Year of Dialogue among Civilizations and the International Decade for a Culture of Peace and Non-Violence for the Children of the World and the ASPnet Tree of Peace; The ASPnet website restructured and revamped for easier updating; A listserv created for more rapid exchange of information; New programming and networking tools developed which will allow automated entry, upload, update and exchange of information among all ASPnet stakeholders.

National, subregional projects

Peaceful Alternatives to Conflict Resolution (PACE) launched for selected schools in South-East Europe; Two meetings held for the Focal Points of the project (6-10 July 2000, Rousse, Bulgaria, and 17-20 May, 2001, Plovdiv, Bulgaria); Collaborated with the Council of Europe Twinning Sites of Democratic Citizenship in South-East Europe, which involved ASPnet schools in the subregion; Financial and technical support provided to Azerbaijan for the reactivation and consolidation of its national ASP Network to facilitate better regional collaboration in the Caucasus; Projects include: National ASPnet Workshop with emphasis on World Heritage Education; International Workshop on Teaching Peace and Conflict Resolution in Schools; European teacher-training seminar on Intercultural Learning.

**ASPnet
flagship projects**

Western Mediterranean Sea Project; Regional Youth Summer Camp, Valencia, Spain, July 2000; Publication of four teachers' resource books on teaching methods; Organization, in particular by means of workshops and seminars, of various projects: Caribbean Sea Project (CSP); Blue Danube River Project (BDR); Baltic Sea Project (BSP); First ASPnet International Environmental Summer School Keep our Earth Clean; The third Worldwide Day of Solidarity; International Friendship Encounter – Sport for a Culture of Peace, World Heritage Education Project; Breaking the Silence – Teaching about the Transatlantic Slave Trade Project; The ASPnet Time Project.

**Production/translation/
adaptation of
educational material**

Peace Package for elementary school teachers produced (English, French, Spanish) including a Manual for Teachers, posters, colouring book on the life of Gandhi, video cartoons (prepared by children for children); The World Heritage Educational Resource Kit translated/adapted into several other language versions e.g. Chinese, Finnish, Indonesian, Laotian, Russian, Vietnamese and Uzbek; A manuscript entitled *Slave Voyages* was prepared for experimentation in TST schools and is under final revision; Two TST posters produced to encourage schools to observe 23 August, International Day of Remembrance of the Slave Trade and its Abolition; Experimentation and evaluation of UNESCO/UNCCD Desertification Kit in ASPnet schools in 20 Member States worldwide (in collaboration with SC/ECO) 2001.

**Subregional
ASPnet plans of action**

The Third International Workshop Continuing the Dialogue on ASPnet Priorities for the 21st Century for ASPnet ONCs and selected field staff was held, 21-25 January 2001, in Doha, Qatar.

MLA 4
Linguistic diversity and
multilingual education

**Support and encourage
Member States'
action to elaborate
and implement
language policies**

Increased awareness in Member States of the need to take into consideration multilingual and multicultural contexts and to elaborate appropriate policies in this regard; Production of International Mother Language Day information and promotional materials (6,000 brochures, posters and stickers); Launching ceremony of International Mother Language Day; Production of information materials on education and cultural diversity; Review of UNESCO Language Policy over the past decade and preparatory document on future language policy initiated; Support to Latin American region meeting on language and education policy, December 2001.

**Publication
of the UNESCO
*Report on the World's
Languages***

The process of research, gathering of information and international experts meeting completed, and final version of the report in process.

**Preparation
of specialized teaching
materials for
language policies
in education
and language teaching
in multilingual
countries**

Cultural and linguistic diversity promoted and preserved; Establishment of an Institute for Languages and cultures of the Caribbean (*Centre d'excellence au dialogue multilingue*) in Haiti; Linguapax VIII organized in Kiev in 2000; Expansion and development of the activities within Linguapax; Multilingualism promoted.

Unit 3: From interculturality to cultural pluralism

MLA 1 Encouraging intercultural dialogue	Revision of history and geography textbooks	Sharing of national experiences among specialists and experts from different regions. In particular, the issues dealt with textbook revision in South-East Europe; Publication: Issue Nos. 9/10 of the electronic version of the <i>Newsletter of the International Textbook Research Network</i> (in cooperation with G-Eckert Institute); Elaboration of teachers' guides for the teaching of African History in European schools.
	Histories and intercultural studies	<i>History of Civilizations of Central Asia</i> : Volumes I and II translated into Chinese; Volume sales increase; Very favourable reviews by press and leading universities; Volume IV (Part Two) was published in June 2000 and met with great success among scholars and the public in general; Manuscript of Volume V approved; Work on <i>The Different Aspects of Islamic Culture</i> : continued preparation and publication of the various volumes, notably Volume IV (2 vols.) completed and Volume V (in the press); <i>General History of Latin America</i> : publication of Volumes II and III; Volumes IV to VI are being finalized; extrabudgetary funds being sought for the final volumes (VII to IX); <i>General History of the Caribbean</i> : drafting, editing and preparation for publication of the three remaining volumes (Volumes I, IV and V) continued; <i>History of Humanity</i> : publication and translations continued.
	The Slave Route	Extension of the programme on inventorying the tangible and intangible heritage of the slave trade and slavery: identification, exploitation and dissemination of documentary sources, archives and oral tradition relating to the slave trade and slavery, dissemination of scientific research findings, notably by organizing international scientific meetings; Implementation of the Joint UNESCO-WTO Programme on Cultural Tourism in Africa, the Indian Ocean and the Caribbean.
	The Iron Roads in Africa	Publication of an illustrated booklet for the general public on <i>The Iron Roads in Africa</i> (English, French and Spanish); Organization of the international seminar on strategies and financing for the Iron Roads in Africa, of the exhibition <i>The Iron Roads in Africa</i> , and of the public showing of Eric Huysecom's film <i>Inagina</i> (ECA, Addis Ababa, April 2000); Publication of the French version of the collective work: <i>The Origins of Ironworking</i> (UPO, Dec. 2001).
	East-West intercultural dialogue in Central Asia	Promotion of intercultural and interreligious dialogue in Central Asia through furthering of knowledge among the general public and the academic community of the intercultural exchange which took place from a historical point of view, among the countries of the Silk Roads; Increased awareness of the need for intercultural dialogue today between groups and communities in the countries concerned in order to strengthen social cohesion, solidarity and peace in the regions through the support of activities of institutes such as the International Institute for Central Asian Studies (IICAS) and the International Institute for the Study of Nomadic Civilizations (IISNC); Scientific joint programmes such as Petroglyphs of Central Asia and Caravanserais established during or as a result of the former Silk Roads project; A round table on Intercultural and Interreligious Dialogue organized in Bishkek and a television documentary film based on it produced; Within the project on Inventory on the Caravanserais in Central Asia, a CD-ROM on caravanserais

was produced by the Paris-La Seine School of Architecture and a questionnaire on the caravanserais of the region was set up; the international symposium on Dialogue among Civilizations: Interactions between Nomadic and other Cultures of Central Asia, organized by the International Institute for the Study of Nomadic Civilizations was held in Ulan Bator in August 2001; An international seminar on Petroglyphs of Central Asia was held in Issyk-Kul in September 2001, wherein 25 specialists from nine countries presented papers on their scientific work, and discussed the joint UNESCO/IICAS/CNRS research programme; A free brochure for limited distribution was produced on the *Hirayama Silk Roads Fellowships*, a DVD on the Silk Roads was produced as a sales item, based on the UNESCO Silk Roads project and the UNESCO/NDR/ARTE documentaries which resulted from the expeditions implemented by the Organization and certain cultural events were held in the Paris Headquarters to promote public awareness.

Dialogue among civilizations

Better intercultural understanding, notably through the organization of the international meeting on interculturality (Barcelona, November 2001) and the publication of a book on the *Indus Valley Civilization*, and of *the Report on the International Conference on Dialogue Among Civilizations* (Vilnius).

Spiritual convergence and intercultural dialogue

Strengthening of networks of intellectual cooperation on matters of intercultural and interreligious dialogue through UNESCO Chairs; Better understanding of European Islam and of practices concerning freedom of belief and religion in Western Europe through the joint organization of an international conference on For an Islam of Peace (in January 2000) at Headquarters, and publication of the proceedings; International Symposium on Human Rights and Religious Freedom, January 2001, UNESCO, Paris.

Mediterranean Programme

Establishment of networks of researchers and other persons involved in intercultural dialogue in the Mediterranean region, including the network of historical Mediterranean dockyards, Navigation of Knowledge; Setting up of a high-level group of researchers from various countries of the south and north of the Mediterranean working to combat stereotypes and prejudice in education; Publication and wide circulation of a work on the Mediterranean as a regional area.

MLA 2
Promotion of cultural pluralism

Promotion of the beneficial aspects of cultural diversity

No result reported for this action.

Cities and cultural pluralism

No result reported for this action.

Indigenous peoples programme

First Indigenous Book Fair (Paris, 15-18 May 2001): indigenous and non-indigenous authors presented their works and their new collections); Symposium Indigenous Identities: Oral, Written Expressions and New Technologies (Paris, 15-18 May 2001) brought together indigenous peoples (64 experts) from every continent to consider intersectoral and interdisciplinary issues that fall within the scope of the Culture Sector, leading to concrete recommendations pertaining to issues such as: Adapting computer-based tools to indigenous cultures and languages, Respecting the customary rules of indigenous peoples in

research, museums, the media and on the Internet, and Adopting an ethical charter for research, publishing and exhibition; New edition of *Race et Histoire - Race et Culture* in conjunction with the publishers Albin Michel; Reinforcement of the cooperation with the South African San Institute, The Fund for the development of Indigenous Peoples of Latin America and El Taller de Historia Oral; Development of pilot project on the cultural mapping concept and elaboration of important studies on indigenous cultural resources and cultural policies of UNESCO contributed to the Fellowship Programme of the Office of the High Commissioner for Human Rights. Under this yearly arrangement, indigenous fellows are involved in social and political activities.

José Martí and Simón Bolívar International Prizes

No result reported for this action.

Evaluation of the LINGUAPAX Programme

Following the report of the evaluator on the LINGUAPAX Programme and the discussions that took place at the 161st session of the Executive Board, the Director-General accepted the recommendation to elaborate a consistent strategy on languages. The LINGUAPAX project itself was not continued owing to the restructuring of the Education Sector within the context of the reform process. The Organization's work on language issues is now dealt with as a transversal issue in the different sectors of the Organization, as approved in the Approved Programme and Budget for 2002-2003 (31 C/5). Collaboration between the various sectors on language issues is active and ongoing.

Transverse activities

UNESCO Institute for Statistics

Anticipation and future-oriented studies

Fellowships and Procurement Services

**Coordination of activities in favour
of priority groups (women, youth
and least developed countries)**

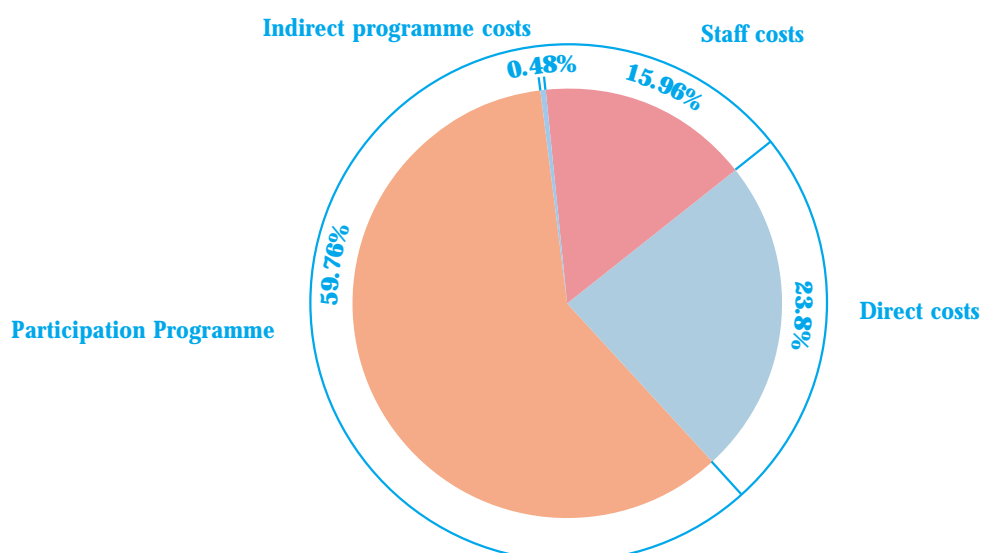
**Coordination of activities concerning
Towards a culture of peace**

Coordination of activities concerning Africa

Administrative and budgetary information

Appropriation line	Expenditure \$
Transverse Activities:	
UNESCO Institute for Statistics	7 021 749
Fellowships and Procurement Services and Related Programme Support	3 813 756
Coordination of activities in favour of priority groups:	
Coordination of activities concerning Africa	1 749 571
Coordination of activities concerning Women and Youth	2 177 122
Coordination of activities concerning Towards a culture of peace	1 541 701
Participation Programme	24 216 050
TOTAL	40 519 949

Distribution of total expenditure



Transverse activities

UNESCO Institute for Statistics

Main Line of Action as presented in the 30 C/5 document	Actions that constitute Main Line of Action as presented in SISTER	Actual results by action on 31 December 2001 as reported by Sector
<p>Para. 06009 MLA 1 Establishing current and emerging needs for statistical data and indicators</p>	<p>Regional workshops for education statistics</p> <p>NESIS</p> <p>EFA Observatory</p> <p>Review of communication statistics</p> <p>Review of statistics on science and technology</p>	<p>Holding of 21 regional workshops held in 2000 and 2001; Attainment of a high level of satisfaction among participants, indicated by findings of evaluations; Participation of all Member States in at least one workshop; Increase of response rates to UNESCO surveys; Increased responsiveness of surveys to Member States' capacity to deliver statistics.</p> <p>Active membership of the NESIS network by 46 African countries; Publication of technical guidance on statistical data collection, analysis, interpretation and use in a number of documents.</p> <p>Establishment of EFA Observatory with 2 1/2 staff positions; Organization of expert meeting to advise on indicators for EFA held June 2001; Role of UIS as central in 2000 and 2001 EFA assessments.</p> <p>Production of a report of the first stage of consultations, together with an executive summary.</p> <p>Identification of a preliminary list of experts in science and technology statistics from various regions of the world, and initial preparation of a working document for the planned review of statistics on science and technology, in close consultation with the Science Sector and ROSTLAC.</p>
<p>Para 06012 MLA 2 Improving the collection, dissemination and use of comparative international statistics</p>	<p>Conducting regular annual surveys of Member States' education systems</p> <p>World education indicators</p>	<p>Publication of regional reports on South America, the Caribbean and sub-Saharan Africa; Holding of regional workshops in 2000 and 2001 to enhance survey returns and understanding of educational statistics; Placing of data on website employed by many international and national agencies, including World Bank; Successful transfer of database with Institute from Paris to Montreal.</p> <p>Extension of participants in programme to 21 countries from all regions of the world; Agreement by countries to contribute to a special study of teachers, published in 2001 as <i>Teachers for Tomorrow's Schools</i>; Further agreement from countries in 2001 to conduct a comparison of their financial data.</p>

Resource Centre	Response by Centre to requests from a wide variety of clients from students to delegations; Complete review of the extensive archives of the UIS (inherited from the Division of Statistics) prior to the relocation to Montreal; Documentation Centre transferred to purpose-built site in Montreal.
Statistical surveys in culture and communication	Collection of data during the statistical surveys have been processed and stored in the UIS Database; Dissemination of new data to many international and national agencies including World Bank, UNDP and UNSD; Publication of <i>International Flow of Selected Cultural Goods 1980-98</i> ; Successful transfer of database with Institute from Paris to Montreal, which is now operational.
Statistical surveys in science and technology	Collection of data during the 2001 R&D statistical survey have been processed and stored; Dissemination of new data to many international and national agencies including World Bank, UNSD, etc.; Publication of <i>The State of Science and Technology in the World</i> ; Migration of database into the ORACLE environment.
Development of indicators on early childhood development (ECD)	Preparation and use of a preliminary operational framework and working paper for pilot projects in ECD indicators as the basis for launching pilot projects.
Development of non-formal education management information systems (NFE-MIS)	Compilation of a preliminary NFE-MIS technical and organization of preparatory workshops in the United Republic of Tanzania and Cambodia to plan pilot project implementation.

Para 06015
MLA 3
 Building statistical capacity in Member States

Regional workshops for education statistics	Organization of 21 regional workshops in 2000 and 2001 to build contacts, to train key national officers in the application of International Standard Classification of Education (ISCED), statistical reporting to UNESCO, monitoring of Education for All, and topics of common interest; Response rates to UNESCO surveys increased as a result. Surveys also more responsive to Member States' capacity to deliver statistics.
NESIS	Active membership of 46 African countries of the NESIS network; Publication of technical guidance on statistical matters in a number of technical modules.
Statistical capacity-building projects and partnership with relevant agencies	Recommendations for organizing a Baseline 2002 Education Census in Nigeria; Technical support to five pilot projects in ECD indicators; Production of NFE-MIS technical package and technical support to three pilot countries in building NFE monitoring systems; Establishment of expert group to advise on English version of the guide to analysis of education data from demographic surveys.

Assessment of implementation

During the 2000-2001 biennium (the first complete biennium of the new Institute) the Institute re-launched annual education surveys. As essential preparation for this relaunch, UIS staff undertook extensive consultations on the needs of a wide range of users, with emphasis being placed on the internal data requirements of UNESCO. The Institute also conducted a round of regional workshops with statisticians in Member States to discuss the availability of data, relevant policy developments and the future of education data and to build the foundations of strong relationships between the UIS and this national network. The immediate results were an increased response rate. However, the response rates need to continue to increase and the quality of data to improve.

The regional workshops also incorporated an element of capacity-building by addressing the major statistical issues of Member States. Similar workshops under the World Education Indicators project, and the activities of the Institute's capacity-building arm in Africa, NESIS, have had a measurable impact on educational statistical development in Member States, a fact of which UIS are proud given this early stage in the Institute's life. The cooperation of countries around the globe with UNESCO and the Institute in the production of the EFA 2000 Assessment raised the profile of education statistics, and led to important tools for the advocacy of EFA.

In addition to the above, UIS undertook (and continues to do so) fundamental reviews of statistics in science and technology, culture and communication. The aim is to build awareness of the importance of relevant and quality information in support of decision-making in these areas, as well as the need to adopt a policy-driven approach to the decision about what data should be collected and with what frequency. The reassessment and rebuilding of these statistics is long overdue and one of the most difficult aspects of the work is to ensure that UIS complements, rather than overlaps, the work of other agencies, while ensuring that UNESCO is able to set its own agenda. By consulting both users and producers of statistics in the Member States, these reviews will help to forge stronger links across the community of key people in Science and Technology, Culture and Communication and thus contribute to the production of a wider range, more complete and better statistics to inform policy-making.

Despite the significant disruption of the move of the UIS from Paris to Montreal, begun in September 2001, and which involved a major change of staff and the building of a new infrastructure for the Institute, essential statistical

collection and production work were maintained. At the same time, UIS increased its international profile and strengthened cooperation with the programme sectors and key partner agencies such as the World Bank, UNICEF, UNDP, United Nations Statistics Division, United Nations Population Division, OECD, EUROSTAT and other regional bodies and networks. The establishment of the EFA Observatory within UIS is a fundamental part of UNESCO's action in the follow-up to the World Education Forum in Dakar. Expectations are unrealistically high and UIS will have a difficult role to perform given that its work is so dependent upon the quality of national statistics, which in many cases is wanting. The EFA Observatory is being given a high priority in the work of UIS.

Particularly successful activities

The World Education Indicators (WEI) project is jointly managed by OECD and UIS. It is an important project in which some 20 countries meet to determine their priorities for statistical development and to work in a collaborative manner so as to extend their expertise and experience in data collection and analysis. At the start of the biennium, the activities were mainly supported by OECD, with UNESCO merely having its name attached to the project. Over the course of the biennium under consideration, however, UIS has played an increasingly significant role to the extent that in future, the project will be led by the UNESCO Institute for Statistics. Participant countries have greatly enhanced their own statistical capacity through the programme and have identified areas for further work. This has resulted in the highly successful publication, *Teachers for Tomorrow's Schools*. WEI countries serve as models for other countries and information about the project has been disseminated through the UIS regional workshops.

Building statistical capacity within UNESCO through the formation of the Institute has been a focus of the work over the biennium. The recruitment of young staff with excellent statistical qualifications and high potential has constituted a most successful aspect of the move to Montreal. A professional identity has been created for the staff of UIS by giving them the opportunity to enhance their statistical skills and this has been an important element of the management strategy of the Institute. Consultants were brought into the Institute to emphasize the importance of determining procedures which underpin the production of qualitative statistical work and which protect the independence and integrity of the data and analyses produced by the Institute.

Transverse activities

Anticipation and future-oriented studies

Main Line of Action as presented in the 30 C/5 document	Actions that constitute Main Line of Action as presented in SISTER	Actual results by action on 31 December 2001 as reported by Sector
Para. 07004 MLA 1 Strengthening of capacities in the field of anticipation and future-oriented studies	Strengthening of capacities in the field of anticipation and future-oriented studies	<p>Making decision-makers, experts, researchers, academics, teachers, students and the educated general public in scores of countries throughout the world aware of the importance of future-oriented reflection and the major challenges of the twenty-first century; Promotion of UNESCO's future-oriented capacity and its capacity to make proposals on key twenty-first century issues, as borne out by the very favourable reception given by the community of international future-oriented specialists to UNESCO's future-oriented report <i>The World Ahead: Our Future in the Making</i>. The report makes both a diagnostic review of major foreseeable trends and proposals for action, as much by the Organization as by the entire international community. It was very widely covered by the media and reached nearly 100 million readers through newspapers in more than 90 countries.</p> <p>Contribution to better anticipation of the trends and challenges of the future by Member States, political decision-makers and officials, scientific communities and academics, specialized future-oriented networks, key civil-society actors and the educated general public (particularly through the dissemination, together with the future-oriented report <i>The World Ahead: Our Future in the Making</i>, of a synoptic information and discussion document, intended to guide preventive action on major future-oriented themes and the future-oriented contribution to the Interim Report of the Task Force on <i>UNESCO in the Twenty-first Century</i> (159 EX/39, Part II and Annex).</p>
Para. 07005 MLA 2 Promotion of future-oriented reflection and debate	Promotion of future-oriented reflection and debate	<p>Strengthening of UNESCO's function as a future-oriented forum and highlighting of future challenges in the Organization's fields of competence, in particular by continuing the Twenty-first Century Talks.</p> <p>Through intellectual inputs to future-oriented reflection, contributed to the celebration of the advent of the twenty-first century, in particular through the organization of the Twenty-first Century Forum by UNESCO in partnership with the EXPO 2000 World Exhibition in Hanover (Germany) and through the publication of its <i>Proceedings</i>.</p>

Assessment of implementation

During the biennium, activities in the field of anticipation and future-oriented studies aimed to accomplish the “intellectual watch forum” mission assigned to UNESCO by the General Conference (see 30 C/5 Approved, para. 07002). Pursuant to programme resolution 45 adopted by the General Conference, that mission was in particular to “strengthen the capacities of the Organization and of Member States for anticipation and forward planning”, to “promote future-oriented reflection and debate, and an intellectual and scientific watch at the international level” and to “make the public and decision-makers aware of the major challenges of the twenty-first century, of future-oriented reflection and of the strategies of action identified” (*ibid.* para. 07003).

The continuation of the Twenty-first Century Talks and the Twenty-first Century Dialogues, two series of future-oriented meetings bringing together eminent persons from scientific, intellectual, political and artistic circles to discuss a transdisciplinary future-oriented theme, confirmed UNESCO’s forward-looking intellectual forum role and contributed to the promotion of future-oriented reflection and dialogue among specialists, as well as among a very wide audience owing to extensive media coverage and the publication of the first anthology of the two series.

To enhance capacity-building in anticipation and future-oriented studies, the future-oriented report *The World Ahead: Our Future in the Making* was widely disseminated in several language versions and was also given wide media coverage. The report therefore stands directly or indirectly as a substantial contribution by UNESCO to future-oriented reflection and to the strengthening of Member States’ capacities in this field, having regard to both decision-makers and to scientific and intellectual communities and civil society. A future-oriented contribution was made to the *Interim Report of the Task Force on UNESCO in the Twenty-first Century* (159 EX/39, Part II and Annex). UNESCO also participated in the year 2000 celebrations by organizing the Twenty-first Century Forum in partnership with the EXPO 2000 World Exhibition in Hanover (Germany) and by disseminating its Proceedings. The broad coverage of the programme of future-oriented studies in the written and audiovisual media worldwide has helped to make the public at large more aware of the challenges of future-oriented studies (see below).

In their two main thrusts (dissemination of an interdisciplinary future-oriented report and promotion of a high-level future-oriented debate in UNESCO’s fields of competence for a wide audience), the anticipation and future-oriented activities approved by the General Conference had a very broad impact and were very well received by Member States, scientific and intellectual circles, decision-makers, stakeholders in civil society and the media. The General Conference, at its 31st session, approved the Director-General’s proposals on the continuation of the Twenty-first Century Talks in the 2002-2003 biennium and the publication, during that same biennium, of a UNESCO future-oriented world report, with “Building

knowledge societies” as the theme of the first edition (31 C/5, paras. 03303 and 03422).

Particularly successful activities

Series of Twenty-first Century Talks and Twenty-first Century Dialogues

During the biennium, eight meetings in the Twenty-first Century Talks series were held at Headquarters on the following themes: “The sicknesses of the soul in the twenty-first century”, “What is the future of the universe?”, “Keys to the Twenty-first Century”, “Looking forward to getting younger?”, “Are we moving towards one or more forms of cultural globalization? How can cultural diversity be preserved?”, “New technologies and knowledge”, “The gene revolution and the human being: towards ‘a brave new world’ or a better world?” and “What future for languages?”. A day of Twenty-first Century Dialogues was held at Headquarters in December 2001 on the theme “Values – where are they going?”.

Away from Headquarters, a special Talk was held in Durban (South Africa) as part of the World Conference against Racism in September 2001 on the theme “The New Aspects of Racism in the Era of Globalization and the Gene Revolution”. Other forward-looking exchanges were also organized with international experts and future-oriented networks in the form of partnerships, particularly as part of the EXPO 2000 World Exhibition in Hanover (Germany) and the Millennium Agenda. The meetings, followed by a very large audience, were widely reported by both the print and the audiovisual media, and raised awareness of certain major challenges of the twenty-first century. They highlighted UNESCO’s role in the promotion of the future-oriented debate. On several occasions, the meetings were given broad international media coverage, owing to the dissemination of articles summing up the major challenges of the twenty-first century in the leading newspapers of dozens of countries, thus reaching approximately 100 million people all over the world. These future-oriented conferences also gave rise to several series of radio and television broadcasts on international stations or channels. In addition, a first anthology of the Twenty-first Century Talks and the Twenty-first Century Dialogues was published in French (*Les Clés du XXI^e siècle*, Éditions du Seuil/Éditions de l’UNESCO) and in English (*Keys to the Twenty-first Century*, Berghahn Books/UNESCO Publishing). The Proceedings of the future-oriented forum organized by UNESCO in Hanover as part of EXPO 2000 were published under the title *Twenty-first Century Forums*.

Future-oriented report:

The World Ahead: Our Future in the Making

The dissemination of the future-oriented report *The World Ahead: Our Future in the Making* was continued and several language versions were published during the biennium: in English (Zed Books/UNESCO Publishing), in Spanish (Galaxia Gutenberg – Circulo de Lectores/UNESCO

Publishing), in Catalan (UNESCO Centre of Catalonia) and in Vietnamese (Vietnamese National Commission for UNESCO). An Arabic edition is in preparation. This reference work, which addresses many major future-oriented themes in UNESCO's fields of competence, was designed to be used by decision-makers, experts, academics,

researchers, teachers, students and an educated general readership. It was also given significant media coverage in leading newspapers of more than 90 countries throughout the world, reaching more than 100 million readers, and in the audiovisual press (international television and radio channels).

Transverse activities

Fellowships and procurement services

Fellowships

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
<p>Prepare and dispatch circular letter to all UNESCO Member States, providing information on the criteria and conditions for fellowship awards (e.g. CL/3533 of 5 January 2000); Process individual fellowships (e.g. 112 in biennium, to a value of US \$807,344 – regular programme); Implement proactive policy to increase partnership with donors under Co-Sponsored Fellowships Programme; Negotiate sponsorship deals with Member States.</p>	<p>Achievement of closer cooperation with donor Member States through design and management of programmes and projects aimed at enhancement of human resources in beneficiary countries; Increased mobilization of Member States to contribute to UNESCO Co-Sponsored Fellowships Programme thus enabling developing countries to improve their access to quality training programmes.</p>	<p>Enhanced capacity-building in Member States through the award of fellowships, as well as better coordination with programme sectors and participating Member States; Two thirds of beneficiaries successfully encouraged to seek additional sources of funding for their studies; Award of 415 fellowships within regular budget and extrabudgetary funds; Reception and processing of over 350 applications under the framework of UNESCO Fellowships Bank Programme; Award of 140 travel grants to value of US \$128,683 to enable beneficiaries to take advantage of offers (estimated at over US \$3 million in contributions-in-kind) from participating Member States [e.g. People's Republic of China, Czech Republic, Israel (MASHAV) and Poland]; Sponsored fellowship offers from Chile, Israel (Science and Technology), Republic of Korea (a total of 54 fellowships to the value of a US \$428,500).</p>
<p>Process fellowships submitted by Member States under the Participation Programme.</p>	<p>Closer cooperation with Member States requesting fellowships services through coordination with unit for administration of Participation Programme.</p>	<p>Award of eight fellowships under the Participation Programme (total value US \$62,100) to enhance capacity-building in UNESCO's priority areas.</p>
<p>Place, award and administer fellowships within framework of various partnerships (UNDP, Funds-in-Trust).</p>	<p>Greater cooperation with programme sectors in delivering fellowships services for training component of UNDP financed projects; Sum of US \$927,732 mobilized from extrabudgetary sources to enable the Organization to offer fellowships to deserving candidates.</p>	<p>Award of six fellowships to value of US \$58,235 for UNDP projects implemented by UNESCO; Award of 95 fellowships to value of US \$521,980 under FIT. Impetus given to supporting capacity-building in fields such as Environment, Intercultural Dialogue, Information and Communication Technologies, Peaceful Conflict Resolution and the Life Sciences; Preparation of two capacity-building project proposals (for a total amount of US \$588,392) by Fellowships Section, approved by Japan under FIT; Preparation of two capacity-building projects to enhance the role of young women in undertaking research in the life sciences (2001 and 2002 Cycle). Projects approved by L'Oréal for an amount of US \$339,340.</p>

Prepare and dispatch Directory of UNESCO Fellows to 188 Member States.

Contribute to external evaluations undertaken on the UNESCO Fellowships Programme (e.g. that of 1994-1999, requested at 156th session of the Executive Board).

Monitor and coordinate, with programme sectors and field offices, provision of fellowships services.

Participate in the United Nations Senior Fellowship Officers Meeting (e.g. Rome, Italy, 13-15 November 2000), with a view to harmonizing standards for fellowships administration.

Recommendations of evaluation and of 161 EX/Decision 3.6.3 taken into account in preparation and design of the Fellowships Programme in document 31 C/5.

Fellowships administration standards at UNESCO better harmonized with other United Nations specialized agencies.

Provisional version of the Directory of UNESCO Fellows: 2000-2001 prepared and disseminated to Delegations at the 30th session of the General Conference.

Achievement of greater transparency on results and better dissemination of fellowships services to Member States; Submission of evaluation report to the 161st session of Executive Board and adoption of 161 EX/Decision 3.6.3.

Requisite statistics prepared for reporting purposes (e.g. input to documents for Executive Board, General Conference, etc.).

Discussion of several issues of common concern and rich exchange of views ensured. Shared lessons learnt have been instrumental in improving quality of fellowships services at UNESCO.

Lessons learnt for future service improvement:

Two important lessons were learnt and are reflected in decisions adopted by the Executive Board in its 161 EX/Decision 3.6.3:

- ▶ that future fellowship awards should reflect UNESCO's expected strategic objectives and programme priorities; and
 - ▶ that the Director-General [should] take the necessary measures to increase the opportunities for training under the Co-Sponsored Fellowships Scheme.
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Assessment of implementation

The initial plan was to implement 250 fellowships in support of UNESCO's priority programmes, under the UNESCO Fellowship Bank and the Co-Sponsored Fellowships Programmes with the US \$951,600 earmarked for that purpose under the regular programme. Indeed, 415 fellowships were awarded within both the regular and extrabudgetary programmes with a view to enhancing capacity-building in a variety of UNESCO fields of competence. These fellowships, financed under the regular and extrabudgetary programmes, were entirely managed by the Fellowships Section for a total amount of US \$5,014,442 (of which US \$3,436,000 were contributions-in-kind in the form of fellowships). The distribution by region was as follows: Africa: 155; Arab States: 38; Asia and the Pacific: 111; Europe: 52; and, Latin America and the Caribbean: 59. The gender breakdown was 243 to men, i.e. 59%, and 172 to women, i.e. 41%, and the breakdown by sector: Education: 61; Science: 164; Culture: 53; Social and Human Sciences: 80; and, Communication and Informatics: 57.

The policy of expanding the Co-Sponsored Fellowships Programme has proven to be successful, as opportunities for training have been increased for UNESCO's developing Member States thanks to the seed money that came from both the regular budget and from extrabudgetary funds.

The following figures provide a picture of fellowships services offered by UNESCO under both the regular programme and extrabudgetary projects. The Fellowships Section has responded to the queries regarding fellowships, procedures and administration with a view to improving the harmonization of work relating to fellowships in the Organization. This data has been provided to show the distribution by funding source, programme sector, region and gender.

Since the Fellowships Section also monitors and coordinates fellowship activities in the Organization, the information given in the following pages provide data regarding all fellowships activities at UNESCO, i.e. those administered by the Fellowships Section, the programme sectors and the field offices. Despite our numerous queries, not all

Field units have provided the data requested to enable us to provide an accurate report.

A report of the evaluation undertaken on UNESCO Fellowships from 1994-1999, submitted to the 161st session of the Executive Board in document 161 EX/19, was the first evaluation of UNESCO Fellowships ever submitted to the Board. It was an important milestone and provided the basis for the reforms that have taken place in respect of the Fellowships Programme and activities. Information on the actions taken thus far to implement its recommendations can be found at the end of the section on Fellowships.

Particularly successful activities

The UNESCO Co-Sponsored Fellowships Programme has been particularly successful. With an investment of US \$128,000 under the regular programme, used as seed money towards international travel to and from the donor

Member State, 140 additional fellowships to a value of US \$3,436,100 (in contributions-in-kind) were awarded to beneficiaries from developing and least developing countries under the Programme.

In addition, the UNESCO/L'Oréal Co-Sponsored Fellowships for young women in life sciences, which enabled the award of 10 fellowships per year to deserving beneficiaries for an approximate amount of US \$10,000 each, was very well received by Member States, the public and the mass media (press and television). Owing to the success of this project, L'Oréal has decided to increase its offer from 10 to 15 awards per year and the amount of each award will be increased from US \$10,000 approximately to US \$20,000. Other potential donors have approached UNESCO with a view to undertaking similar action to co-sponsor fellowships in different areas of UNESCO capacity-building programmes.

Evaluation of UNESCO's Fellowships Bank Programme

The report of the evaluation sought to assess to what extent the implementation of the Fellowships Programme (1994-1999) had contributed to enhancing capacity-building and the transfer, advancement and spread of knowledge in UNESCO's fields of competence. Its conclusions in respect of the role of UNESCO in fellowship programmes were positive with the evaluators stating that the Programme had helped to meet a strong demand, that there had been a relatively high proportion of women funded in comparison to other fellowship schemes, that most of the awards had been administered efficiently, and that most fellowships had had a strong impact on individuals, institutions and countries. A number of issues that need to be addressed were the subject of attention during the course of the biennium under consideration. They were the following:

- *Definitions:* The term "fellowship" needs to be redefined for it has been applied to a wide range of differing activities better described as "study grants" or "travel grants".
- *Data collection:* The level of standardization and automation was found to be inadequate and the issue of definitions mentioned above applies equally here.
- *Candidate selection:* It was found to be insufficiently rigorous thereby failing to ensure the consistent appointment of the best candidates.
- *Mission:* The needs of Member States were not always aligned with UNESCO's overall mission nor did they take advantage of its unique strengths in interdisciplinary and collaborative work.

The Secretariat took essential steps in response to these issues during the course of the 2000-2001 biennium.

One of the most essential was the amendment of the selection criteria of candidates for the Fellowships Programme, in line with the recommendations of the evaluation report that these criteria be made more rigorous to ensure a more consistent selection of the best candidates. These tightened criteria were contained in the circular letter (ref. No. 3611 of 9 January 2002) sent to Member States by the Director-General. The amendments also included the requirement that in the future, fellowships should "... reflect UNESCO's strategic objectives and programme priorities", in line with the decision adopted by the Executive Board at its 161st session (161 EX/Decision 3.6.3). This latter amendment was made in response to the recommendation of the evaluators on the need to align fellowships with UNESCO's overall mission. In addition to the above, efforts are being made to further ensure a more rigorous selection process for candidates by working closely with the programme sectors and, where possible, with external specialists. The sectors and external evaluators form part of the various selection committees that have been established to ensure that the candidates chosen for fellowships are those that are the most suitable for enhancing and contributing to the national capacities in their countries of origin.

In respect of data collection and the need to standardize and automate such collection, a new data system based on Access has been developed and is already being used. It was designed to give greater accuracy in reporting data and information for the different documents that address the Fellowships Programme (e.g. for the C/3 document and for the Directory of UNESCO Fellows). It should be noted, however, that the accuracy of this information will depend on all parties in the Secretariat providing the Fellowships Section with the relevant information.

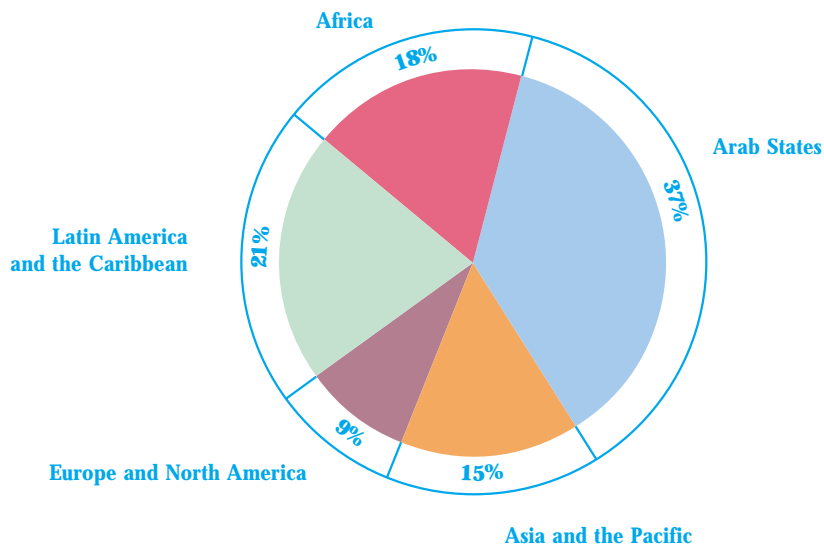
Finally, in respect of the recommendation concerning the definition of the term "fellowship", reflection on this issue commenced during the biennium under consideration.

Distribution of awards by sector and by region in 2000-2001

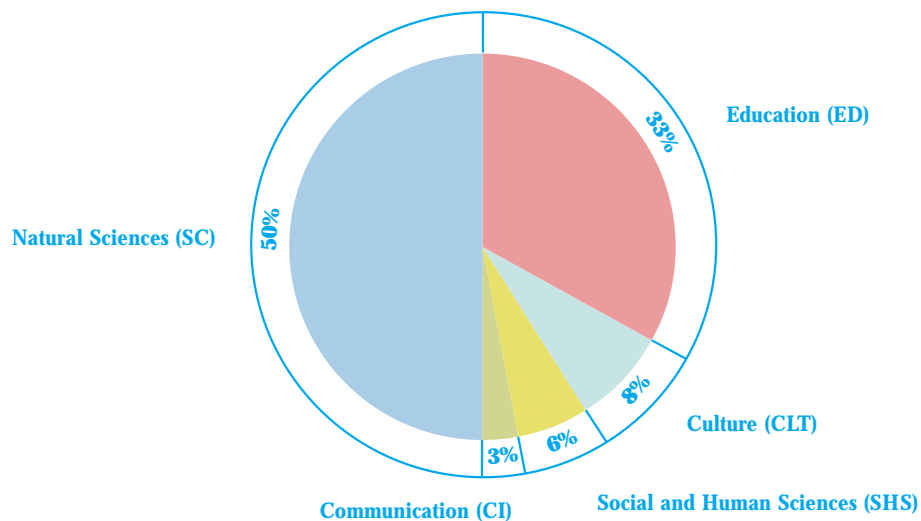
	Africa	Arab States	Asia & the Pacific	Europe & North America	Latin America & the Caribbean	Total
ED	49	504*	18	9	9	589
SC	184	77	184	106	325	876
SHS	38	17	15	13	15	98
CLT	34	41	23	26	18	142
CI	19	7	21	4	9	60
Total	324	646	261	158	376	1 765

* Including Palestinian students (480 awards)

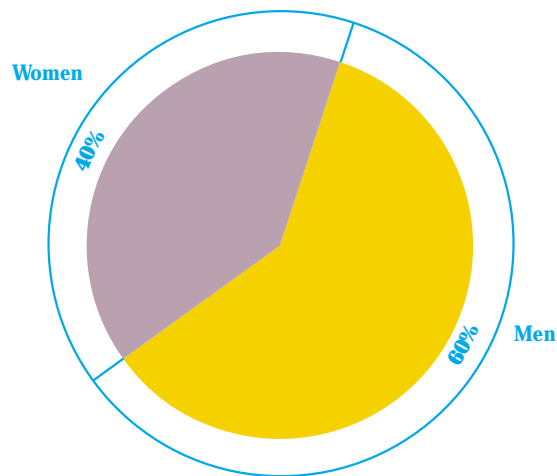
A. By region



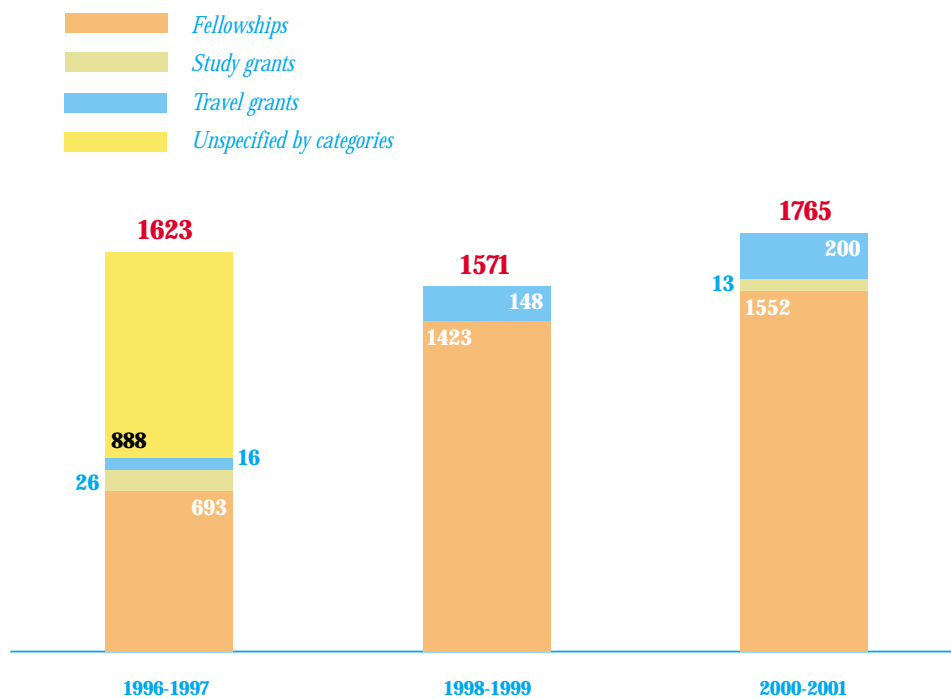
B. By sector



C. By gender



Trend in the number of fellowships, travel grants and study grants



Transverse activities

Fellowships and procurement services

Procurement

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Backstopping services to decentralized project implementation.	Due to the focus on major programme for Iraq, where funding was available, backstopping actions only taken for this project area. Staff and budget cuts impeded progress. Staff trained and quality of project inputs improved.	Commenced use of centralized contract advisory services. Continued observation of significant contractual errors due to reluctance of field offices to seek advice from Headquarters; Attainment of meagre results from extensive 1999 training.
Contracting and logistics management capacity.	Major actions taken to provide capacity for projects in Iraq and Sierra Leone. Field office training programme abandoned due to budgetary constraints.	Achievement of successful implementation results with low level of delivery problems for selected destinations for Headquarters contracting. No actions/results for field offices.
Access of potential contractors.	Advertising campaigns for contractors in key supply areas.	Achievement of slight increase in contractor base in developing countries (50+ new sources identified).
Central recording of information.	No action – suspended due to planned introduction of SAP as new central system.	No result reported for this action.
Culture of maintenance.	<i>Ad hoc</i> committee formed and used to prepare trans-sectoral projects and promote programme. Programmes in United Republic of Tanzania, Iraq and West Africa initiated. IPDC Centre in Cameroon initiated.	Motivation of individuals within Secretariat. Preparation of projects for Maintenance Centre in Dar es Salaam. Integration of programme items by most sectors in document 31 C/5. Success of school building maintenance programme for N. Iraq and IPDC Maintenance Centre in Cameroon.

Lessons learnt for future service improvement:

- ▶ Set realistic objectives when dealing with restricted budgets. Procurement-related activities have continued to be underrated and de-professionalized in UNESCO. Iraq programme has shown the weakness of UNESCO's approach to procurement.
- ▶ With highly motivated staff, marginal programmes, such as maintenance, can produce valuable results.
- ▶ A major upgrade of procurement systems is essential and SAP can only provide marginal support for this activity.

Assessment of implementation

Attempts to improve backstopping services to decentralized project implementation by field offices through the creation of links between the contracting management informatics system and UNESCO field offices revealed a reluctance on the part of field offices to seek advice and they often took initiatives which “reinvented the wheel”. Field offices have high levels of delegated financial authority and are therefore able to initiate independent implementation actions quickly, only referring back to Headquarters for backstopping when problems arise. Although the Comptroller has reminded field office directors to seek backstopping from Headquarters for contracts of high value or where technically complex, this seldom occurs. When field offices have sought backstopping advice from Headquarters, problems seldom arise.

The successful expansion of contracting and logistics management in selected field offices revealed the lack of recognition accorded to the need for professional assistance with the first two 30 C/5 objectives. In cases where trained procurement and logistics staff are onsite, or where field staff managing projects have these capabilities, difficulties in satisfying end-users and problems with deliveries are minimized (e.g. projects in Iraq and Sierra Leone). In such cases, involvement of Headquarters bac

stopping throughout the process has allowed high efficiency project deliveries to be achieved. Field staff that design and manage the majority of extrabudgetary projects, generally ignore such inputs at the design stage and consequently implementation difficulties frequently occur (under- or over-budgeting, proper identification of requirements, etc.). A general lack of such support staff in UNESCO exacerbates this problem. The successful conclusion to a project in Sierra Leone financed by the African Development Fund to improve secondary education capacity is to be noted during this period, as well as the major efforts undertaken to assist humanitarian educational reconstruction in Iraq under the United Nations Oil for Food programme.

The aim of providing an impetus to activities relating to the culture of maintenance was achieved within the Secretariat. In essence, it was found that taking an informal approach constituted a more effective means of motivating individuals than was the employment of formal structures. A significant number of activities approved in document 31 C/5 include maintenance components and a number of specific maintenance activities are mentioned therein. These are activities managed by the sectors. Under extrabudgetary funding, activities in West Africa, Southern Africa, Iraq, Cameroon, etc., are all examples of the success achieved with this approach

Audit of the United Nations Oil for Food Programme in Iraq

IOS carried out an internal audit of the Iraq Oil for Food Programme the objective and scope of which included, among other things, a general view of the management and administration of the Programme, its financial and personnel situation, and an assessment of the internal controls. The audit concluded that considerable improvements were needed in the planning process for the entire programme, that there were considerable delays in equipment procurement, and weak controls over the warehousing operations. Considerable delays in the construction of the chalk factory, which had taken over three years to complete, were also noted.

In addition, a number of weaknesses relating to controls over budgeting, cash management and recording of expenditures were noted. A review of the staffing pattern and personnel policies revealed instability in the staffing structure due to the high turnover of international staff at all levels of the project resulting in a break in continuity and consistency.

As a result of the audit, 31 recommendations aimed at improving the internal controls, the planning process, international procurement, and staffing were made. These recommendations were fully accepted by management and all the services concerned and most of them have been implemented. This has meant, therefore, that the overall efficiency and effectiveness of the Programme has been greatly enhanced.

Transverse activities

Coordination of activities in favour of priority groups

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Women		
<p>House-wide consultations and meetings to ensure the mainstreaming of a gender perspective in all planning programming and evaluation activities.</p>	<p>Gender focal point networks initiated in the National Commissions for UNESCO.</p>	<p>Publication on UNESCO's action in favour of women and gender equality from 1995 onwards, entitled <i>Gender equality and equity</i>, produced in collaboration with all sectors, and widely distributed in English and French to Member States; Reinforced gender mainstreaming achieved through cooperation with United Nations agencies, IGOs, NGOs, National Commissions and other partners and through strengthened gender focal points networks within the Secretariat and in the field offices; Reinforced cooperation with Member States and international partners (in particular in the framework of the inter-agency mechanisms of the United Nations system) including competent IGOs, with a view to mobilizing enhanced support for activities in favour of girls/women in all UNESCO's fields of competence; Reinforced collaboration with NGOs concerned with the empowerment of women and gender issues, organized as the UNESCO-NGO Collective Consultation on Women and Gender Equality (four groups: women, science and technology; women and a culture of peace; the girl child; eradication of poverty and micro credit).</p>
<p>Technical and financial support provided through programme sectors and field offices for the design and implementation of projects, activities, and publications on women in education, culture and communication.</p>	<p>Elaborated gender empowerment indicators and co-operation with programme sectors and the UNESCO Institute for Statistics (UIS) in capacity-building for sex disaggregate statistics in Member States.</p>	<p>Provided technical and financial support (US \$100,000) through programme sectors and field offices, for the design and implementation of projects in 10 countries; Coordinated efforts focused primarily on producing and disseminating ground-work preparations for the initiation of an interdisciplinary UNESCO Chair and Network on Arab Women in the Knowledge Society (to be launched in 2002); Integration of a gender perspective into UNESCO's preparation for and its inputs into the World Summit on the Information Society (Geneva, 2003 and Tunis, 2005); Assisted Member States in combating sexist stereotypes in school books, the media and in sports; Initiated, jointly with the Culture Sector, a study on women's role in promoting intangible heritage; Updated and</p>

Advisory services to Member States; Organization of and participation in workshops, seminars and meetings related to women and their rights.

Production and dissemination, in collaboration with a number of field offices, National Commissions, eight United Nations entities and many NGOs, of the *Passport to Equality*, which promotes the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW). More than 100,000 copies of the *Passport to Equality* were produced in 19 languages, including editions for the semi-literate, thanks to financial assistance from Japan, the Government of the Netherlands, and an individual donation from Her Highness Begum Inaara Aga Khan; Particular efforts were made to ensure a wider and better dissemination of information on gender issues, especially through the distribution of the *Gender Equality and Equity brochure*, the *Passport to Equality*, and the database on gender issues.

developed further UNESCO's basic gender equality database.

Progress achieved in the integration of a gender perspective into UNESCO's programmes in basic education and the promotion of education for girls as a basic human right; Facilitated the implementation of the Budapest Conference recommendations concerning women and science, including the promotion of science education for girls; Promoted women's integration into decision-making structures such as parliaments, local government, the media, etc.; Helped implement the Women and a Culture of Peace Programme; Increased sectoral cooperation in the field of basic education, human rights, women and science, women's integration into decision-making structures, and Women and a Culture of Peace Programme (e.g. launching of the book by Betty Reardon *Education for a Culture of Peace in a Gender Perspective*); Initiated intersectoral project on education for women and children in Afghanistan initiated with Education Sector; Strengthened collaboration with private sector partners, such as L'Oréal.

Enhanced women's awareness of their rights through a series of promotional and sensitizing activities, including the dissemination of publications on the *CEDAW Convention*; Organization of workshops, seminars on women and human rights; Setting up of UNESCO Chairs on women and their rights, etc.; Improved information service to Member States, mainly through regular information on publications and activities and the frequently updated website; Increased cooperation with United Nations agencies, and wider participation of IGOs, NGOs, civil society in the celebration of International Women's Day on 8 March, both at Headquarters and in the field.

Lessons learnt for future service improvement:

- ▶ Assistance and information to Member States should be enhanced and activities made more concrete. Increased cooperation with private sector and IGOs necessary for more visibility.
 - ▶ The *Passport to Equality* responds to a clear demand expressed by public officials and the NGO community for the promotion of women's rights but, for financial reasons, the reproduction of the document and its translation into as many languages as possible, needs to be decentralized.
 - ▶ Specific gender mainstreaming strategy for UNESCO Headquarters and field, as well as gender training for UNESCO staff should be prepared and put in place as soon as possible.
 - ▶ Collaboration with field offices should be strengthened with a view to sharing experiences and good practices, and applying a uniform gender mainstreaming approach, including the possibility of holding regional workshops.
 - ▶ Promising partnerships and cooperation with private sector, such as L'Oréal, in favour of women should be encouraged and expanded.
 - ▶ Gender programme issues need to be addressed at the senior level by each sector, suitably senior focal points need to be designated and focal point network in the UNESCO Secretariat should become more active and effective, including in the formulation and refining of a mainstreaming policy for the Organization as a whole and according BSP/WYS/WGE a more proactive role in initiating activities and projects and responding to new opportunities.
 - ▶ The integration of women and gender equality coordination into the Bureau of Strategic Planning highlighted the importance UNESCO accords to gender issues as an integral part of the Organization's strategic planning and its commitment to an Organization-wide women's empowerment strategy and approach
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Youth

Organization of Youth Forums in connection with major UNESCO events.

Cooperation with young people and youth NGOs in the preparation and design of youth events in order to ensure that they respond to the participants' needs and expectations and in provision of the best possible tools and conditions for producing quality outputs.

Provision of opportunity to hundreds of young people to work with UNESCO, discover or deepen their understanding of its ideals and actions and make concrete proposals and inputs to its programmes through, *inter alia*: UNESCO Youth Forum of the 31st session of the General Conference; Round Table on Youth and Bioethics Education during the Eighth Session of the International Bioethics Committee (September 2001); Youth Forum on the Ethics of Science and Technology during the Second Session of the World Commission on the Ethics of Scientific Knowledge and Technology (December 2001); Round Table of Young Scientists as follow-up to the WCS (March 2000)

Assisted programme sectors in identifying youth partners.

Briefing and working/ preparatory sessions with the Youth NGOs, as well as with programme sectors.

Ensured student participation in two follow-up meetings of the World Conference of Higher Education (WCHE); Participated in the task force monitoring follow-up of Education for All; Prepared the issue of the *International Social Science Journal* on Youth Transition; Organized youth NGOs' presence in various international and bilateral meetings; Engaged the participation of young people in the research project on young people's consumption behaviour (UNESCO and UNEP) aimed at analysing consumption patterns, lifestyles

Design of youth policies and moving “youth issues” up on political agendas.

Close cooperation with youth volunteer NGOs around the International Year of Volunteers Joint Campaign, advocating the creation of more and better opportunities for young people to engage themselves in as volunteers, especially at local and national levels.

and behaviour of young people in 22 countries, and in the Young Reporters for the Environment Campaign, designed for secondary-school students who carry out a journalistic inquiry of their local environmental problems by directly contacting concerned stakeholders. In this manner, youth representatives were able to: give important insights into areas which concern them directly, contribute to seeking solutions and designing programmes and participate in the implementation of projects and programmes.

Technical and financial support given to the First Youth Conference of the SADC Region in Maputo, Mozambique; Participation in meeting of the Inter-American Development Bank Board of Governors’ session on youth participation (March 2000) and preparation of study on best practices for the publication *El Mundo aún es Joven* (distribution in Latin America 300,000 copies); Several missions to advise governments on youth policies in UNESCO’s areas of competence; Policy guidance through the development of an innovative approach to youth voluntary services (presented to the Executive Board in document 160 EX/44, promoted through an IYV launching event on 5 December 2000 and throughout IYV at major international conferences and through several articles); Preparation of a brochure on youth volunteering and of a document of *Guidelines on the Status of Young Volunteers*; As a positive outcome of this effort, created within the realm of the Inter-American Working Group on Youth Development, a Youth Forum took place during the Summit of the Americas (Quebec, Canada, 2001); UNV induced to focus on youth; Several institutions, such as the European Commission to join efforts with UNESCO in the promotion of volunteering for young people.

Participation in major international youth meetings to present UNESCO’s youth vision.

As a member of the International Preparatory Committee of the fourth World Youth Forum, UNESCO has played a key role in its preparation and in identifying its character, accomplishments, mandate and feasibility. For all working groups background documents were produced and bibliography and readers constructed, through intersectoral groups/meetings and close cooperation with youth NGO partners; During the fourth World Youth Forum of the United Nations system, videoconferences in partnership with the World Bank were arranged in order to extend and enrich the fourth World

Participation in the fourth World Youth Forum of the United Nations system (WYF) held in Dakar, Senegal. UNESCO acted as co-convenor in three out of the 10 working groups of the Forum (Education and ICTs, Youth and Culture of Peace; Youth, Sports and Leisure-time activities); Recommendations elaborated by all WGs are included in Dakar Youth Empowerment Strategy, providing a basis for follow-up by UNESCO and other partners; Greater awareness among African youth leaders on UNESCO’s programmes and publications.

Youth Forum and its thematic debates; The UNESCO/World Bank videoconferences gathered, more participants than the WYF itself and were unanimously praised by the young people taking part as a unique experience and a modality for youth participation and communication, which should be expanded and continued; Programme specialists (ED and CI) presented UNESCO's work in HIV/AIDS prevention and led discussions.

Financial and technical support to youth initiatives; First meeting of the UNESCO Youth Council (Adelaide, Australia, March 2000); Financial assistance, technical advice, briefings to field offices on action with/for youth.

Presentations on UNESCO's action with and for youth; on youth voluntary service; on mainstreaming youth, to be used by field offices. Dispatching of UCJ publications and programme sector publications/ documents to enable field offices to set up UNESCO documentation stands at all major events.

Financial and technical support for action with/for youth, such as Dakar: UNESCO's participation in the fourth WYF; Support to: La Caravane pour la Paix et l'Intégration Africaine and ICT training for both the WYF and the Caravane participants; Bamako: Involvement in the Festival Culturel des Clubs UNESCO Universitaires de l'Afrique de l'Ouest (FESCUAO); Bujumbura: preparation and dissemination of film *MAGUME*; Bangkok: Training Workshop for International Youth Voluntary Service in Asia and Pacific; Hanoi: Preparation of *Guidebook for the Participation of Young People in Heritage Conservation*; Beirut and Moscow: printing of two UCJ publications translated in Arabic/Russian; Increased, cost-effective quality participation of UNESCO in youth events; Increased awareness of UNESCO FOs of UNESCO's strategy with and for youth.

Providing youth NGOs with training tools.

NGO Yinternet.Org was contracted to provide ICT training.

Over 200 young people trained in use of informatics for their work, promotion activities and networking; Substantial demand by youth NGOs for publications (2,000 copies of *Education in and for Conflict*) and training courses; Publication of *Education in and for Conflict* and of the *Viet Nam Guidebook for Youth Participation in Heritage Conservation*; Wide dissemination of the kit *Young People in Action* (HIV/AIDS and human rights).

Providing youth NGOs and young people with information on training, funding and meeting opportunities.

Publications disseminated widely to/through youth NGOs and other partners, available on UCJs website (downloadable).

Information provided through <http://www.unesco.org/youth> and the UCJ "*infopills*" disseminated by email; *Infopills* disseminated to National Commissions, field offices, Permanent Delegations to raise awareness about youth issues and activities; Positive feedback from recipients; Positive response to dynamic UCJ website.

Production of directory of international youth NGOs.

Directory completed and updated. It is available on UNESCO's website.

Lessons learnt for future service improvement:

- ▶ Close policy and operational cooperation between UCJ, programme sectors and field offices is indispensable in order to develop youth-friendly programmes, events and publications and ensure a consistent mainstreaming approach by the Organization.
 - ▶ There is a demonstrable need for more and expanded partnerships between UNESCO and young people, including in the formulation of policies and practices for youth participation.
 - ▶ Special attention needs to be paid to the preparation of training tools and guide-books for youth organizations and associations, including in various languages.
-

Least Developed Countries

Technical support and advisory services to Member States.

Measures taken to ensure substantive input, increased impact and visibility of UNESCO's action in the preparation of conferences and meetings, including the Third United Nations Conference on LDCs in Brussels, 2001 (LDC III), and in the follow-up and implementation of relevant recommendations and plans of action adopted by the international community.

Advisory services were provided to numerous LDCs with respect to the preparation of national development plans in the context of LDC III; UNESCO supported and financed participation of LDC representatives in LDC III.

Development coordinated strategies and approaches in regard to Least Developed countries (LDCs).

Prepared a position paper for LDC III 2001 and organized a workshop focusing on EFA and LDCs – follow-up pursued with other partners; Drafted relevant sections of LDC III Programme of action (re. EFA); Participated in preparatory thematic workshops for LDC III hosted by UNDP (good governance), UNCTAD (e-trade) and UN/DESA/OSCAL (science and technology), resulting in concrete cooperation efforts; Developed joint project on approaches to poverty eradication policies for four LDCs.

Dedicated website on LDCs created and maintained – see <http://www.unesco.org/edc>.

Lessons learnt for future service improvement:

- ▶ Close policy and operational cooperation with programme sectors, the Africa Department and field offices is necessary to ensure a consistent mainstreaming approach by the Organization.
 - ▶ The development of partnerships within the United Nations system, with IGOs, multilateral and bilateral donors is essential to attract extrabudgetary resources needed for the implementation of joint projects in LDCs.
-

Transverse activities

Coordination of activities concerning Towards a Culture of Peace

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Undertaking of campaign for raising public awareness.	Production and dissemination of a wide range of promotional and media materials to mark the International Year. An overview of mobilization events and activities at the national and international levels can be found at http://www.unesco.org/cp .	Extensive mobilization of the media (which took up the campaign in more than 160 countries. In France, to give only one example, the space donated by the media to the campaign is estimated to have been worth the equivalent of FF 6 million), various partners and the general public during the International Year for the Culture of Peace (2000), which also continued to have an impact during the first year of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001/2010).
Promotion of Manifesto 2000, online provision of information on the campaign and its results.	Encouragement for the translation of Manifesto 2000 into more than 50 languages with a view to its dissemination throughout the world; Organization, by the UNESCO New York Office, on 19 September 2000 (International Day of Peace), of a ceremony during which the list of Manifesto 2000 signatories was handed over to the President of the United Nations General Assembly by young people from the countries that had collected the most signatures (Brazil, Colombia, India, France and Japan).	Mobilization of extensive public support in the Member States, attested by the collection at the end of the International Year of more than 75 million signatures (including those of many heads of State and government). More than one million were gathered in each of the following countries: Brazil, Colombia, India, Japan, Kenya, Nepal and Republic of Korea.
Establishment of an information and communication system based on interactive websites.	Development of Internet-based communication and information tools to enable individuals and organizations to become aware of the important role of their activities in an effective long-term world campaign to promote a culture of peace; Development of the Planet Society Exchange Market of Resources system to	The website http://www.unesco.org/cp contains information about partners, events and projects organized by them, and articles on those activities. National focal points and international NGOs, as well as other authorized partners, enter information directly on a private Internet site http://www.unesco.org/cptec which they access by means of a personalized code. The information is transferred directly to the public site; Increase in the number of partnerships and online exchanges regarding initiatives to promote a culture of peace under the Planet Society project.

enable partners to enter information about their projects to promote a culture of peace. Information is provided on the resources generated by each project and on those that it wishes to receive from others (see: http://www3.unesco.org/iycp/fr/fr_sum_visu_bourse.htm); Launching of CPNN sites in, Arabic, Chinese, English, French, Japanese, Russian and Spanish and a central “depository” site in English (see <http://www.cpmn.org/>.)

Support for activities carried out by partners.

Establishment of partnerships, at the national and international levels, with Member States, civil society and the United Nations for the International Year for the Culture of Peace and for the Decade; Online timetable for the International Year and the Decade at http://www3.unesco.org/iycp/fr/fr_cal_int.asp; Website posting by national coordination centres of more than 350 articles on activities carried out in 140 countries; Finalization of a standard partnership agreement drawn up by the NGO-UNESCO Liaison Committee and distributed to international NGOs associated with UNESCO, to the Economic and Social Council and to the Department of Public Information of the United Nations Secretariat; Analysis, by international NGOs, of the activities of the International Year and prospects for the Decade at a symposium held on 24 and 25 November 2000 at UNESCO Headquarters. The symposium brought together more than 400 participants representing more than 130 NGOs. The conclusions of the symposium laid the foundation for the NGOs’ programme for the Decade.

Reinforcement, at the national level, of the participation of Member States and their civil societies through a network of national focal points, grouping together 160 National Commissions for UNESCO and more than 50 UNESCO field offices; At the international level, mobilization of networks of approximately 200 international organizations; Entry of more than 650 activities on the Culture of Peace site; Mobilization at the national level of more than 1,500 partners; Signature of partnership agreements by 180 international NGOs.

Support for field units to launch mobilization projects in four countries: Cambodia, Guatemala, Mali and the Russian Federation.

Active participation of civil society in undertaking projects to promote the values of peace, tolerance and dialogue.

No result reported for this action.

Lessons learnt for future service improvement:

- ▶ The exceptional mobilization for the Culture of Peace during the 2000-2001 biennium was the outcome of unprecedented collaboration between the UNESCO Secretariat (Headquarters and field), the National Commissions and international organizations and their networks, and can serve as an example for worldwide mobilization to promote priority issues.
 - ▶ The International Year for a Culture of Peace provided the occasion and catalyst for this effort, as the information and communication tools that had been put in place, particularly the website, played a key role in creating and maintaining the mobilization of actors and partners at the local, national and international levels.
 - ▶ UNESCO commands an international standing and profound international trust among the international community to undertake complex mobilization campaigns of the type carried out for the International Year for a Culture of Peace.
-

Analysis of coordination

Assessment of implementation

The Bureau of Strategic Planning (BSP) created in October 2000, was made responsible for activities pertaining to the priority areas women, youth, least developed countries (LDCs) and the culture of peace, the needs and requirements of which were mainstreamed under new programmatic orientations, which were already being pursued in anticipation of approval by the General Conference. An assessment of the activities implemented in this context, including a brief description of particularly successful innovative action, is provided under the relevant chapter of 32 C/3.

Further streamlining of the programming process is envisaged through the refining of interdisciplinary approaches, the ensuring of better links and complementarities between regular programme and extrabudgetary activities, better mainstreaming of the needs of

Africa, LDCs, women and youth throughout all programmes.

Particularly successful activities

The exceptional mobilization achieved to promote the Culture of Peace during the 2000-2001 biennium was the basis on which the United Nations General Assembly designated UNESCO coordinator of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010).

The organization of a Youth Forum preceding the 31st session of the General Conference proved to be a particularly successful event, which was welcomed by youth and delegations alike. It culminated in the presentation of the conclusions and recommendations of the various meetings by the Youth Forum to the plenary of the General Conference.

Transverse activities

Coordination of activities concerning Africa

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Reflection and analysis which may be of help in framing policies and strategies for Africa.	Compilation of guidelines for the formulation of the regional strategy for Africa (2002-2007).	Holding of an international and intersectoral seminar on Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century; Taking into account of the seminar's recommendations in drawing up the draft NEPAD plan of action.
Strengthening of intercultural exchanges between Africa and African diasporas.		Preparation of an international meeting in Lomé (Togo). The meeting was not held, primarily for budgetary reasons and due to the internal political calendar in the country.
Support for the implementation of the Abuja Treaty through the strengthening of regional cooperation and coordination of the Programme for Africa.	Contribution to the regional integration process as part of the implementation of the Abuja Treaty and pending the establishment of the African Union; Coordination of the Special Action Plan for Nigeria.	Signing of cooperation agreements with ECOWAS and CPLP; Identification of projects for the Decade for Education in Africa; Support for the programmes relating to EFA, the Culture of Peace and the Heritage; Preparation of draft documents, mobilization of resources and implementation of projects on education, science and communication (e.g. a project on technical and vocational education (\$361,600); science policies (\$500,000)).
Mobilization of extrabudgetary resources for the Priority Africa Special Account needed to implement the priorities set for Africa.		Funding provided by the Libyan Arab Jamahiriya, Japan and the World Islamic Call Society; Funding for 10 or more activities: seminars, meetings, equipment for the biochemical laboratory of the University of Togo, equipment for solar villages in Madagascar, science teaching kits for schools in 19 countries.
Relations with the African Member States and participation in the work of the United Nations system.		Participation in activities by the Director-General (visits to Africa and meetings at Headquarters) and contribution to UNESCO's action of relevance to the United Nations system.
Research, communication and visibility.		Publication and wide dissemination of <i>UNESCO in Africa</i> : biannual <i>Listening to Africa</i> newsletters (Nos. 1, 2 and 3); Five other publications, including two studies and two reports.

Assessment of implementation

With regard to visibility, despite the production and dissemination of publications by the Department, it was difficult to cover the full range of African civil society (communication difficulties with NGOs, linguistic and literacy problems in national languages, etc.). Nevertheless, the impact on the political decision-makers was substantial. It would be useful to explore with the Director of the Bureau of Public Information the possibility of producing cassettes to be broadcast by national radios.

Participation in the work of other United Nations agencies should be coordinated. To that end, the annual meeting of directors of the Africa departments of the United Nations, UNDP, UNICEF, IMF, the World Bank, FAO and UNESCO might be institutionalized.

Particularly successful activities

The emphasis on the intersectoral aspect of the Department's activities helped the programme sectors to gain a unifying vision of the Organization's impact in Africa.

The subregional approach, seeking closer links between UNESCO and subregional organizations, helped the Department to innovate and back up the construction momentum of the African Union and launch NEPAD.

The strengthening of extrabudgetary fund-raising activities made it possible to provide the sectors and field offices with seed money and to launch projects which would otherwise have remained mere wishful thinking.

Participation Programme

Participation Programme

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
<p>Processing of requests:</p> <ul style="list-style-type: none"> ▶ reception; ▶ analysis; ▶ evaluation; ▶ review by the intersectoral committee; ▶ submission of a list of requests for the Director-General's approval. 	<p>Preliminary examination of requests by the Division; Introduction of a new procedure designed to ensure closer involvement of the sectors; Evaluation by UNESCO programme sectors, institutes and services.</p>	<p>Closer involvement of the sectors and services concerned; Improvement in the evaluation of requests and the selection of projects; Optimization of programme implementation as a result of the related cooperation established with the sectors and Secretariat services; Increased transparency in the implementation of activities for which requests have been approved.</p>
<p>Permanent information for the Member States and Members of the Executive Board at each session.</p>	<p>Preparation of an information booklet on the Participation Programme; Regular meetings with Permanent Delegates; Participation in the training sessions for new Secretaries-General of National Commissions; Customized training courses.</p>	<p>Enhancement of UNESCO's visibility in its Member States.</p>
<p>Improvement of support services to Member States.</p>	<p>Posting of forms on the Internet.</p>	<p>Strengthening of local and national capacities for the formulation, planning and implementation of activities.</p>
	<p>Evaluation and audit: see document in IOS. The Section followed the recommendations of the audit fully.</p>	<p>Efficient and transparent management in the implementation of the Participation Programme and Emergency Assistance: see the conclusions of the audit; Better response to specific needs of National Commissions with regard to equipment and staff training.</p>

Lessons learnt for future service improvement:

- ▶ Better communication with National Commissions, Sectors and Secretariat services.
- ▶ It is important for requests to be coordinated with the 30 C/5 programmes, and for a relationship of trust and continuous dialogue to be established with the various partners (National Commissions, Sectors and Secretariat services).

Assessment of implementation

Generally speaking, an effort was made to contribute to the attainment of the objectives of 30 C/Resolution 50, which spells out how the Participation Programme is supposed to function, and outlines the principles, conditions and criteria governing it.

During the 2000-2001 biennium, the Participation Programme experienced several major changes, some of which were the definition of the precise criteria and appropriate procedures for granting emergency aid, and the reduction in the maximum number of requests that may be submitted by each Member State (from 15 to 12) and by each international NGO (from 5 to 3).

The global activity of the Participation Programme for the biennium may be summarized on the basis of the following figures:

- ▶ Total amount allocated to Member States, Associate Members and international non-governmental organizations (INGOs): US \$24,830,000.
- ▶ Number of requests received: 2,328 (amounting to US \$54,884,345).
- ▶ Of the 337 authorized INGOs, 60 submitted requests.
- ▶ Number of requests approved by the Director-General:
 - ▷ For Member States, Associate Members and other territories and INGOs, apart from emergency aid: 1,531 (amounting to US \$24,590,861 in total), broken down as follows:
 - ▶ For 192 Member States, Associate Members and other territories: 1,469 (amounting to US \$23,574,011);
 - ▶ For INGOs: 62 (amounting to US \$1,016,850).
 - ▷ For emergency aid: 18 (amounting to US \$420,000).
- ▶ Number of requests not approved: 96 from Member States, Associate Members and other territories, 3 from INGOs.
- ▶ In accordance with the resolution on the Participation Programme, 7 Member States were unable to receive the funds approved for 39 requests (approximately US \$600,000) due to their failure to submit financial reports.

In addition, it appears that activities relating to the priority groups were very limited. Member States were invited to enhance cooperation with groups which make up civil society and which pursue qualitative activities and initiatives for the protection of the environment, the fight against HIV/AIDS, literacy campaigns, etc.

Some lacunae remained in the Secretariat's implementation of and follow-up to Member States' projects. Some programme specialists did not pay the attention necessary to the implementation of Participation Programme activities requested by Member States. These activities, considered to be marginal, nevertheless form an integral part of the regular programme. Furthermore, it was only in October 2001 that a number of programme specialists took steps to enable several activities which had not been implemented to be transformed into financial contributions. With regard to Member States and international NGOs, efforts must be made during the current biennium to offset the shortage of expertise. The Sectors must manage the activities of the Participation Programme as integral components of the regular programme, which is not yet the case for most requests.

It has taken time to introduce new mechanisms. The 2000-2001 biennium was thus a period of transition for the Section. The Sectors now feel more involved and participate more consistently and professionally in the evaluation of the requests submitted.

Particularly successful activities

The main activities during the 2000-2001 biennium were the following:

- ▶ Establishment of the intersectoral working group on the Participation Programme: a mechanism for consultation and coordination, clarification, negotiation and decision-making;
- ▶ Dissemination of a new and more explicit form for Participation Programme requests;
- ▶ Systematic evaluation by the sectors and Secretariat services of the requests submitted by Member States under the C/5 Approved Programme.

Audit of the Participation Programme and Emergency Assistance

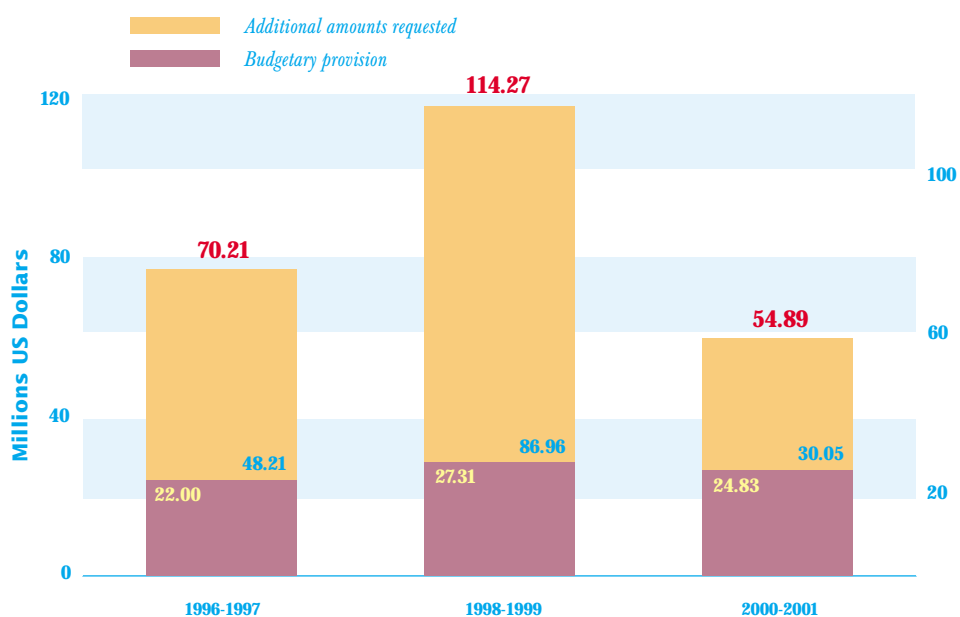
The audit of the Participation Programme and Emergency Assistance which was carried out during the biennium under consideration found that the PPE Unit within the Sector for External Relations and Cooperation (ERC) was administering the Programme:

- ▶ in conformity with 30 C/Resolution 50;
- ▶ strictly following new internal procedures put in place by the Director-General concerning the reception, approval and follow-up Participation Programme requests;
- ▶ respecting the criteria and procedures for providing emergency assistance;
- ▶ providing Member States with accurate and complete information.

However, the report made 24 recommendations on compliance with rules and regulations and administrative management in order to improve the efficiency and effectiveness of the management of these programmes. The PPE Unit and DCO accepted all of the recommendations.

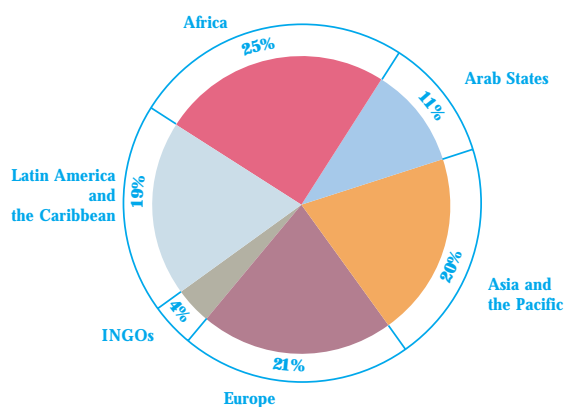
Of these findings and recommendations, the PPE Unit has fully implemented 18. As to those outstanding, the PPE Unit and DCO are in the process of implementing four and two recommendations respectively.

Participation Programme: budgetary provision and amounts requested, 1996-1997 to 2000-2001

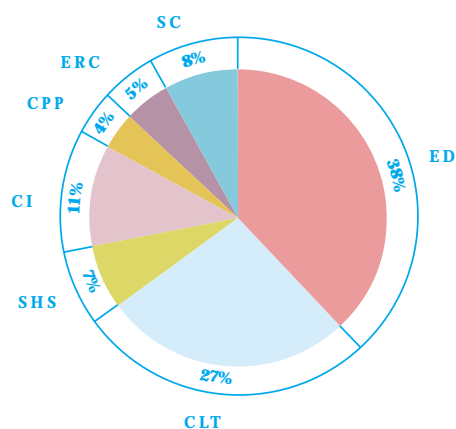


Requests approved by the Director-General, by region and by sector or programme, 2000-2001

A. By region



B. By sector



The following tables show the breakdown of requests approved for Member States, Associate Members and other territories by regions, UNESCO's fields of competence and priority groups, and also requests approved under Emergency Assistance:

	Number of requests	Amount approved US\$
Breakdown by region		
Region		
Africa	382	6 318 183
Arab States	166	2 559 500
Asia and the Pacific	309	5 019 880
Europe	316	4 895 673
Latin America and the Caribbean	296	4 780 775
Breakdown by sector		
Sector		
ED	508	7 744 292
SC	105	3 680 010
SHS	93	1 673 000
CLT	353	3 639 313
CI	142	2 440 030
Requests assigned to transverse activities: culture of peace and dialogue among civilizations		
Sector		
BSP (CLT + SHS)	55	860 000
Requests assigned to building the capacities of National Commissions		
Sector		
ERC	64	1 084 500
Breakdown by priority group		
Priority group		
Africa	382	6 318 183
Least developed countries	397	6 389 860
Women	68	1 126 500
Youth	110	1 673 900
Emergency assistance		
Member States		
Africa		
Congo	1	15 000
Eritrea	1	25 000
Ghana	1	25 000
Kenya	1	14 000
Malawi	1	25 000
Mozambique	1	25 000
Tanzania	1	25 000
Uganda	1	25 000
Asia and the Pacific		
Iran	1	25 000
Pakistan	2	42 000
Arab States		
Palestine	1	24 000
Sudan	1	25 000
Latin America and the Caribbean		
Belize	2	50 000
Ecuador	1	25 000
El Salvador	1	25 000
Peru	1	25 000
Total	18	420 000

The following tables show the breakdown of requests from international non-governmental organizations by region of project implementation, UNESCO's fields of competence and priority groups

	Number of requests	Amount approved US\$
Breakdown by region of project implementation		
Region		
Africa	10	175 000
Asia and the Pacific	4	44 000
Europe	22	328 500
Latin America and the Caribbean	6	121 250
Others	20	348 100
Breakdown by sector		
Sector		
ED	15	277 600
SC	4	55 000
SHS	19	281 000
CLT	14	258 000
CI	6	75 000
Requests approved under transverse activities: Culture of peace		
Sector		
BSP	2	30 250
Breakdown by priority group		
Priority group		
Africa	10	175 000
Least developed countries	3	45 000
Women	3	45 500
Youth	10	157 500

BREAKDOWN OF FUNDS BY REGION AND BY COUNTRY (including emergency assistance)

Africa

Country	Number of requests approved	Amount approved US\$	Observations
Angola	7	131 000	
Benin	9	153 992	
Botswana	7	134 000	
Burkina Faso	12	144 100	
Burundi	9	156 000	
Cameroon	8	146 500	
Cape Verde	7	90 000	Including US \$15,000 in E.A.
Central African Republic	9	143 000	
Chad	11	173 000	
Comoros	7	118 000	
Congo	10	151 000	Including US \$25,000 in E.A.
Côte D'Ivoire	7	140 000	
Democratic Republic of the Congo	10	166 500	Including US \$25,000 in E.A.
Equatorial Guinea	10	139 000	
Eritrea	9	155 000	
Ethiopia	9	160 300	
Gabon	8	135 000	Including US \$25,000 in E.A.
Gambia	10	111 900	
Ghana	8	173 000	
Guinea	9	125 000	
Guinea-Bissau	12	146 000	Including US \$25,000 in E.A.
Kenya	7	162 000	
Lesotho	11	178 000	
Liberia	11	172 000	
Madagascar	9	156 500	Including US \$25,000 in E.A.
Malawi	10	198 260	
Mali	9	167 000	Including US \$14,000 in E.A.
Mozambique	9	160 000	
Namibia	6	130 000	
Niger	12	155 000	
Nigeria	7	151 000	Including US \$25,000 in E.A.
Rwanda	10	148 266	
Sao Tome and Principe	11	165 000	
Senegal	8	146 000	
Seychelles	7	125 000	
Sierra Leone	10	168 000	
South Africa	7	142 200	
Swaziland	10	139 500	
Togo	8	166 665	
Uganda	12	199 000	
United Republic of Tanzania	10	174 500	
Zambia	11	165 000	
Zimbabwe	7	136 000	
Total region	390	6 497 183	

Latin America and the Caribbean

Country	Number of requests approved	Amount approved US\$	Observations
Antigua and Barbuda	8	130 000	
Argentina	9	135 000	
Aruba	6	110 000	
Bahamas	8	144 000	
Barbados	8	147 000	Including US \$50,000 in E.A.
Belize	9	149 500	
Bolivia	9	140 000	
Brazil	9	168 000	
British Virgin Islands	9	123 000	
Chile	8	114 000	
Colombia	9	140 000	
Costa Rica	11	144 200	
Cuba	8	154 000	
Dominica	6	136 000	Including US \$25,000 in E.A.
Dominican Republic	10	147 000	
Ecuador	11	167 000	
El Salvador	8	135 000	Including US \$25,000 in E.A.
Grenada	7	78 125	
Guatemala	9	140 000	
Guyana	8	149 000	
Haiti	11	174 000	
Honduras	7	142 000	
Jamaica	7	110 600	
Mexico	8	140 000	
Netherlands Antilles	8	143 150	
Nicaragua	9	128 000	
Panama	6	80 000	
Paraguay	11	140 000	Including US \$25,000 in E.A.
Peru	11	166 200	
Saint Kitts and Nevis	7	126 000	
Saint Lucia	7	123 000	
Saint Vincent and the Grenadines	9	147 000	
Suriname	7	141 000	
Trinidad and Tobago	7	144 000	
Uruguay	9	110 000	
Venezuela	7	140 000	
Total region	301	4 905 775	

BREAKDOWN OF FUNDS BY REGION AND BY COUNTRY (including emergency assistance) (continued)
Asia and the Pacific

Country	Number of requests approved	Amount approved US\$	Observations
Australia	4	95 000	
Bangladesh	10	185 000	
Bhutan	6	102 000	
Cambodia	13	162 000	
China	8	155 000	
Cook Islands	4	69 233	
Democratic People's Republic of Korea	7	121 000	
India	10	158 000	Including US \$25,000 in E.A.
Indonesia	9	180 000	
Iran	8	165 000	
Japan	4	65 000	
Kazakhstan	9	136 300	
Kiribati	7	61 000	
Kyrgyzstan	8	140 000	
Lao People's Democratic Republic	14	180 477	
Macao	1	10 000	
Malaysia	6	132 000	
Maldives	8	79 200	
Marshall Islands	7	115 000	
Micronesia (Federated States of)	8	123 000	
Mongolia	9	147 500	
Myanmar	6	93 000	
Nauru	8	118 770	
Nepal	13	184 300	
New Zealand	5	75 500	Including US \$42,000 in E.A.
Niue	3	63 000	
Pakistan	11	204 000	
Palau	9	133 400	
Papua New Guinea	11	148 000	
Philippines	8	155 000	
Republic of Korea	8	123 000	
Samoa	6	110 500	
Sri Lanka	7	136 000	
Tajikistan	11	117 500	
Thailand	8	132 000	
Tonga	7	131 000	
Turkmenistan	5	81 000	
Tuvalu	5	91 000	
Uzbekistan	7	130 000	
Vanuatu	7	133 20	
Viet Nam	7	145 000	
Total region	312	5 086 880	

Arab States

Country	Number of requests approved	Amount approved US\$	Observations
Algeria	9	182 000	
Bahrain	13	123 500	
Egypt	8	159 000	
Iraq	7	53 500	
Jordan	8	159 000	
Kuwait	9	66 000	
Lebanon	9	159 000	
Libyan Arab Jamahiriya	8	141 000	
Mauritania	13	179 500	
Morocco	9	158 000	
Oman	12	140 000	Including US \$24,000 in E.A.
Palestine	8	177 500	
Qatar	9	123 500	
Saudi Arabia	10	90 500	
Sudan	9	195 000	
Syrian Arab Republic	6	123 500	Including US \$25,000 in E.A.
Tunisia	8	155 000	
United Arab Emirates	4	55 000	
Yemen	9	171 000	
Total region	168	2 608 500	

BREAKDOWN OF FUNDS BY REGION AND BY COUNTRY (including emergency assistance) (continued)

Europe and North America (Group 1)

Country	Number of requests approved	Amount approved US\$	Observations
Andorra	10	91 500	
Austria	5	70 000	
Belgium	4	68 000	
Canada	4	70 000	
Cyprus	11	103 500	
Denmark	4	85 000	
Finland	4	70 000	
France	7	70 000	
Germany	4	65 000	
Greece	4	75 000	
Iceland	4	51 000	
Ireland	4	31 600	
Israel	7	135 000	
Italy	4	75 000	
Luxembourg	1	20 000	
Malta	8	124 000	
Monaco	3	50 000	
Netherlands	6	65 000	
Norway	5	70 000	
Portugal	4	70 000	
San Marino	4	68 000	
Spain	7	65 000	
Sweden	3	65 000	
Switzerland	6	69 863	
Turkey	8	148 000	
United Kingdom of Great Britain and Northern Ireland	4	70 000	
Total Europe and North America (Group 1)	134*	1 945 463	

Europe and North America (Group 2)

Country	Number of requests approved	Amount approved US\$	Observations
Albania	9	135 000	
Armenia	8	143 000	
Azerbaijan	9	131 000	
Belarus	8	137 800	
Bosnia and Herzegovina	9	140 500	
Bulgaria	7	138 000	
Croatia	7	131 000	
Czech Republic	11	132 700	
Estonia	7	146 000	
Georgia	11	155 000	
Hungary	8	145 000	
Latvia	7	140 000	
Lithuania	8	142 000	
Poland	4	100 000	
Republic of Moldova	9	91 710	
Romania	10	139 000	
Russian Federation	12	151 000	
Slovakia	6	125 000	
Slovenia	8	101 000	
The former Yugoslav Republic of Macedonia	8	145 000	
Ukraine	9	144 000	
Yugoslavia	8	136 000	
Total Europe (Group 2)	182	2 950 210	
Total Region	316	4 895 673	

* The above total takes into account the merger of two requests.

BREAKDOWN OF FUNDS BY INTERNATIONAL NON-GOVERNMENTAL ORGANIZATION (INGO)

INGO	Number of requests approved	Amount approved US\$
AASSREC (Association of Asian Social Science Research Councils / Association des conseils asiatiques pour la recherche en sciences sociales)	1	12,000
AESAL / EAASH (Académie européenne des sciences, des arts et des lettres / European Academy of Arts, Sciences and Humanities)	1	12,000
AICA (Association internationale des critiques d'art / International Association of Art Critics)	1	20,000
AIJD / IADL (Association internationale des juristes démocrates / International Association of Democratic Lawyers)	1	20,000
AIU / IAU (Association internationale des universités / International Association of Universities)	1	20,000
AMIC (Asian Media Information and Communication Centre / Centre asiatique d'information sur les recherches en communication de masse)	1	10,000
AMPS (Association mondiale de prospective sociale / World Social Prospects Association)	1	15,000
APICE (Association panaméricaine des institutions de crédit éducatif / Pan-American Association of Educational Credit Institutions)	1	20,000
CCIVS / CCSVI (Co-ordinating Committee for International Voluntary Service / Comité de coordination du service volontaire international)	1	20,000
CICT / IFTC (Conseil international du cinéma, de la télévision et de la communication audiovisuelle / International Council for Film, Television and Audiovisual Communication)	1	10,000
CID / IDC (Conseil international de la danse / International Dance Council)	1	15,000
CIM / IMC (Conseil international de la musique / International Music Council)	1	20,000
CIOFF (Conseil international des organisations de festivals de folklore et d'arts traditionnels / International Council of Organizations for Folklore Festivals and Folk Art)	1	10,000
CIPSH / ICPHS (Conseil international de la philosophie et des sciences humaines / International Council for Philosophy and Humanistic Studies)	1	20,000
CIRTEF (Conseil international des radios-télévisions d'expression française / French-Speaking Radio and Television International Council)	1	20,000
CISS / ISSC (Conseil international des sciences sociales / International Social Science Council)	1	20,000
CRE COLUMBUS (Association des universités européennes / European University Association)	1	20,000
FIA (Fédération internationale des acteurs / International Federation of Actors)	1	18,000
FIAPA (Fédération internationale des associations de personnes âgées / International Federation of Associations of the Elderly)	1	20,000
FIDH / IFHR (Fédération internationale des ligues des droits de l'homme / International Federation of Human Rights Leagues)	1	20,000
FIEF / IFHE (Fédération internationale pour l'économie familiale / International Federation For Home Economics)	1	20,000
FIM (Fédération internationale des musiciens / International Federation of Musicians)	1	20,000
FMACU / WFUCA (Fédération mondiale des associations, centres et clubs UNESCO / World Federation of UNESCO Clubs, Centres and Associations)	1	20,000
HOPE 87 (Hundreds of Original Projects for Employment)	1	15,000
IAAS (International Association of Agricultural Students / Association internationale des étudiants en agriculture)	1	11,000
IAC EX-IRTAC (International Association for Counselling / Association internationale pour le conseil psychologique)	1	15,000
IACEE (International Association for Continuing Engineering Education)	1	15,000
IAESTE (International Association for the Exchange of Students for Technical Experience / Association internationale pour l'échange d'étudiants en vue de l'acquisition d'une expérience technique)	1	10,000
IAUP (International Association of University Presidents / Association internationale des recteurs d'universités)	1	15,000
IBF / FIL (International Booksellers Federation / Fédération internationale des libraires)	1	2,000
ICET (International Council for Engineering and Technology / Conseil international des sciences de l'ingénieur et de la technologie)	3	20,000

INGO		Number of requests approved	Amount approved US\$
ICET / CIPE	(International Council on Education for Teaching / Conseil international de la préparation à l'enseignement)	1	20,000
ICMICA / MIIC	(Pax Romana, International Catholic Movement for Intellectual and Cultural Affairs / Pax Romana, Mouvement international des intellectuels catholiques)	1	15,000
ICTM / CIMT	(International Council for Traditional Music / Conseil international de la musique traditionnelle)	1	20,000
ICW / CIF	(International Council of Women / Conseil international des femmes)	1	5,500
IFID / FIID	(International Federation for Information and Documentation / Fédération internationale d'information et de documentation)	1	20,000
IFMSA	(International Federation of Medical Students' Association / Fédération internationale des associations d'étudiants en médecine)	1	20,000
IFUW / FIFDU	(International Federation of University Women / Fédération internationale des femmes diplômées des universités)	1	20,000
IFWEA / FIAET	(International Federation of Workers' Educational Associations / Fédération internationale des associations pour l'éducation des travailleurs)	1	15,000
IIAS / IISA	(International Institute of Administrative Sciences / Institut international des sciences administratives)	1	15,000
INCORVUZ-XXI	(International Coordination Council of Educational Institutions Alumni / Association internationale des diplômés des institutions éducatives soviétiques)	1	10,000
INSULA	(International Scientific Council for Island Development / Conseil scientifique international pour le développement des îles)	1	20,000
ISI / IIS	(International Statistical Institute / Institut international de statistique)	1	20,000
ITI / IIT	(International Theatre Institute / Institut international du théâtre)	1	20,000
JMI	(Jeunesses musicales International)	1	20,000
MDS	(Maison internationale de la poésie)	1	15,000
MIJARC	(La maison de sagesse)	1	17,600
OIDEL	(Mouvement international de la jeunesse agricole et rurale catholique / International Movement of Catholic Agricultural and Rural Youth)	1	5,000
PAX CHRISTI	(Organisation internationale pour le développement de la liberté d'enseignement / International Organization for the Development of Freedom of Education)	1	10,000
PEN	(Pax Christi International)	1	7,500
PINA	(International PEN / Fédération internationale des PEN clubs)	1	20,000
RSF	(Pacific Islands News Association / Association des médias des îles du pacifique)	1	15,000
UIE / IPA	(Reporters sans frontières-International)	1	18,000
WAER / AMSE	(Union internationale des éditeurs / International Publishers Association)	1	20,000
WCCI / CME	(World Association for Educational Research / Association mondiale des sciences de l'éducation)	1	20,000
WCT / CSME	(World Council for Curriculum and Instruction / Conseil mondial d'éducation)	1	20,000
WFSF	(World Confederation of Teachers / Confédération syndicale mondiale de l'enseignement)	1	20,000
WLRA	(World Futures Studies Federation / Fédération mondiale pour les études sur le futur)	1	20,000
WOSM / OMMS	(World Leisure and Recreation Association / Association mondiale pour les loisirs et la création)	1	20,000
	(World Organization of the Scout Movement / Organisation mondiale du mouvement scout)	1	23,250
Total amount approved		63	1,016,850

I. IMPLEMENTATION

I.2 Information and dissemination services

Information and dissemination services

Clearing House

UNESCO Publishing Office

Office of Monthly Periodicals

Office of Public Information

Information and dissemination services

Clearing House

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Access to 120 databases and 57 information services at Headquarters and in the field; dissemination via the Internet and CD-ROM.	Updating of the inventory of databases and information services.	Fully restructured Internet access classified by type of service/database and by major theme – http://www.unesco.org/unesdi
Access to UNESCO's databases (12), to the <i>Index Translationum</i> (1.2 million bibliographic references), to resolutions and decisions since 1946 and to documents of the governing bodies (1998-1999).	Transfer to CD-ROM of reference works.	Increased dissemination within field offices, National Commissions, national libraries and some university libraries.
Management of the Internet site.	Development of the Internet site: increase in the site size – doubling the number of pages (100,000 by the end of 2001). 80 databases accessible online (40 by the end of 1999); An online investigation carried out in December 2000 shed light on the socio-demographic profile, expectations and needs of users.	Twice the number of consultations (3.5 million pages viewed and 1 million visitors in December 2001, from 194 different countries).
Training in the new information and communication technologies and improvement of UNESCO's visibility.	Seminar on the new ICTs in Central Asia bringing together 20 participants from nine countries in Central Asia, and the Caucasus (October 2000), in cooperation with the UNESCO Office in Almaty and the Kazakhstan National Commission for UNESCO; Training workshop for information specialists working in field offices bringing together 27 participants from field offices (November 2001, Headquarters).	Increased knowledge in Central Asia of information available at UNESCO; Assistance for local production of CD-ROMs and Internet sites; Intense dialogue among all participants; Exchange of information among specialists which is continuing by email (discussion group); Significant increase in use of the new ICTs.

Assessment of implementation

A number of actions have together led to a substantial improvement in access to information sources as a whole and to the progressive integration of the sectoral information services into a comprehensive system backed by the new technologies. Noteworthy among those actions are:

- ▶ updating of the inventory of Secretariat databases and information services, as well as publication of the corresponding lists;
- ▶ development of UNESDOC, a database providing access via the Internet to all documents produced by UNESCO since 1995, all the resolutions and decisions since 1946 and the Director-General's speeches since 1987. Searches are carried out either by queries based directly on words appearing in documents or by the use of bibliographic elements (key words, document code, date and so forth);
- ▶ production of new versions of the database and *Index Translationum* CD-ROMs and the first CD-ROM versions of resolutions/decisions (1946-1999) and documents of governing body (1998-1999);
- ▶ online access, for members of the Secretariat, to numerous information sources and in particular to more than 10,000 periodicals and a geopolitical database.

The UNESCO Internet site has developed substantially, with an increase in the number of pages accessible (rising from 37,000 pages at the end of 1999 to more than 100,000 pages at the end of 2001), a doubling of the number of consultations (3.5 million pages viewed in December 2001), an increase in visitor numbers (1 million in December 2001) and the creation of numerous dynamic Internet sites. Preliminary studies for the setting up of the collaborative knowledge portal began in June 2001. Efforts should be made to continue developing the UNESCO Internet site and to make it more user-friendly and interactive. At the same time, it is essential to maintain, as far as possible, the circulation of information

through various media (print, CD-ROM and others) so that users can select those best suited to them depending on the technology at their disposal.

Internet access for the National Commissions has significantly improved: 120 of them have electronic mail and 28 have created their own Internet sites, accessible through the National Commissions homepage.

The UNESCO library has continued to improve access to electronic services, which are increasingly appreciated both at Headquarters and in the field. The reading room was modernized through the installation of six workstations providing access to the Internet and numerous CD-ROMs.

The UNESCO archives have begun to restructure their file management system with a view to preserving and developing the Organization's institutional memory. In order to make it possible to persevere with this reform, adequate resources must be allocated (see section on Headquarters, Maintenance and Security).

Particularly successful activities

- (1) New presentation and user-friendly access to UNESCO's databases and information services classified by type of service/database and by theme;
- (2) Providing access to the full text of 20,000 UNESCO documents, UNESDOC has become a major point of access to the Organization's documents. This service is now indispensable for easy retrieval of documents;
- (3) Putting the UNESCO Thesaurus online, thereby providing the Organization with great visibility. This reference tool is one of the major achievements of the UNESCO Publishing Section. The success of the Thesaurus is reflected in its status as a work of reference for the international information community, as well as by its being the Organization's best-selling publication. It is clear that availing staff, particularly in the field, of this wealth of online resources is greatly appreciated and increasing efficiency (<http://www.ulcc.ac.uk/unesco>).

Information and dissemination services

UNESCO Publishing Office

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Online purchase via secure payment facility, access to free online PDF texts.	Development and launching of new UNESCO Publishing website.	Rapid treatment of online orders; Availing of more than 100 titles online in PDF format.
Print on demand for out-of-print titles/rationalization of production.	Efforts were made to keep up with latest methods of book production including preparation of Postscript/PDF formats at same time.	Faster production time of free online texts of printed titles – manuscript published in four to six months, as opposed to eight months.
Involvement of regional bureaux in decentralization of stock for sale.	Due to the fact that most regional bureaux are not structured for stocking and selling publications, action on this has been slow. A number of regional bureaux however act as UNESCO Publishing sales agents.	Reinforcement of existing regional bureaux which act as sales agents by financial and technical contributions for participation in book fairs and book events (in Asia, Africa and Latin America).
A more dynamic sales policy especially for gift shop items.	The operation of the gift shop was reviewed as to the quality of its offers and the shop was integrated into and installed next to bookshop.	Increase in the overall sales value of gifts and other related items.
Ninety-eight co-publishing contracts for the official languages and 86 licensing contracts for non-official languages.	Active search of publishers in the Arabic, Chinese and Russian languages, as well as publishers in non-official languages of the Organization in different Member States.	Increase of co-publications: 13 titles in Arabic, 10 in Chinese and 23 in Russian; Publication of books in 35 non-official languages.
Better financial terms.	Diversification of the choice of publishers and price control.	Decrease in the average expenditure by 20% and increase in income from royalties of 40.7%.
Three books and three CD-ROMs.	Choice of subjects likely to highlight UNESCO and UNESCO's main programmes.	Publication of book on UNESCO for adults (English and French) and another for children (English, French and Spanish) and two CD-ROMs for young users, in French.
Translations financed by extrabudgetary funds.	Partnership with the Agence intergouvernementale de la	Publication of Volumes I and II of <i>History of Mankind</i> in French during 2000 and 2001, as well

Lessons learnt for future service improvement:

- ▶ This was a biennium of transition. It was difficult to implement practices that involved policy decisions – whether regional offices should stock and sell UNESCO publications, for example, or whether changes in traditional methods of production (passing to print on demand, emphasis on online availability, reduction of number of printed titles) be instituted. A clear UNESCO policy on publications (documents, free online publications, sales publications) will make the implementation of future C/5 documents more rational.
 - ▶ Establishment of long-lasting partnerships with publishers for both co-publishing and licensing agreements, applying strict financial control. Quality control of manuscripts in order to find publishers with an established reputation on the book market. Extradudgetary funds are vital to finance major publishing projects and multi-media products.
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UNESCO Publishing Office (audiovisual)

Cataloguing and archiving online of UNESCO's photographic, audio, video and radio documents.

Digitization of photographs; Negotiation of contracts for acquisition of photographs, regular updating of the video database resulting in better service, especially for the least developed countries, for which this tool is particularly useful.

Creation of an online photograph database (15,000 digital images illustrating the Organization's activities); Creation of an online video database; Production of a catalogue of UNESCO videos; Creation of an audio database.

Production and co-production of videos.

Technical equipment in the video studio made available for postproduction of co-productions; Live video broadcasting on the Intranet of the final meeting of the 162nd session of the Executive Board.

Co-production of three videos (*Le Mont Perdu*, *Filles d'Iran* and *Timgad*).

Mediatization of major UNESCO events, including: campaign to protect the Buddhas of Bamiyan, World Education Forum (Dakar), the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (Durban).

Dissemination of information to the audiovisual press; Production, editing and circulation of video reports; Establishment of a partnership with AITV (International Television Agency); Production of streaming video sequences shown on the UNESCO Internet site; Mailing of cassettes to television stations lacking optical fibre systems.

Increase in requests for interviews with the UNESCO staff in charge; Use of UNESCO photographs by the international press; Dissemination of reports on subjects concerning UNESCO by international media such as BBC, CNN, etc.

Lessons learnt for future service improvement:

- ▶ The Audiovisual Unit suffered during the entire biennium as a result of a freeze on several posts. The film/video database is in French only. Since its creation, UNESCO has archived its films exclusively in French. Staffing problems have prevented the translation of the database into English. This weakness is especially significant in that more than 80% of the visitors to UNESCO's website choose the English version. The existence of the film/video database has therefore mainly led to increased distribution in French-speaking countries.
 - ▶ Despite UPS's efforts, the Sectors continued to waste money on audiovisual productions of mediocre quality, produced outside the framework of UNESCO regulations. Pending a possible revision of the Administrative Manual with regard to the protection of audiovisual materials, it is important that everyone comply with the letter and the spirit of item 1326 of the Manual as it currently stands.
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Information and dissemination services

Office of Monthly Periodicals

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Adaptation of the magazine to readers.	Form of the message made more youthful; Modernization of the layout.	Small but steady decrease in sales of the three Headquarters editions (41,900 as of 1 January 2000; 37,100 as of 31 September 2001).
Opening of distribution channels.	New channels for subscriber prospecting, in particular through the Internet.	Kiosk vending in 40 new countries.
Launching of new editions.	25th co-publication (in Sardinian); Suspension of the monthly <i>UNESCO Courier</i> in its current form.	Quasi stable dissemination of co-publications during the biennium.
Development of the distribution list for <i>Sources</i> . <i>NB</i> : publication of this magazine has been suspended.	Numerous journalists added to the distribution list.	Creation of an Internet site for <i>Sources</i> .

Information and dissemination services

Bureau of Public Information

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
<p>Preparation of press releases (283 during the biennium), media advisories (93) and timetables of events (24).</p> <p>Production of press releases on themes including “No to Illicit Traffic in Cultural Property” (E/F/S); “Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity”.</p> <p>Organization of press coverage of major events at Headquarters and in the field singled out for special media attention (for example, L’Oréal/UNESCO Prize award ceremony, Dakar World Education Forum).</p>	<p>Launching in May-June 2001 of a new weekly internal communication bulletin, <i>Newsbrief</i> (cessation of activity after seven weeks).</p>	<p>Thirteen thematic press reviews: most popular themes: education/literacy; Afghanistan; General Conference; the Buddhas of Bamiyan (efforts to save them and their subsequent destruction were, in terms of UNESCO’s fields of competence, the most high-profile media subjects during the biennium under review). Media interest in UNESCO was unprecedented for the decade: hundreds of interviews (many of them with the Director-General and the Assistant Director-General for Culture) were organized by BPI.</p>

Lessons learnt for future service improvement:

- ▶ A broad-scale approach (through press releases, op-ed articles, interviews in the written and audiovisual press, a BPI website) was used to raise awareness about UNESCO's efforts in its priority fields of action, in particular education (EFA press campaign before and after Dakar), protection of the heritage and cultural diversity (campaign relating to the Buddhas of Bamiyan), the ethics of science and the programme of reform introduced by the new Director-General. All this has helped to increase UNESCO's visibility. These favourable results were nevertheless occasional rather than continuous, since there were not enough human resources to provide coverage throughout the year for all the Organization's programmes. Combining the resources of the Bureau of Public Information (BPI), the Office of Monthly Periodicals (OPM), the Audiovisual Section (BPI/AUD) and a new web unit, the new public information strategy launched in January 2002, will make it possible to identify all, or nearly all, of the initiatives suitable for mediatization, transform them into words and images so that the press can disseminate them and increase the number of media with which UNESCO maintains regular contact, in all regions of the world.
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Assessment of implementation

Taking stock of its lack of visibility, UNESCO, in the course of the 2000-2001 biennium and under the guidance of the Executive Board, carried out an in-depth examination of its information and dissemination strategies resulting in a redefinition of objectives and working methods. Various sections and units, which had been dispersed across the Organization, were brought together under a newly created Bureau of Public Information (BPI). The Bureau's Director was recruited and joined UNESCO in July 2001. His appointment was followed shortly by that of a new spokesperson for the Director-General.

The main objective of the new public information strategy is to build a permanent working relationship with the mass media in all parts of the world. To achieve this, BPI will, in cooperation with each sector, identify all events, reports, publications and other opportunities likely to be of interest to the media and general public and, on this basis, establish a calendar of media-oriented events covering all major programmes and initiatives throughout the year. In a second phase, to be initiated during the 2002-2003 biennium, media-training workshops conducted region by region will help UNESCO Offices in the field and National Commissions develop media action plans of their own.

Pending a complete redistribution of roles among former OPI, OPM and UPO/AUD staff which could only be put into effect in January 2002, early efforts concentrated on developing new standards of quality for all written material produced for public dissemination and the adoption of a news oriented approach for video production. Considerable time and energy was devoted to the redeployment of staff in OPM following the Director-General's decision to abolish *Sources* and to reduce publication of the *Courrier* from 12 to two issues per year.

Particularly successful activities

Following countless briefings of journalists over many months, drawing attention to UNESCO's pioneering efforts to protect underwater cultural heritage, the publication, on 29 October 2001, of press release 2001-118, *Protecting Underwater Heritage from Treasure Hunters* (preceding the adoption of the Convention by the General

Conference on 2 November) and the simultaneous distribution of an accompanying B-roll to television broadcasters around the world resulted in extensive media coverage in all regions. Newspapers everywhere and no less than ten news agencies, in seven languages, produced articles and dispatches on the subject. Television news programmes all around the planet used the video footage provided by UNESCO, reaching tens of millions of viewers on prime time. The European Broadcasting Union made the footage available free of charge to its 116 affiliates and AP and Reuters television responded similarly. Several channels have featured this material on their websites. Radio coverage was likewise extensive with interviews and news items broadcast by the BBC World Service and Channel 4 in the United Kingdom, by numerous radios in France, including RFI, NPR in the United States and different stations in the Republic of Korea, New Zealand, Australia and elsewhere.

BPI/AUD has produced at least one filmed sequence per week on UNESCO's activities for CNN during the biennium. All the sequences were multi-broadcasted by CNN (up to three broadcasts per week). This is an excellent illustration of cooperation with a multimedia group, since the features produced by UNESCO were also used by CNN and AOL on their various websites. Those sequences were also broadcast on national television stations which use CNN to supply their international news coverage. Thus far, UNESCO has produced more than 400 features for CNN. The partnership between UNESCO and CNN, which began in 1991, is based on mutual trust, with each partner maintaining its editorial freedom.

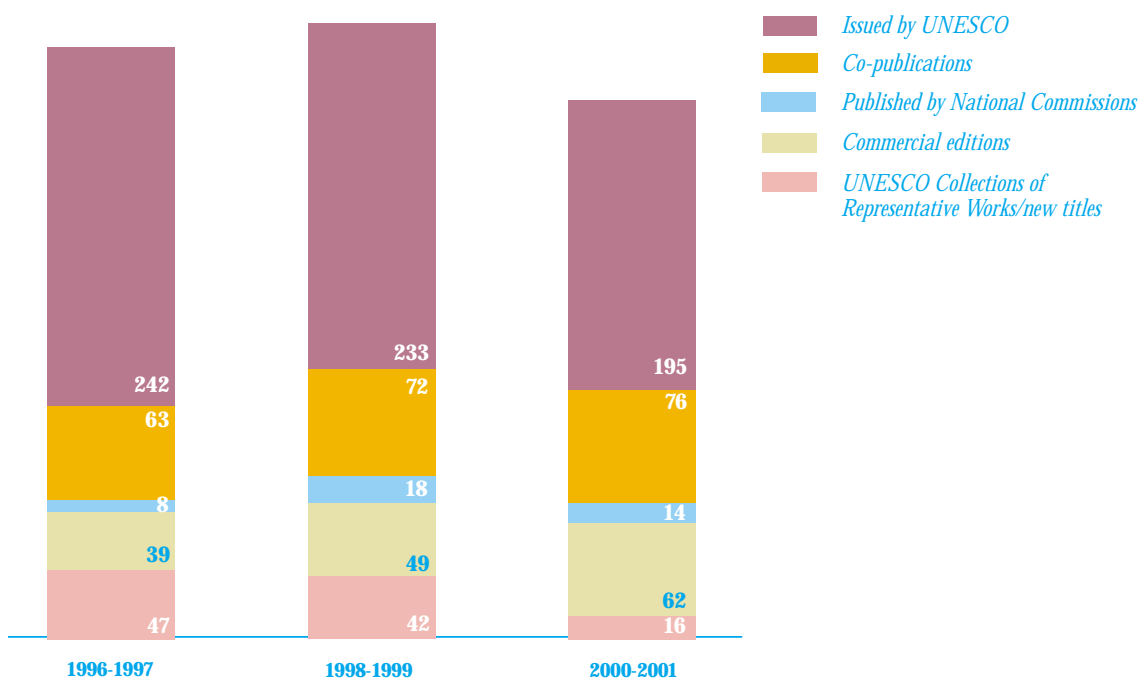
Over the years, BPI has increased the number of sequences and has improved their quality: during the last biennium, BPI was able to attain a weekly output and drastically reduce the number of sequences showing meetings taking place at Headquarters. It increased the number of sequences illustrating, with relevant images, UNESCO's activities carried out in its Member States. Outstanding features include a report on the underwater heritage, several sequences on the oral and intangible heritage, several sequences on the World Heritage sites and several sequences on Education Sector projects.

Publications

Statistics concerning publications issued in 2000-2001

I. Issued by UNESCO or in co-publications (official languages)		
New titles under UNESCO's sole imprint		195
Co-publications		76
UNESCO Collection of Representative Works/new titles		16
	Total	287
II. Issued by outside publishers (non-official languages)		
UNESCO works published by National Commissions		14
Commercial editions of UNESCO publications		62
	Total	76
	Grand Total	363

Number of UNESCO publications issued from 1996-2001 by type of publisher



II. MANAGEMENT OF THE ORGANIZATION

Office of the Assistant Director-General for Management and Administration Sector for External Relations and Cooperation General Policy and Direction

Governing bodies

Financial management

Legal services

Programming

Evaluation

Human Resources Management

Assessment of Management and Administration

*Assistant Director-General
for Management and Administration*

Administrative services are indispensable to UNESCO's programme execution, as well as to the normal functioning of the Organization and its governing bodies. During the biennium under consideration, despite severe budgetary and resources constraints (including personnel) imposed by consecutive zero-nominal growth budgets, the support services succeeded in providing a satisfactory level of support and backstopping through sound management of financial resources, normal functioning of the Organization's information technology systems, maintenance and renovation of premises, security, document production, translation and interpretation, procurement, conferences, cultural events and the clearing house.

The main objectives, in the field of Information technology systems and the clearing house, i.e. increasing the capacity of the services, their reliability, as well as their security, were achieved. In particular, the installation of new ERP central computer systems for FABS has been completed in a timely manner. The access of field offices to the Internet and Intranet has also been improved. For example, the use of Internet was notably increased and anti-virus procedures were put in place in order to minimize risks. ADM plans to continue its efforts in this respect during the next biennium in order to optimize Internet access for the whole Secretariat. In addition, several combined activities have been undertaken. These include the new presentation, user-friendly access to all the Organization's databases, access to 20,000 UNESCO documents (UNESDOC), development of the Internet site and the online Thesaurus (one of UNESCO's best-selling publications). These additions have made a significant contribution to enhancing the visibility of the Organization's actions.

The 2000-2001 biennium was crucial for the Organization in respect of the urgent need for the rehabilitation of the Headquarters buildings. Substantial renovation was needed because the buildings have aged considerably, have not been adequately maintained, and were built using techniques that have become obsolete today. Apart from the construction of extensions, little work has been done over the last 40 years. The buildings were thus in a very poor state, with concrete sunshields crumbling away in parts, glass sunscreens falling off, and water leaking from the terraces into conference rooms. Extreme wear and tear was also found in all the concourses and reception areas, corridors and passages, and so on.

In conformity with 30 C/Resolution 76, the implementation of the first phase of the Renovation Plan (\$21.5 million) was started during the biennium under consideration. It was oriented towards improving safety and security conditions at the Headquarters' Fontenoy premises. This first phase will be completed in early 2004. As a result of this work, safety conditions at Headquarters have been significantly improved. In addition, financing (regular budget and voluntary contributions from a number of Member States) for the completion of Phase I was ensured and the foundations for implementing the other phases of the renovation work were laid. However, the current Renovation Plan relates to Fontenoy premises only. Its extension to the Miollis and Bonvin sites remains indispensable.

The governing bodies, concerned by the dilapidated state of the Organization's buildings, came to the conclusion that this was the result of a combination of many years of insufficient maintenance and of the severe understaffing of the Organization's maintenance workshops. They therefore recommended that the maintenance budget should not go below 3% to 4% of the building's value and that a realistic budget line for maintenance be introduced into document 32 C/5.

The events of 11 September 2001 prompted the Organization to consider inadequacies in the available security arrangements. Although UNESCO has thus far succeeded in avoiding any major incidents, important improvements in this domain during the course of the 2002-2003 biennium are nevertheless crucial.

In spite of a drastic reduction in staffing levels and a stagnation of financial resources (especially for temporary assistance),

which were not matched by a proportional decrease in workload, overall delivery of the translation and document services to the governing bodies and the Secretariat continued to be satisfactory. This was, however, achieved at the expense of output quality, working conditions and staff morale. Work pressure and production priorities also made it difficult for ADM to further improve and rationalize internal management procedures and develop or introduce new working tools (such as computer-aided translation, integrated document monitoring and tracking system). With regard to translation, the development of outsourcing as a means of increasing cost-effectiveness and promoting a more balanced use of all working languages will require some internal organizational adjustments and will increase the administrative workload of supervisors in the various language units. Furthermore, given that the staff component in some of these units is now below the critical mass as a result of staffing cuts in the last biennium, it would appear that the creation of a limited number of new posts is called for. With regard to the document reproduction units, management was affected by vacancies in several key positions. Resolute streamlining and rationalization action undertaken during the second semester of the biennium made it possible to substantially improve the situation and to lay the foundations for a possible policy approach based on progressive outsourcing of the greater part of the production.

Preparations for SAP implementation and a new in-house standardized ordering process were the principal foci for the Procurement section. Preparations were also made, under SAP, for a significant reduction in stored assets. Commodity contracting for supplying field projects has been dominated by the Oil for Food Programme for Iraq and a separate section, financed by extrabudgetary resources and dealing specifically with this Programme, has been created. However, this section's regular activities are now in difficulties due to the continuing staff reduction policies, and they are hampered by a lack of resources for investment in new informatics systems, which are not covered by SAP, to support activities in the field. In addition, the lack of centralized information systems has continued to impede centralized backstopping of decentralized procurement and contracting. Some field training has been undertaken, however, to help minimize potential problem areas. In respect of maintenance related activities, these continue to be developed within all sectors and the inclusion of such concepts in a range of UNESCO's regular programme and extrabudgetary activities is encouraged through a loose trans-sectoral network.

The 2000-2001 biennium was a major one for the financial services. In addition to the core responsibility of maintaining the accounts and treasury of the Organization (the latter without recourse to borrowing after February 2000), considerable time and effort were spent in the development of a new finance and budget system (FABS). The support given to the dedicated FABS development team through participation in workshops on financial and administrative procedures and the validation of such procedures constituted a major contribution towards the success of completing the FABS development on a timely basis.

To conclude, it has been evident for some time that the administrative services require substantial investment if they are to evolve satisfactorily. There is a need for them not only to modernize and ensure a more relevant long-range planning, but also to be provided with resources, which would be sufficient for adapting to the evolving needs of the Organization. The Headquarters renovation plan and IT modernization provide evidence of the dangers that arise from continuously under-estimating and under-budgeting support services, and the resulting heavy costs and risks that the Organization has to face through delayed action.

Office of the Assistant Director-General for Management and Administration

Bureau of the Comptroller

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
<p>Expenditure control, including management of obligations and payment requests; Treasury, including the management of bank accounts, receipts, payments and investments; Keeping accounts, including those of field offices.</p>	<p>Information technology has been used to improve services and DCO priority for further improvements focuses on work methods and new IT tools. Of prime importance is the need to reduce the time taken on transactions so as to be able to increase the time available for proactive management reporting.</p>	<p>New supernumerary IT software (SESAM) was successfully put into operation and used throughout Headquarters. The software manages contracts, payment requests and social security returns, and maintains database of related information; Employment of IT to modernize method of making most payments through the banking system, through the use of state-of-the-art software developed by UNESCO's two principal banks.</p>
<p>Assistance in development of new finance and budget management system (FABS).</p>	<p>DCO personnel were in the forefront in the ongoing process of replacing the outdated computer system for budget and finance with FABS. This entailed attending many workshops and taking lead responsibility for certain major areas of the processes.</p>	<p>Blueprints for FABS development validated; Related implementation of FABS by specialist team well advanced by 31 December 2001.</p>

Lessons learnt for future service improvement:

- ▶ The General Conference's acceptance that an amount not to exceed 2% of the original appropriation of document 30 C/5 be carried forward is a landmark decision in modern management that enables the Organization to manage its programme and obligations more efficiently and effectively.

Assessment of implementation

The development and implementation of the new IT software for supernumeraries (SESAM) has contributed significantly to creating a more rational system for the management of this category of contract staff. In SESAM, UNESCO has a database, which, for the first time, enables administrative officers to prepare supernumerary contracts in a standard fashion, that ensure that funds are available and thus that their monthly payments are made in a timely manner.

During the 2000-2001 biennium, UNESCO modernized its method of sending payment instructions by electronic transfer through the use of the highly secure electronic payment systems of its two principal banks. In contrast to the situation under the old computer system, where such

instructions needed to be manually input into the systems by personnel from the Treasury Section, payment instructions generated through FABS are transferred electronically through the banking interface system. These interfaces also enable payment requests calculated in SESAM or the old Payroll IT system to be paid electronically without the need for manual input.

During the biennium, considerable DCO time was spent on the development of FABS. The division's activities included the seconding of some key staff members on a full time basis to the FABS specialist team, as well as major assistance by other staff in the development and validation of relevant blueprints. The development of FABS progressed well and DCO staff were in the forefront for testing the end product as and when it became available.

Office of the Assistant Director-General for Management and Administration

Bureau of the Documentation, Informatics Services and Telecommunication

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Integrated management software package (ERP).	Preparation of the infrastructure for modernization of the finance and budget system (FABS) using the SAP software package.	Infrastructure (services, software) installed in time for the launch of FABS and the necessary user training.
Management of the mainframe.	Extension of accessibility to 22 hours per day.	Easier access for field offices.
Connections with regional offices.	Renegotiation of the contract with SITA to transfer to IP connections with regional offices; Feasibility study of a virtual private network and initial tests carried out with the Montreal Institute of Statistics.	Thirty-eight offices connected through the IP system and 21 in the process of being connected.
Management of UNESCO's internal network.	Installation of a new inter-building switching computer.	More reliable links.
Computer hardware purchasing policy.	Definition of standards for hardware and software.	Rational management of the basic facilities already in place, which facilitates the work of the Helpdesk.
Introduction of the euro.	Transfer to the euro in all the Organization's information systems.	

Assessment of implementation

DIT's main objectives for the biennium were to increase the availability and reliability of its services and to improve the security of information systems and networks.

Globally, DIT has achieved its initial objectives, the most important being preparation of the data-processing infrastructure for the new finance and budget system (FABS) in time for the system's launch.

The operations control room has been reorganized and the main servers regrouped. Power supply problems are being dealt with. The installation of a new switching computer has significantly improved the quality of computer links between the various buildings.

Links with offices away from Headquarters have been substantially improved owing to the renegotiation of the contract with SITA and the transfer to IP connections. In all, 38 offices are now linked up by IP, and 21 are having IP links installed.

Standards have been defined for hardware and software, which facilitates the purchase of computer equipment and

renders it possible for the Helpdesk to manage the facilities already installed in a rational way.

As regards the Internet particularly email, the use of which increased very significantly during the biennium (from 40,000 to 60,000 messages per day), procedures have been introduced to reduce to a minimum the risks connected with the proliferation of viruses. The first phase of the improvement of the bandwidth has been completed (increased to 4 megabits). Instruments to manage and monitor information flows on our network have begun to be tested. These instruments enable us to optimize use of our Internet connection (bandwidth) and to speed up access. This work will have to be continued during the next biennium.

The introduction of the euro did not disrupt UNESCO information systems as a whole, i.e. pay, pensions, medical benefits, ISLS, publications and, lastly, the former finance system, which was modified on the mainframe as a precautionary measure, although from 2002 onwards everything will be managed through the new FABS system.

Office of the Assistant Director-General for Management and Administration

Renovation, maintenance and security of Headquarters premises

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
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Renovation of Headquarters premises

Management of renovation works in Headquarters' premises.

Implementation of first phase of the Renovation Plan (\$21.5 million). The renovation was oriented towards improving safety and security conditions at Headquarters Fontenoy premises (completion date early 2004); Creation of special account to accommodate budgetary and extrabudgetary renovation resources as a means of enabling more rational management; Establishment of Steering Committee for renovation issues as a means of ensuring full transparency.

Foundation for continued renovation work laid; Significant improvement of safety and security conditions at Headquarters; Securing of financing (regular budget and extrabudgetary) for completion of Phase I (2000-2003) of Renovation Plan.

Ensuring payment for amortization of construction costs of IBE premises in Geneva.

Lessons learnt for future service improvement:

- ▶ The zero-nominal growth budget impinges on the possibility of financing the continuation of the renovation work from the regular budget.
 - ▶ In-house competence in renovation matters has to be reinforced.
-

Bureau for Support and Services

Implementation of renovation, maintenance and conservation plans for Headquarters premises.

Implementation of technical installation plans within the limits of allocated resources.

Provision of archiving and micrography facilities (2,755 visits, 8,594 requests for information from external researchers, Secretariat and Permanent Delegations, archival holdings reached 8,995 by end 2001).

Implementation of first Phase of Renovation Plan, oriented at improving safety and security conditions at the Headquarters' Fontenoy premises (\$21.5 million), begun.

Creation of special account for accommodating budgetary and extrabudgetary renovation resources thus enabling more rational management.

Installation of movable shelving for the Archives' collection of UNESCO publications thereby creating 413 linear metres of adequate archival space; Creation of electronic copies of key finding aids to the archival series; Preparation of UNESCO History project and organization of seminar on subject of historical research on UNESCO in close collaboration with AFUS, FMACU and historians from outside UNESCO.

Ensuring of faultless functioning of Headquarters; Significant improvement of safety and security environment.

Foundation for continuing renovation work laid; Development of systematic approach in respect of all related matters.

Improved preservation conditions for the archival collection of UNESCO publications; Easier access to information concerning the archival holdings; Implementation of initial methodological and thematic reflection on the history of UNESCO.

Lessons learnt for future service improvement:

- ▶ If maintenance of the Headquarters building is to be kept up to required standards and renovation work is to continue at a regular rhythm, the resources allocated for maintenance purposes in document 32 C/5 should not go below \$8.4 million per annum, or \$16.8 million for the biennium.
- ▶ The management of the Organization's active records today determines the historical archives available in the future. For this reason and in order to promote accountability, information sharing and efficient working methods, the strategic priority for the UNESCO Archives in the coming years should be the development and implementation of an Organization-wide electronic records management system.

Maintenance and security

Provision of supplies and materials, furniture and equipment, postage and freight.

Supplies and materials have been continuously provided under the conditions of austerity measures imposed by the budgetary provisions.

Implementation of internal debiting system whereby sectors/bureaux share in the costs of certain common services.	The internal debiting system whereby sectors/bureaux share in the costs of certain common services provision of services has been established.	Establishment of internal debiting system whereby sectors/bureaux share in the costs of certain common services provision of services.
Provision of services with a view to seeking the most economical solutions compatible with maintaining the necessary level of quality.	In view of ever-decreasing resources, maintenance services had to be limited to the most urgent matters and to ensuring the normal functioning of technical installations. Due to understaffing recourse has been made to temporary assistance and overtime; New simultaneous interpretation system installed in meeting rooms VI, VII and VIII.	Ensuring of normal functioning of the Headquarters' services and technical installations.
Fire service	An audit of Headquarters security was carried out in 2000, followed by a report entitled "Ensuring security at Headquarters" which was submitted to the Executive Board at its 162nd session. On the basis of this master plan, technical specifications have been requested which will comply with basic fire safety precautions and take their logical place in the context of the Belmont Plan.	Despite the difficult context, the security service succeeded in avoiding any major incident.
Control of entry to Headquarters buildings	A wide-ranging programme of video surveillance and automated monitoring of entry to Headquarters buildings is being devised under the above-mentioned technical specifications which are now being drawn up; Radio communications equipment was upgraded by the purchase of 24 more reliable walkie-talkies; Purchase of two anti-bomb blankets to protect staff responsible for neutralizing explosive devices and of two new mirrors to facilitate inspection of less accessible areas; Installation of x-ray monitoring units at the three main entrances to Headquarters.	

Lessons learnt for future service improvement:

- ▶ If the maintenance and security of Headquarters is to be kept up to required standards, the resources allocated for maintenance purposes in document 32 C/5 should not go below \$8.4 million per annum, or \$16.8 million for the biennium.
 - ▶ Dramatic events of 11 September 2001 revealed that resources, both human and financial, allocated for security at Headquarters were far from being sufficient.
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Assessment of implementation

One of the greatest challenges for the Administration Sector during the course of the 2000-2001 biennium was the implementation of the first phase of the Belmont Plan. It will be recalled that this Plan was elaborated during the last biennium in order to give the renovation of UNESCO Fontenoy building a strategic approach, both for implementation (by phases) and the funding of such implementation (regular budget and extrabudgetary funds). Progress in the implementation of Phase I of the Belmont Plan moved smoothly ahead despite the many difficulties faced (the revelation of the necessity for many parallel urgent interventions during the course of renovation work, as well as the budgetary and staff restrictions that have characterized the 2000-2001 biennium). Although implementation of this phase will only be completed in 2004, firm foundations have been laid to ensure its continuation. Principal among these was the raising of funds necessary to ensure that part of Phase I implementation that will take place in the 2002-2003 biennium. These funds have been placed in a special account in order to enable their rational management. It is nevertheless important to note that the Belmont Plan only relates to the Fontenoy building and that renovation needs to be extended to the Miollis and Bonvin buildings. It is thus important not only to begin taking the necessary steps to ensure that implementation of Phase II of the Belmont Plan (the improvement of working conditions) is guaranteed, but also to lay similar plans (implementation and financing) for the renovation of the other site.

In response to a previously identified need for a strategic vision and proper planning for safety, security and general services in Headquarters, a Security Master Plan was elaborated during the course of the 2000-2001 biennium. The Plan was elaborated after a security audit of Headquarters security and presented to the 162nd session of the Executive Board for its approval. The implementation of the Plan will commence during the 2002-2003 biennium and will run in tandem with that of Phase I of the Belmont Plan.

As a further step to improve security, modern security equipment was installed in Headquarters (x-ray equip-

ment at all main entrances, walkie-talkies for security staff, etc.). This equipment has substantially increased the efficiency of the security staff and their ability to deal with some of the most critical situations.

Much renovation work was carried out in respect of the Organization's institutional memory as contained in the Archives. Notably, new movable shelving was installed for collection of UNESCO publications contained in the Archives, thereby creating 413 supplementary linear metres. In addition, electronic copies of key finding aids to the archival series have been created. Although space and preservation conditions for the archives have been improved in recent years, much remains to be done to ensure the safeguarding of UNESCO's "institutional memory". The implementation of the Headquarters Renovation Plan should be an opportunity for enhancing progress in this field.

In a bid to ensure the preservation of the Organization's history and promote interest in this subject, a UNESCO History project was elaborated, with a corresponding seminar on the subject of historical research on UNESCO being organized in close collaboration with AFUS, FMACU and historians from outside UNESCO.

In addition to the above, and despite the budgetary restrictions of the biennium, new, up-to-date simultaneous interpretation systems were installed in rooms VI, VII and VIII. Similar replacement still needs to be done in the other meeting rooms but this will require sufficient attribution of funds.

As part of the reform strategy of the Organization and in a bid to rationalize the structures within the Secretariat, the Bureau for Support and Services was dissolved with its different units being divided between different services within the Management and Administrative Services Sector. It should be noted that the aforementioned restructuring has made for a more streamlined functioning of the services involved in the smooth functioning of Headquarters. However, the level of the service that is being provided can only be improved if there are sufficient resources available: both human and financial.

Office of the Assistant Director-General for Management and Administration

Division of Conferences, Languages and Documents

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
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Translation Services

Total output: 88,160 pages, a decrease of 9% from the previous biennium;

Documentation:

For the Executive Board: +4%

For the General Conference: -25%

For the Secretariat: -30%

Outsourcing: 24,630 pages, representing 27.9% of the total (as against 25.6% in the previous

Continued efforts to reduce translation costs, in particular by recourse to self-revision.

Replacement of a large proportion of the computers by the end of 2001.

Improvement of the UNESCOTERM database.

Reflection at the end of 2001 on the software for computer-assisted translation most suitable for work in CLD/T.

Some trials of distance translation were carried out.

Difficulties in finding sufficient numbers of qualified home-based translators and retaining their services hampered efforts to extend the scope of outsourcing.

The translation service continues to meet the need of the governing bodies and of the Secretariat for translations and records of meetings.

Lessons learnt for future service improvement:

- ▶ There is a choice between quantity and quality. Quality proved to be a casualty of over-reliance on self-revision, and CLD has decided to insist from now on that certain texts be systematically revised in all languages;
- ▶ Any marked increase in outsourcing will call for the introduction of special measures that will also entail administrative costs. Satisfactory quality can be ensured in this context only if in-house revision capacity is commensurate with the volume of outsourced translation.

Document reproduction

Continued efforts to improve the dovetailing of the various stages in the reproduction of documents.

CLD/D continues to meet the need of the governing bodies and of the Secretariat for the reproduction of documents;

Additional training for members of the composition units (desktop publishing software).

Immediate online availability of all non-confidential documents processed by CLD.

Standardization of procedures with a view to merging the Composition Units with the Graphic Design and Photocomposition units.

Lessons learnt for future service improvement:

- ▶ There are considerable possibilities for cost savings.
-

Interpretation

The workload amounted to 9,821 interpreter/days (in comparison to 11,268 interpreter/days in 1998-1999), 92.70% of which were carried out by supernumerary interpreters and 7.30% by permanent interpreters – a decrease of 12.84% on the preceding biennium.

Experimental use of distance interpretation initiated in 2001 confirmed that the success of this type of operation is subject to technical constraints, in particular the quality of sound and image transmission.

One interpreter post which had been left vacant for budgetary reasons was opened to recruitment.

The number of meetings requiring interpretation in 2000-2001 was 498 as against 526 in 1998-1999, thus a decrease of 5.3%.

Rooms VI, VII and VIII were renovated in autumn 2001 but rooms IX, X (the Executive Board) and XI will have to await the availability of funding.

There was a reduction of 1.24% in days of meetings in 2000-2001: 953 meeting/days as against 965 in 1998-1999.

Lessons learnt for future service improvement:

- ▶ No particular comment.
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Conferences

Making list of meetings convened by the Organization during biennium. This list will soon become available on the Internet.

Increasing income generated from rental meetings held during the biennium, as compared to previous biennium (2000-2001 biennium earnings: FRF 11,835,696 or € 1,804,340).

Development and installation of computerized room management system that rationalizes working methods and allows global and detailed real-time consultation to all members of the Section simultaneously. In addition to delivering usage statistics and other data, it has become central tool for preparing meetings and events at Headquarters.

Presentation and fortnightly updating of a monthly meeting schedule on the Intranet under the link "Announcements".

Total number of official meetings organized during the biennium 2000-2001:

At Headquarters-
Official Programme meetings (C/5) – 162
Inter-agency meetings – 12
Unofficial Programme meetings – 263
Official meetings away from Headquarters – 45

Lessons learnt for future service improvement:

Computerized room management system:

- ▶ The computerized room management system ought to be accessible to PRC and URS in order to improve cooperation and coordination between different services;
- ▶ A centralized reservation mechanism ought to be implemented to make the management of available facilities more efficient;
- ▶ Safety and Security, together with Protocol, ought to be given consultative access to the system in order to facilitate information sharing;
- ▶ A billing/accounting function ought to be developed within the computerized room management system.

External publicity:

- ▶ Outsourcing of the presentation package to publicize the facilities available at UNESCO ought to be considered.

Rental incomes:

- ▶ A certain proportion of the income generated from rental meetings ought to be reinvested into the improvement of facilities (e.g. sign-posting of conference facilities, equipment of conference rooms, IT installations in HQD/C, material such as paperboards, etc.).

Monthly meeting schedule:

- ▶ Access to the monthly meeting schedule for internal users could be improved by a direct link from the Intranet Home Page;
 - ▶ Post the biennial list of conferences, produced by HQD/C in paper form, on the Organization's Internet (public) website;
 - ▶ Harmonization and coordination of the dissemination via Internet of information concerning conferences, meetings and events organized by UNESCO (PRC, BPI and HQD/C).
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Assessment of implementation

The reduction in the workload did not match the reduction in the number of staff available (more than 20 vacant posts were finally abolished at the beginning of 2001) and the decrease in the purchasing power of the funding allocated for temporary assistance. Under these circumstances, it is feared that CLD has succeeded in carrying out its duties only at the cost of a lowering of standards and/or a worsening of working conditions.

The service is subject to the following combination of constraints:

- ▶ limited availability of staff;
- ▶ varying quality of freelancers (the recent IOS audit of the Brasilia Office, which was outsourced without being revised in-house, for example, proved not to be of the highest quality);
- ▶ emergencies created by the lack of upstream planning or failure to keep to schedule, situations wherein CLD can do no more to rectify this situation than regularly sound alarm bells. (One example was the submission of the manuscript of draft document 31 C/4, which had been scheduled for 12 February 2001. The text reached us on 15 March, only to be superseded by a heavily corrected version received on 17 April. The document was

described in the Blue Note as being of 35 standard pages, which in the end turned out to be 90).

The fact that the posts of the chiefs of CLD/T and CLD/D were left vacant for several months did not aid efforts to modernize and improve the cost/efficiency ratio, which are essentially the responsibility of the supervisory staff. The work of reform could not proceed until these posts were filled, since the Director, who had only recently been appointed, was not able to attend to everything. Hence the inevitable delays.

The electronic dissemination of texts is either inadequate (there is no official electronic dissemination of documents to Member States) or else additional to the circulation of hard copies (particularly in the Secretariat), which has not contributed to a noticeable reduction in print runs. Cost savings are possible in this area. A study on the question has been scheduled for the second quarter of 2002 (particularly by means of a circular letter and questionnaire to be sent to Member States), but some reluctance to depart from long-established habits is to be expected. The question of the circulation of hard copies of documents within the Secretariat is to be the subject of meetings between CLD and certain central services in the near future.

Office of the Assistant Director-General for Management and Administration

Finance and Budget System (FABS)

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
<p>Improved and harmonized UNESCO's financial procedures (budgeting, accounting, purchasing of services and goods, travel, treasury and financial management of extrabudgetary resources).</p>	<p>Improved the finance and budgeting system of the Organization by:</p> <p>Improving accounting structure and reporting capabilities through the introduction of a single chart of accounts for both regular and extrabudgetary funds that includes the objects of expenditures.</p>	<p>Validated new processes.</p>
<p>Implemented a high performing pre-programmed software called SAP to manage these new procedures and way of work.</p>	<p>Providing a single coding system whether applied to regular programme or extrabudgetary resources.</p> <p>Establishing a single database for UNESCO's customers and suppliers.</p> <p>Delegating responsibility to programme sectors and improving controls – those who initiate the execution of budget will enter administrative transactions in FABS at source – the system will also first check online if funds are available and within authorized spending limits before registering a contract or purchase order, thus avoiding any budget overspending.</p> <p>Introducing electronic visas and traceability of financial authorizations: The majority of the administrative transactions with financial implications will be executed in FABS using</p>	

“workflows”, which enable the electronic transfer of documents from the person initiating the transaction to the person(s) controlling and approving the transaction.

Improving financial monitoring capabilities: The decrease in paper-based transactions in favour of computerized transactions implies that all financial actions taken in FABS can be located, traced and monitored.

Standardizing working methods: As a larger number of transactions will be computer-based and mandatory visas are built into the processes, procedures will be increasingly harmonized throughout the Organization.

Lessons learnt for future service improvement:

- ▶ It is too early in the implementation of FABS to draw valuable lessons. It is expected that this information will be available towards the end of the 2002-2003 biennium.
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Assessment of implementation

Problems encountered and remedial action taken:

The introduction of a new system is often difficult, especially when either the system or the environment is complex. In the case of the new Finance and Budgeting System (FABS), a complex system was introduced in a complex environment. In this context, it should be noted that other United Nations organizations, which have changed or are changing their information systems, have all experienced problems in this area. For some of them, it took up to one year before their new systems reached stability after go-live.

One concrete problem related to the introduction of FABS was the time lag in certain payments. It is in fact not until budget allotments are transferred into FABS that sectors can prepare contracts in the system and thus make payments normally. Pending that state, the only way to make payments has been manual. During that transitional phase, several thousand payment requests were received for manual processing, which created an overload. To address this problem, special arrangements were put in place including targeted reinforcement of the services concerned. As of 14 March 2002, all new payment requests were being processed through FABS. Some problems were related not to the systems as such but rather to certain choices made during their configurations, which, although logical, turned out to be not comprehensive enough or not well suited for practical programme and project implementation. Such detected mistakes have been or are being corrected.

Owing to the FABS budgetary constraints, the FABS training started later than foreseen and had, initially, to be focused on "priority" users in different units. As a result the go-live of the system was deferred to 21 January 2002. In addition to formal training courses, targeted on-the-job assistance was offered to certain staff. On a more general level, a special helpdesk was set up to deal with any queries from users, as well as technical problems. Building on the experience of the first phase of training, the course structure has been revised, the training content enriched and scheduling refined for phase 2, planned for the period 15 April to 26 July 2002.

Challenges ahead:

The FABS system is currently used at Headquarters, being progressively put into operation as more and more users are trained and the new working procedures are finalized and introduced. As a next step, the system will be progressively rolled out to field offices. A concrete plan of action and methodology are being devised by the FABS team, in cooperation with the Bureau of Field Coordination, Division of the Comptroller and the Division of Information Systems and Telecommunications. In the meantime, field office financial data will be entered centrally at Headquarters, while aggregated financial information for programme specialists will be available from SISTER, and accessible to all staff members.

The FABS system may need to be further adjusted and fine-tuned to meet the needs of its users. In some cases this may require further adjustment of the SAP customization or the interface programmes. In other cases this may imply revising some policy decisions and administrative choices made during the preparation of the blueprint. The challenge will be to meet the needs of the system's users without losing sight of the principles for which it was put into place. Furthermore, the benefits of FABS for the Organization need to continue to be monitored and measured. This will include the development of indicators to measure the success of FABS, qualitative assessments of the improvements and plans to further improve UNESCO's performance using FABS.

Another important task that must be undertaken to stabilize the system is the revision of the items of the Administrative Manual that do not reflect the new financial processes that were approved by UNESCO's senior management. This must be done in order to incorporate the new management principles supported by the system in the Organization's administrative norms. A small, dedicated team is already at work updating the Administrative Manual.

The FABS team is developing guides in order to help staff understand and operate in the new working environment. These guides will include, in particular, descriptions of the new financial processes and practical tips which will enable users to start working on the FABS system as quickly as possible.

UNESCO will collect the benefits of its investment once the new management principles that guided the design of the system are assimilated and put into practice by all and in particular by UNESCO's managers. To achieve this, a major ongoing awareness-raising effort is required. At the heart of the change in working culture is the transformation of a task-based administration into a process-oriented organization. In this new organization, marked by greater delegation of authority and accountability, staff members will need more information to do their job than before. Thus, they will require a better understanding of the overall financial process to take appropriate decisions at their level. Furthermore, the FABS system demands new staff competencies and a more efficient distribution of work and responsibilities within and between services. Individuals will need to upgrade their competencies and acquire new ones in order to correctly use the system and take advantage of its management capabilities. This represents a major challenge in terms of human resources development.

Particularly successful activities

An example of intersectorality at work in UNESCO – not only was the internal team for the Finance and Budgeting System drawn from different services, but throughout the project life cycle approximately 200 people from the Secretariat worked together with the FABS team towards a common goal of developing a new system for the Organization within certain pre-determined time frame and budgetary constraints.

Assessment of the Sector for External Relations and Cooperation

*Assistant Director-General
for External Relations and Cooperation*

Assessment of UNESCO's Strategy

The following main points may be mentioned concerning ERC during the 2000-2001 biennium.

Structural reform

The new sector, ERC, was born out of the fusion of the former Bureau for External Relations (BRX), the Fellowships Section (FEL), the Coordination Unit for Action in support of the Palestinian People (PAL), and the Goodwill Ambassadors, Special Advisers and Arab Funding Sources Unit (HGA). In addition, the old micro-units (SMS, PLP, PLM, ACU, ICP and PROCEED) were abolished in the interests of rationalization, and their activities were integrated into the new ERC divisions, in particular the Division of Relations with Member States (RMS) and the Division of Relations with National Commissions and New Partnerships (NCP), so as to avoid an excessive number of focal points responsible for special activities. The creation of this new sector was principally intended to link the institutional with the operational (institutional cooperation and the mobilization of extrabudgetary resources) and to link relations with traditional partners to the development of new ones, since, on the one hand, the effects of globalization require UNESCO to open up further to civil society, and, on the other hand, zero budget growth means relying more and more on new sources of funding in order to ensure the implementation, and even the survival, of UNESCO's major programmes.

The new decentralization strategy has also prompted the separation of the former Division for Decentralization and Field Coordination (DFC) to become the new Bureau of Field Coordination (BFC), which is now also responsible for issues of security in the field, previously under the auspices of BRX. Nevertheless, the creation of the new BFC has not prevented ADG/ERC from maintaining an organic link with the Directors and Chiefs of field offices with respect to representation functions. This is particularly necessary given that the new decentralization strategy is closely linked to relations with Member States and their National Commissions. Moreover, the Geneva (GLO) and New York (NYO) liaison offices continue to come directly under ERC. Lastly, the ERC Sector coordinates UNESCO's action in situations of crisis, conflict and natural disaster in Member States, and an intersectoral committee guided by ERC has been established for this purpose.

Management of the Participation Programme improved over the past biennium. An intersectoral evaluation committee chaired by ADG/ERC was established so as to ensure better coordination of Member States' requests with a constant eye being kept on transparency and adherence to the rules governing the Participation Programme.

The establishment of the new Division of Relations with National Commissions and New Partnerships reflects the Director-General's desire for greater openness to the actors of civil society (parliamentarians, UNESCO clubs, foundations, local authorities, the private sector, etc.) by going beyond the narrow framework of institutional relations with traditional partners. The development of new partnerships, in close liaison with National Commissions, is being carried out in accordance with the decisions of the governing bodies.

With regard to the coordination of action in favour of Africa, one of the Organization's four major priorities, ERC and the Africa Department (AFR) work together closely regarding every aspect of relations with Member States, NGOs and

IGOs, in particular concerning the protocol and diplomatic aspects (preparation of briefing sessions for the Director-General prior to his official visits and meetings with eminent African personalities).

Efforts aimed at increasing the Organization's universality were pursued; as a result Yugoslavia became a new Member State in December 2000 and Tokelau became an Associate Member in October 2001. This has increased the number of Member States of UNESCO to 188 and that of Associate Members to six. It should be noted that Yugoslavia is a new Member State, which has also been admitted to the United Nations, and is not a successor either to the Socialist Federal Republic of Yugoslavia (SFRY) or to the Federal Republic of Yugoslavia. Efforts to secure the return of the United States of America and Singapore are being actively pursued.

Particular attention has been paid to strengthening relations with Permanent Delegates in view of the essentially inter-governmental nature of the Organization. It is in this context that the amendment to the Constitution (Article II) adopted by the General Conference at its 31st session, which stresses the central role of Permanent Delegates. ERC has continued to provide financial support (interpretation costs) to meetings of groups of Member States, and to hold thematic and sectoral information meetings for them. Finally, a project for an information bulletin presenting the Secretariat's main activities to Permanent Delegates is under study.

Lessons learnt

The restructuring of the former BRX has enabled structures to be simplified by abolishing the old micro-units and focal points (SMS, PLP, PMA, ACU, ICP, CED) and hence the previous overlapping of responsibilities. Moreover, ERC has thus become a genuine sector placed at the same level as the other sectors (programme and support).

The new management of the Participation Programme was appreciated by Member States, and, for the first time in a long time was not the subject of critical debate at sessions of the governing bodies. Furthermore, some Members States of the Development Assistance Committee of the Organisation for Economic Cooperation and Development (OECD/DAC) (Canada, France and Japan) have already announced that they will no longer submit requests, thus responding to the Director-General's appeal to reserve Participation Programme funds for developing countries and countries in transition. With a view to strengthening the capacities of Member States in UNESCO's various fields of competence and under the regular and extrabudgetary programmes, 415 fellowships were managed and allocated under the Fellowships Programme, the total value of which is over \$5 million. In addition, an evaluation of the UNESCO fellowships programmes was carried out by external consultants and submitted to the Executive Board at its 161st session, in May 2001 (161 EX/19). The evaluation confirmed that: (i) the fellowships had a positive impact by greatly facilitating the upgrading of the beneficiaries' professional competence and career development; (ii) the quality of the training received was highly appreciated and judged to be relevant and appropriate; (iii) women constituted a relatively high proportion of the fellowship beneficiaries; and (iv) fellowships were administered efficiently by the Secretariat.

ERC managed to develop new partnerships: extension of the network of leagues of parliamentary friends of UNESCO, strengthening of cooperation with the Inter-Parliamentary Union (IPU) (which, for instance, has offered to conduct a study into the effects of the events of September 2001 on national press freedom legislation), creation of a European federation of the World Federation of UNESCO Clubs, Centres and Associations (WFUCA), and a European federation of UNESCO Centres, etc. The development of new partnerships with the private sector justified the preparation of a guide on the rules for granting patronage and the use of the name and logo of UNESCO so as to meet heavy demand in this field.

Difficulties encountered

The Secretariat and ERC were given a reminder by the National Commissions for UNESCO, in the context of UNESCO's opening up to civil society, that their pre-eminence with regard to new national partners be underscored. By reasserting their primacy over the Organization's other partners and their special constitutional status, the National Commissions aim to play a central role, in particular in countries where there are no field offices, and especially at a time when plans for a standing committee of National Commissions have been dropped by the governing bodies.

With regard to cooperation with Africa, the ERC/RMS/AFR antenna, initially to be located in ERC, remains virtual, which has given rise to some imbalance in the supposed universal coverage of the Organization's Member States by ERC/RMS.

Sector for External Relations and Cooperation

Relations with National Commissions and new partnerships

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
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Cooperation with the National Commissions for UNESCO

<p>Infrastructure enhancement through provision of equipment and approval of PP requests (including subregional seminars and meetings); Capacity-building through interregional training seminars at Headquarters and subregional training seminars in the field.</p>	<p>Provision of funding from PP received by 14 National Commissions for publication of their reports; Development of staff exchange programme at initiative of National Commissions, as effective way of training and communication of good practices.</p>	<p>Improvement in the way needs and concerns of Member States are taken into account within regional settings. Concrete proposals put forward to governing bodies; Training of 52 newly appointed Secretaries-General at Headquarters; Training of 35 officials of National Commissions at field seminars; Deepened knowledge of new leaders and staff of National Commissions of policy, orientation and programme of UNESCO; Reinforcement of operational and managerial capacities of National Commissions so they can better discharge their various functions and responsibilities.</p>
<p>Organization of 31 C/4 and 31 C/5 consultation meetings in all regions.</p>	<p>Preparation of questionnaire prior to Consultations, sent by Director-General to all National Commissions, to help them prepare their inputs and proposals concerning draft documents 31 C/4 and 31 C/5. During Consultations, National Commissions split into subgroups, to better focus on their needs and priorities. Directors and heads of field offices present during the meetings, so as to better define their coordination for the subsequent biennium, at the programme formulation level.</p>	<p>Consultations enabled National Commissions to actively participate in and contribute to elaboration of draft documents 31 C/4 and 31 C/5.</p>
<p>Organization of quadrennial and statutory regional conferences in Asia and the Pacific, Latin America and the Caribbean and Europe regions.</p>	<p>Strengthening of efforts made to focus conferences on most important issues of UNESCO's multilateral agenda, and ways and means of mobilizing National Commissions and their partners to meet the Organization's global</p>	<p>Due to these meetings UNESCO benefits from direct contribution of National Commissions for the orientation of future programmes; Development of future-oriented approaches for further experimentation in a spirit of reform and context of innovation.</p>

objectives in the twenty-first century. One salient topic was UNESCO's reform and decentralization process, and ways of making National Commissions active players in this course of action. Another important aim was to develop innovative strategies to boost cooperation among National Commissions (e.g. through twinning, cluster cooperation, etc.).

Provision of information and documentation such as briefings on National Commissions, circular letters, newsletters, etc.; Update of website.

Reinforcement of efforts made to improve the content and format of briefings prepared for Director-General; Preparation of various documents and reports on status and perspectives of UNESCO's cooperation with National Commissions; Production and wide distribution of information documents, brochures and leaflets, in order to reinforce their information capacity, as well as increase their visibility; Database on the structure, resources and activities of National Commissions finalized; Website created and Newsletter launched.

Placing of more information and reference material at the disposal of National Commissions to enable them to better discharge their functions. More public awareness on the potential and capacities of National Commissions was also achieved, including within the Secretariat.

Lessons learnt for future service improvement:

- ▶ Meetings of National Commissions could be further improved to be more focused and result-oriented. They would thus become more cost-effective. All participants should take an active part in the discussions held.
 - ▶ In order to benefit from the diversity of information and communication services offered by the Secretariat, Member States need to provide National Commissions with the necessary resources and equipment.
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UNESCO Clubs, Centres and Associations

Participation in major conferences and training of club leaders.

Creation of regional federations of UNESCO Clubs.

Financial assistance to regional and national training seminars.

Organization of Seminars and workshops as scheduled.

Establishment of European Federation of UNESCO Clubs and Associations (February 2001).

Collection of more than 10 million signatures for CPP Manifesto 2000.

Financial and moral support to European initiative to create European Federation of UNESCO Clubs and Associations.

Mobilization of network of UNESCO Clubs and Associations and local media.

Contribution to effective implementation of culture of peace programme in Member States.

Organization of national and regional study sessions and workshops.

Lessons learnt for future service improvement:

- ▶ More opportunities to collect “Good practices” conducted by UNESCO Clubs at grassroots level should be sought;
 - ▶ More systematic and easy-to-access information and communication channel among UNESCO Clubs and Associations should be established, by WFUCA and/or its regional federations;
 - ▶ Aid should be given to WFUCA so that it can be less financially dependent on UNESCO.
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New partnerships (Parliamentarians)

Support and mobilization of parliamentarians at the national, regional and international levels through the regular distribution of UNESCO publications to national parliamentary libraries.

Participation in the organization of regional and international inter-parliamentary forums in UNESCO’s fields of competence.

Strengthening of the network of parliamentarians who are sensitive to UNESCO’s mission.

Establishment of two leagues of parliamentary friends of UNESCO (Mexico and Romania).

Establishment of six friendship groups and focal points for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010).

Regular invitations to UNESCO representatives and experts to take part in parliamentary processes as observers and participate in various debates.

Participation in the Third General Assembly of the Conference of the Americas (COPA) (the aim being to establish concrete dialogue among its members and other organizations, such as UNESCO).

Signature (end 2001) of a Letter of Intent between UNESCO and the Education and Culture Commission of the Mexican Senate.

Establishment of a group of Israeli parliamentary friends of UNESCO in conjunction with the Israel National Commission for UNESCO.

Organization of the Round Table Dialogue between UNESCO and the parliamentary world, 2 November 2001.

Strengthening of UNESCO's cooperation with the Parliamentary Assembly of the International Organization of the Francophonie.

Establishment of new cooperation between UNESCO and the African Parliamentary Union.

Lessons learnt for future service improvement:

- ▶ Action with legislators needs to target two distinct yet linked areas: parliamentarians (who change over time) and parliaments (which remain as national institutions). Action must therefore be designed to ensure progress in both areas (sensitization, advocacy, specific projects, etc.). In this regard, UNESCO must use a variety of modalities – notably the mobilization of National Commissions, to ensure ongoing contacts with national legislatures and cooperation with parliamentary organizations such as IPU and its subsidiary bodies composed of legislators. This dichotomy presents a dual challenge for this particular partnership.
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New partnerships (private sector)

Improvement of in-house capacities for partnerships with the private sector.

Creation of a specific website on UNESCO's partnerships with the private sector, including: links to relevant Executive Board documents and other basic texts of the United Nations system; Hyperlinks from and towards the United Nations and Business website; Presentation of existing partnerships; and Presentation of major initiatives directed towards the private sector; Establishment of inventories of: United Nations system's various guidelines and policies for private sector partnerships; United Nations positions and regulations re: Use of names and logos by partners, associations, foundations, NGOs dealing with United Nations/public-private sector partnerships; Websites concerning partnerships and relevant research. Preliminary study by Baker & McKenzie on UNESCO's name and logo. Development of a central database on UNESCO's past, present and envisaged private sector partnerships (based on an internal survey). Organization of specific events, including round table on

Initial contact for Hachette partnership established through website.

Comprehensive information tool provided to both internal and external partners.

Platform for future coordination and search engine established.

Comprehensive information base for future policy documents (partnerships; UNESCO name and logo), briefings, reports and decentralized update established.

Information base for mobilization of "partnership facilitators/intermediaries" established.

private sector relations and NGO-private sector round table at General Conference. Launch of specific working groups and networks, such as Headquarters' and National Commissions' experts for private sector relations.

Assistance to sectors' initiatives directed towards the private sector.

Advice to various programme sectors, field offices and National Commissions, in particular WHC (strategy, networks) and MAB (ICC/Star Alliance).

Increased possibilities for pro bono private sector consultancy to WHC; ICC/Star Alliance and AXA partnerships with MAB possible; Professional legal (pro bono) advice to MAB obtained.

Coordination of private sector partnerships within the United Nations system.

Participation in United Nations Global Compact Workshop; Regular consultations with relevant staff of United Nations system (Global Compact Office, United Nations Fund for International Partnerships (UNFIP)).

Participation in United Nations system network of private sector; Credits for UNESCO's partnership policy in United Nations General Assembly report; Hyperlink from United Nations and business to UNESCO partnership website; Regular consultations.

Mobilization of private sector partners and networks.

Preparation and implementation of institutional communication campaign on cultural diversity with Hachette Distribution Services; Support to follow-up of L'Oréal partnership; Baker & McKenzie paper on UNESCO's private sector relations; Cooperation with business students' associations (AIESEC); Cooperation with World Business Council for Sustainable Development; Cooperation with International Chamber of Commerce; Preparation of tripartite partnerships: UNESCO-Congé Solidaire-Consultancy companies; Consultations with Hewlett Packard, IBM, Infogrames, etc.

Hachette provision to 5-10 million travellers of information about UNESCO; Pro bono expertise available from professionals, companies, students and NGOs for central, regional, national and local projects; Institutional agreement with ICC possible; Mobilization of external partners for UNESCO staff training greatly facilitated.

Lessons learnt for future service improvement:

- ▶ The scope and scale of this service's assignment need to be better matched with proper resources (personnel, administrative, financial).
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Assessment of implementation

The most salient feature of the biennium was the fusion of programmes and the units responsible due to the restructuring exercise that took place in the Organization in late 2000. This served to emphasize the original mandate of National Commissions as catalysts for outreach to civil society on one hand, and on the other to position UNESCO within the overall United Nations reform where there is strong emphasis on partnerships in order to optimize the impact of action. Even after just one year (2001), there is clear evidence of increased contacts and a widening vision in terms of the synergies to be generated. As might be expected, there is still resistance in some quarters but, overall, the benefits of this more interactive approach are gaining recognition.

Furthermore, there was a conscious effort to stress the service function of the Division – both to promote greater cooperation inside the Secretariat with National Commissions and their partners, as well as to ensure that external enquiries would be channelled to the right points of UNESCO's programme.

The main thrust of action in support of National Commissions was capacity-building, via their statutory meetings, C/5 regional consultations, informal consultations at the 31st session of the General Conference, and training seminars. There was general consensus that all these encounters could be better focused to highlight the intellectual contribution of National Commissions to UNESCO's activities, and more cost-effective so as to free resources for other capacity-building initiatives. A first review of training needs was completed to identify requirements to assure that activities carried out by these bodies have maximum impact. Support for increasing resources for capacity-building was significant. The 31st session of the General Conference suggested that resources previously earmarked for the Standing Committee of National Commissions should be used for training purposes.

It is evident that National Commissions are seeking clarification of their role in the new Field Network and an affirmation of their status as privileged interlocutors in all areas of programme planning and implementation. The Director-General's call to Member States to ensure that their National Commissions have adequate human, financial and material resources was a reminder of the shared nature of capacity-building, as well as of the limits faced by each party in this regard.

In the area of Partnerships, a great deal was achieved from 2001 onwards – to map action under way, to create a sound policy base (e.g. via concept papers, regulatory documents such as manuals and examples of good practice) and, especially, to stimulate linkages with National Commissions so that these bodies can expand their outreach function to civil society groups.

In each instance, paradoxical aspects of these alliances can be noted. For instance, UNESCO's dialogue with parliamentarians has accelerated sharply, yet National Commissions in certain regions often find this action difficult to launch. The diverse activities of the UNESCO Club movement effectively translate UNESCO's goals into action at grass roots level, yet too frequently, there is insufficient liaison between the National Commission and the country's club. UNESCO, as part of its commitment to the United Nations's Global Compact, is forging stronger links with the private sector, yet many National Commissions lack the skills to engage business in their debate and action for development. These constitute our challenges for the future and are an integral part of a new approach to capacity-building for these bodies. In this regard, a key aspect is the terminology used for National Commissions which do not wish to be known as partners but, rather, constituent elements of UNESCO.

Last but not least, and to underpin the overall ERC/NCP strategy, top priority was accorded to the design and implementation of a Communication Capacity (website, updated databases, e-forum and interaction with the new Knowledge Portal) so as to provide a comprehensive service to National Commissions and to their partners and facilitate frequent and varied contacts and access to information. For this reason, a special project was prepared and approved as part of the 31 C/4 Cross-Cutting Theme strategy on equitable access to knowledge. Constructed around the new Knowledge Portal, this will facilitate communication amongst National Commissions, their partners including NGOs, and the Field Network. In addition, special efforts were made from the regular programme to equip National Commissions in LDCs, notably those in Africa. However, the inadequate connectivity infrastructure in certain regions remains problematic and it will be necessary to maintain a parallel service of printed materials to ensure regular communication.

Sector for External Relations and Cooperation

Extrabudgetary funding

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
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Action interface with multilateral development banks (MDBs)

Representation of UNESCO in annual meetings of MDBs; Monitoring of follow-up.	A special high-level advisor to the Director-General on relations with MDBs has been appointed.	Better understanding of recent changes and present policies of MDBs; Improved policy dialogue; Mutual participation in each other's major initiatives and policy formulation.
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Formulation of projects for MDB financing

Organization or participation in 21 missions to identify, prepare and/or appraise large-scale projects for possible loan or grant financing by MDBs.	Efforts made to associate the various sectors, field offices and National Commissions in formulation of projects. Special attention given to relate all projects to highest priorities of UNESCO.	Formulation of 14 projects for submission to the Board of Directors of the various MDBs.
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Implementation by UNESCO of components of MDB loans and grants

Agreements with some 20 countries to participate in the provision of technical services, organization of training or procurement of equipment for an amount over US \$20 million	Gathering of information on MDB loans and grants under preparation or recently approved in a databank by source, country and main area of activities. It is then updated and distributed regularly to ADGs, sectors, field offices and/or individual programme specialists.	UNESCO's involvement helped in the rate and quality of implementation of these large-scale programmes and projects. At the same time it gave the Secretariat a better grass-roots understanding of the problems which Member States face and the innovative solutions they are developing.
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Lessons learnt for future service improvement:

- ▶ Improved human and financial resources would enhance UNESCO's cooperation with the MDBs, thereby influencing the programming and implementation of very major volumes of funds.

United Nations Funds and Programmes and European Communities Section

Monitoring of policies and priorities and establishment of specific strategies with the United Nations system and the European communities.

Close contacts with programme sectors and field offices to enhance UNESCO's visibility and influence with the United Nations system and the European Commission.

Coordination of UNESCO's contribution to several undg documents assured, as well as UNESCO's inputs for its participation in various undg working groups; Substantial increase in number of new projects financed by the European Commission (EC); Establishment of new strategies of cooperation between UNESCO and United Nations Funds and Programmes and between UNESCO and EC; Approval by UNF/UNFIP of four new projects to be executed by UNESCO in Africa and Latin America. One approved project provides for strengthening of administrative and technical capacity of WHC to manage UNF/UNFIP funded programmes.

Analysis and dissemination of information on policies and priorities at Headquarters and to field units.

Execution of many internal meetings within the Section to prepare OFP's Intranet website.

Informing of field units of ongoing changes in UNDP, UNFPA, and United Nations system as a whole, as well as in EC; Programme sectors better informed about recent trends in development cooperation, facilitating the formulation of strategies towards further extrabudgetary funding, and on priorities of UNDP and of national governments thus facilitating preparation of project proposal and other strategy documents.

Coordination and support to the Secretariat (at Headquarters and in the field) on everything concerning the implications on the ground of negotiations with UNDP and other United Nations funds.

Organization of several intersectoral meetings to prepare contribution for the TCPR and for follow-up of ACC guidelines on operational activities.

Preparation and submission of document for TCPR to UN/DESA; Production and submission of a working document on joint programming produced and submitted to UN/DESA; UNDP has approved for UNESCO (co-execution with the Government) new project in Burundi under TOKTEN modality (expatriate Burundian university professors contribute technical/ professional expertise to the university).

Lessons learnt for future service improvement:

- ▶ It is essential that UNESCO maintain its contacts with colleagues from other United Nations organizations and the EC, both at the Headquarters level and in the field. These contacts have to be maintained, especially during formal meetings, and strengthened through continuous dialogue and cooperation.
 - ▶ It is very important that UNESCO respond rapidly, efficiently and coherently to the requests of our various partners, be they from the United Nations or the EC. This type of response has to be guaranteed in order to ensure UNESCO's credibility.
 - ▶ The programme sectors must improve their capacity to respond and give their support (both financially and in terms of content) to field units when these are requested, for participation in such exercises as the CCA, UNDAF or any other form of joint activity. For this purpose, it should be really important to re-create "CDF Funds" (or funds which are not related to specific activities) in order to allow sectors and field offices to fully participate in these programming exercises.
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Funds-in-trust (CFS/FIT)

Solicitation of extrabudgetary cash contributions from bilateral government sources.

Frequent contacts with donor governments through regular review meetings and exchange of communications, with active involvement of programme sectors.

Mutual exchange of information, and advocacy, between UNESCO and actual or potential funding sources.

Presentation of project proposals. Conclusion of agreements with funding sources and beneficiaries.

Very substantial increase in volume of funds-in-trust contributions. Some progress in diversification of funding sources.

Private funding sources (CFS/PFS)

Development of relations with private partners.

Monitoring of funds-in-trust agreements with private funding sources; Promotion and administration of the Co-Action Programme.

Development of relations with the private sector so as to increase the number of partnership agreements, and in particular licensing agreements and donations from the private sector.

Direct marketing to Swiss civil society: five postal campaigns for donors and eight prospecting campaigns in 2000, and seven donor campaigns and three prospect campaigns in 2001; Support and advice to programme sectors, field units, National Commissions, UNESCO Clubs and Centres regarding relations with the private sector.

More effective and transparent monitoring of funds-in-trust agreements with private funding sources.

Increased income from direct mail campaigns; Better evaluation methods for projects for the Co-Action Programme.

Assessment of implementation

The main overall result for the 2000-2001 biennium was the substantial growth in the volume of extrabudgetary resources available to UNESCO. Total annual allocations (funds present in UNESCO's accounts and allocated for expenditure under approved projects and programmes during the biennium in question) grew by 88% from US \$191 million in 1999 to US \$358.5 million in 2001. As such, in 2001, allocations under extrabudgetary contributions therefore surpassed, for the first time in UNESCO's history, the volume of the regular budget. This major increase was obtained through intensified relations with traditional and new funding sources in the main. The strategy comprised of a systematic advocacy and exchange of information that aimed at making the funding sources aware of UNESCO's policies and programmes, and making UNESCO, on its side, more aware of the priorities and procedures of the funding sources.

While developments in the volume of extrabudgetary funds available to UNESCO were thus highly satisfactory during the past biennium, a number of issues still need to

be addressed and remedial measures taken, to ensure that the growth benefits UNESCO's overall priority programmes and strategic objectives. This must notably be achieved through better programming and improved delivery mechanisms. The Organization's delivery still remains largely inferior to the allocations, although it must be noted that actual delivery under extrabudgetary contributions increased from US \$153.2 million in 1999 to US \$216.9 million in 2001. Remedial action must comprise better prior planning of extrabudgetary activities, better anticipation of problems (including those beyond UNESCO's control), alleviation of heavy internal administrative procedures, and continued staff training, both at Headquarters and in the field.

It must also be recognized that the necessary measures have not been taken to ensure sufficient quality in the utilization of extrabudgetary resources. In spite of some progress, UNESCO's mechanisms for generation and quality control of project and programme activities to be funded from extrabudgetary resources are still inadequate for steering these resources towards the reinforcement of

the priorities established in the C/4 and C/5 documents in an effective manner. Preparations within UNESCO's senior management with regard to the development of an overall UNESCO strategy for cooperation with extrabudgetary funding sources are still not sufficiently advanced to allow the presentation of concrete proposals to the funding sources in particular, and to UNESCO's governing bodies in general. Although it is unlikely that the individual funding sources will be prepared to abandon fully their direct influence on the utilization of their voluntary contributions to UNESCO, there is obviously scope for progress towards a more proactive role for UNESCO in this respect. The introduction of planning and monitoring tools, such as SISTER and FABS, will undoubtedly prove highly useful in this respect, but parallel efforts must also be carried out to change the underlying policies and procedures of the Organization. Once UNESCO's internal preparations in this respect are sufficiently advanced, comprehensive consultations must be held with the various funding sources, as well as with Member States generally. The aim would be to arrive at a better balance between UNESCO's proactive role and efforts to ensure consistency between extrabudgetary and regular programme activities, and the legitimate interests of the funding sources with regard to the influence they have on the use of their extrabudgetary resources and the visibility accorded to the projects funded by those funds. The policies and procedures of other United Nations organizations can undoubtedly also provide a valuable contribution to these efforts.

Among the more successful activities in the Division for Cooperation with Extrabudgetary Funding Sources, in addition to the overall increase in the volume of extrabudgetary contributions, were the training courses carried out for UNESCO staff during the 2000-2001 biennium, both in the field and at Headquarters, on project preparation and mobilization of resources. Three such courses were held in the field, and one at Headquarters. Building on lessons learnt, a more consistent training programme is being developed, in cooperation with the Bureau for Human Resources Management and the Bureau for Field Coordination, within UNESCO's overall efforts to ensure adequate training of its staff. The future programme will, in particular, include the production of more suitable didactic material, as well as training modules that can be applied punctually in the context of other training activities carried out by UNESCO. Interested National Commissions will also be included in the training activities on extrabudgetary cooperation.

Bilateral government donors have remained UNESCO's most important source of extrabudgetary contributions by far, whether channelled to UNESCO's special accounts through funds-in-trust agreements, or given in the form of associate experts. While the total volume of these contributions continues to grow, it must be recognized that a small number of donors continue to account for the vast majority of the funds. Efforts, during the past biennium, to identify new bilateral government donors have borne some fruit; but it remains a challenge for UNESCO to achieve a much more diversified funding base. In order to

alleviate administrative burdens, and ensure better predictability for extrabudgetary funding, efforts must also be deployed to promote multi-year, multi-donor funding arrangements for UNESCO's major programmes.

Self-benefiting funds-in-trust arrangements (where the funding source and the beneficiary is the same Government) took on increased importance during the 2000-2001 biennium. Allocations under such arrangements actually constituted 40% of all allocations in 2001 and were two and a half times higher than the allocations for donated funds-in-trust. Virtually all the self-benefiting funds-in-trust arrangements pertain to Brazil, which financed the arrangements partly through its own resources, and partly from loans contracted with multilateral development banks. The very large volume of self-benefiting funds-in-trust arrangements has raised a number of issues for UNESCO throughout the biennium, notably with regard to the adequacy of UNESCO's administrative capacity to handle these arrangements, as well as the compliance between the content of the activities implemented and UNESCO's key mandate. Concern has also been expressed that the overwhelming importance of a single country in these arrangements tends to distort the statistical presentation of the geographical and substantive distribution of UNESCO's extrabudgetary contributions. Progress has, however, been made in the solution of these problems, with the self-benefiting arrangements being seen by many as an avenue to follow for Member States that have access to sufficient funds, but lack the technical expertise that UNESCO can provide. The implementation of these programmes enhances UNESCO's operational experience and their results may benefit other Member States both directly and indirectly. Funds from the multilateral development banks may play a major role in the development of self-benefiting funds-in-trust arrangements with interested Member States and such arrangements may therefore also enhance UNESCO's relations with these institutions. As is the case for the United Nations system, UNESCO's cooperation with the multilateral development banks mainly takes the form of advocacy and policy dialogue. Their importance as funding sources for UNESCO's activities is diminishing however. UNESCO has continued to take part in the regular meetings of the governing bodies of the major multilateral development institutions, attempting to influence their overall policy in the fields of UNESCO's mandate. The Organization has also participated in joint advocacy. Major instruments have remained the joint programming exercises at the country level, mainly within the framework of United Nations Development Assistance Frameworks (UNDAFs) and the Poverty Reduction Strategy Papers (PRSPs) developed under the auspices of the Bretton Woods Institutions. During the past biennium, UNESCO has gained valuable experience from this cooperation; but it must be recognized that UNESCO's human and financial resources are far from adequate to ensure the Organization a prime role in these efforts. This may be remedied as UNESCO's field structure becomes fully operational, and technical expertise is rebuilt, both at Headquarters and in the field.

The European Commission has emerged, during the past biennium, as an important cooperation partner for UNESCO, both in joint policy efforts and as a funding source. Thanks to a specific cooperation agreement from 1996, UNESCO is seen as a privileged partner and, throughout the biennium, has actively followed the negotiations between the Commission and the United Nations system on a new and enhanced overall cooperation instrument. The Organization will continue, during the 2002-2003 biennium, to explore the potential of becoming a strategic partner of the Commission in one or several areas of UNESCO's mandate.

Funding relations with the private sector continued to play a relatively minor role during the biennium under consideration. This was in part because of a lack of an overall UNESCO strategy in this field, and partly because of a lack of resources to plan and implement a coherent programme. Relatively positive results were obtained from a

series of direct mail campaigns carried out on a pilot basis in Switzerland; but a number of issues of accountability, politics and ethics need to be solved before such activities can be carried out on a larger scale. Similarly, operations in the field of licensing agreements, and the production and marketing of gift items have yielded only a modest income for UNESCO. Efforts with regard to fund-raising from the private sector have therefore remained concentrated on the establishment of guidelines and coordination mechanisms to ensure a more coherent UNESCO performance. Priority has been given to the development of partnerships where funding for UNESCO's activities is not the primary objective. A rather solid funds-in-trust cooperation has been developed with a number of major foundations and other NGOs together with measures devised to ensure a more effective and transparent monitoring of these activities.

Sector for External Relations and Cooperation

Goodwill Ambassadors and Arab funding sources

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
<p>Preparation of nominations of UNESCO Goodwill Ambassadors and other celebrity spokespersons (e.g. preparation of reports, briefings, speeches for the Director-General, contact with the media).</p>	<p>Enhancing interface with UNESCO sectors to collect project proposals for submission to Goodwill Ambassadors.</p>	<p>Participation of UNESCO Goodwill Ambassadors in more than 15 major UNESCO projects.</p>
<p>Organization of events related to the UNESCO Goodwill Ambassadors (Ms Ohoven's fund-raising gala, Ms Vardinoyannis's and Mr Jarre's charity concerts).</p>	<p>Sensitizing UNESCO Goodwill Ambassadors to the Organization, its projects and programmes.</p>	<p>Financing of UNESCO projects and programmes by UNESCO Goodwill Ambassadors (e.g. H.R.H. Princess Firyal of Jordan, Ms Vardinoyannis and H.E. Sheikh Shaker in Bethlehem and Kosovo, Ms Ohoven, Mr Bergé, Mr Jarre, etc.).</p>
<p>Preparation and realization of annual meeting of UNESCO Goodwill Ambassadors held at Paris Headquarters (27 July 2000).</p>	<p>Improvement of internal and external communication through website launch and brochure publication.</p>	<p>Preparation of the nomination process and appointment of the following UNESCO Goodwill Ambassadors: Ms Claudia Cardinale, Ms Bahia Hariri, H.R.H. Princess Lalla Meryem of Morocco, Mr Madanjeet Singh, Mr Giancarlo Elia Valori. Furthermore, Mr David Douillet was appointed as UNESCO Champion for Youth and Dame Shirley Bassey as UNESCO Artist for Peace.</p>
<p>Preparation and realization of annual meeting of UNESCO Goodwill Ambassadors held at Paris Headquarters (27 July 2000).</p>	<p>Following up of Goodwill Ambassadors' participation in UNESCO activities.</p>	<p>Engagement of H.R.H. Prince Talal Bin Abdul Aziz as UNESCO Special Envoy for Water and Mr Michael Schumacher as UNESCO Champion for Sports (nomination ceremonies to take place in Spring 2002).</p>
<p>Organization of meeting between UNESCO sector project specialists and the Stavros S. Niarchos Foundation.</p>	<p>Launch of official UNESCO Goodwill Ambassadors' web page within UNESCO website and ensured its monthly updating; (page linked with those of programme sectors).</p>	<p>Establishment of cooperation with the Stavros S. Niarchos Foundation (Education project "FRESH Initiative" received US \$200,000 funding).</p>
<p>Collection and submission of UNESCO projects for annual AGFUND's International Prize for Pioneering Development Project and for regular funding</p>	<p>Published UNESCO Goodwill Ambassadors' brochure.</p> <p>Ensured effective coordination with BPI to ensure wider press coverage.</p> <p>Enhanced interface with sectors for increased collection of project proposals for submission to Arab funding sources.</p>	<p>Increase in extrabudgetary funding. AGFUND approved US \$2,212,000 worth of UNESCO projects during this period (on 5 October 2001, the Director-General and H.R.H. Prince Talal Bin Abdul Aziz, President of AGFUND, signed the cooperative agreement of the Arab Open University).</p>

Memorandum of Understanding was signed on 7 October 2001 between the Director-General and

H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Crown Prince of Dubai, pledging cooperation in the fields of education, cultural heritage and communication.

Lessons learnt for future service improvement:

- ▶ The unit dealing with Goodwill Ambassadors should be the focal and coordination point for any activities related to Goodwill Ambassadors.
 - ▶ Each UNESCO main programme area should designate a focal point for communication with the Goodwill Ambassador's unit to ensure better coordination.
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Assessment of implementation

During the 2000-2001 biennium, the section on Goodwill Ambassadors and Arab Funding Sources achieved optimal impact by providing services in the following areas:

- ▶ selection of prominent candidates for appointment as UNESCO Goodwill Ambassadors or other celebrity spokespersons, (e.g. Ms Claudia Cardinale, H.R.H. Princess Lalla Meryem of Morocco, Dame Shirley Bassey);
- ▶ preparation of nomination ceremonies whereby ensuring the participation of UNESCO sectors and the mass media;
- ▶ association of Goodwill Ambassadors with UNESCO projects and programmes. The association of celebrity advocates has provided UNESCO with a twofold benefit: in financial terms and in terms of public outreach. During the 2000-2001 biennium, eight internationally known personalities joined the ranks of Goodwill Ambassadors, UNESCO Champions and UNESCO Artists for Peace, providing continuous support to UNESCO programmes. A case in point is the creation of the Emilia Valori Trust Fund for the Preservation of Traditions that provides support to UNESCO's intangible heritage programme, and the funding of the Education Sector's FRESH initiative which was secured through the good offices of H.R.H Princess Firyal of Jordan; and
- ▶ development of communication tools which resulted in enhanced visibility of Goodwill Ambassadors and other celebrity spokespersons' work and activities with UNESCO. This has ensured substantial improvement

in the coordination between ERC/EO/HGA and the sectors, which in turn has resulted in an increased collaboration with the celebrity advocates.

During the 2000-2001 biennium, the section on Goodwill Ambassadors and Arab Funding Sources also undertook a reorganization of the categories of celebrity advocates that are associated with UNESCO on an honorary basis. The Director-General decided to regroup the associated celebrities into the below-mentioned groups to ensure that each category is focused in specific UNESCO activities and that the overall programme communicates UNESCO's message to the widest possible audience:

- (a) UNESCO Goodwill Ambassadors;
- (b) UNESCO Special Envoys;
- (c) UNESCO Artists for Peace; and
- (d) UNESCO Champions.

The last category was created with the aim of associating globally known athletes who promote sport as an important factor of development. Mr David Douillet, double Olympic judo champion, was the first appointed UNESCO Champion for Youth.

Regarding Arab Funding Sources, the most important result is the section on Goodwill Ambassadors and Arab Funding Sources' contribution in the realization and conclusion of the Arab Open University project, an intersectoral project that represents a landmark agreement between UNESCO and the Arab Gulf Programme for United Nations Development Organizations (AGFUND). Additionally, AGFUND's commitment to UNESCO for this biennium reaches US \$2,212,000, which has marked a substantial growth with respect to previous years.

Sector for External Relations and Cooperation

Cooperation with IGOs and NGOs

Services provided

Actions taken to improve service quality

Results achieved as at 31 December 2001

Cooperation with IGOs

Close observation of developments of relevance to UNESCO.

Holding of joint meetings with partner IGOs (to review and develop joint activities).

Attendance of conferences of IGOs and their invitation to attend UNESCO conferences (to closely follow developments).

Information exchange and sharing of experiences, strategies, budget proposals, with IGOs.

Effective participation in different system exercises, notably the Millennium Summit, organizing a summit-level seminar at the United Nations on Dialogue among Civilizations.

Participation in regular sessions of ECOSOC and General Assembly and presentation of UNESCO's contribution e.g. United Nations Literacy Decade.

Development and implementation jointly financed and implemented activities at local and regional levels with IGOs e.g. programme of activities 1999-2001 with ISESCO.

Lessons learnt for future service improvement:

- ▶ Regular exchange of information and experiences within the Secretariat and with partner IGOs greatly improves cooperation and coordination.

Cooperation with NGOs

Strengthening relations with NGOs through improvement of statutory framework of cooperation.

Launch of Intranet website and testing of interactive components on the Internet by mid-2002.

Modification of directive to be more inclusive of NGO community by opening access to collective mechanisms to all NGOs in official relations with UNESCO; Analysis of 39 NGO files for new admission and reclassification according to Directives concerning UNESCO's relations with NGOs (1995).

Admission and reclassification of NGOs.

Evaluation of 1995 NGO Directives and 1991 Foundation

Ten new admissions to operational relations among which seven regional networks and one

Directives and preparation of sexennial report for the 31st session of General Conference for approval; Evaluation of cooperation with 12 umbrella NGOs and of their Framework Agreements with UNESCO; Reconduct of formal associate relations and renewal of Framework Agreements for 2002-2007.

Promotion of triangular partnerships at national level.

Collective consultations with NGOs through support to NGO-UNESCO Liaison Committee; Organization of International Conference of NGOs in 2001 (UNESCO Headquarters); Organization of NGO consultations parallel to major UNESCO and United Nations conferences.

Cooperation with EPD and SC in mobilizing the NGO community in favour of the Johannesburg Summit on Sustainable development (August 2002), and with CI in preparation for the World Summit on the Information Society (Geneva, 2003).

Provision of information services.

national NGO; Admission of two foundations to official relations; Approval of two cooperation agreements by the Executive Board; Two reclassifications to operational relations; Three reclassifications to formal consultative relations; 17 renewals of formal relations (16 associate and one consultative); Three suspensions.

Increase of visibility of National Commissions, regional and national NGOs in the strengthening of triangular partnerships.

Participation in regional consultation meetings of National Commissions for Latin America and the Caribbean (May 2001) and Europe (July 2001); Participation in training sessions of newly appointed National Commission officials; Continuous sensitization of NGO partners of their need to approach, inform and cooperate with the National Commission; Start of mapping and identification exercise of regional partners and the establishment of a regional database on Education for All with the Beirut Office; NGO Liaison Committee helped facilitate dialogue and cooperation with NGO at the collective level and contributed actively to the sexennial report process; Strengthening of cooperation with the NGO community in Dakar through the NGO Liaison Committee; Increase in participation of regional networks' representatives in General Conference and International NGO Conference; Wider involvement and mobilization of NGOs in United Nations conferences dealing with major issues at stake in the twenty-first century relating to UNESCO's programme priorities; Election of the representative Liaison Committee and adoption of a set of commitments to major programme priorities of UNESCO.

Preparation and facilitation of International consultation of NGOs at World Education Forum (Dakar, April 2000), in conjunction with the UNESCO-NGO Liaison Committee and ED; Identification of potential partners; Establishment by the UNESCO-NGO Liaison Committee of a Joint Programme Commission on Sustainable Development. NGOs were instrumental in the adoption of 31 C/Resolution 40 at the General Conference.

Development and updating of the database with information collected for the sexennial report. Contents being translated into English; Launch of NGO Intranet website.

Lessons learnt for future service improvement:

- ▶ Coordination and information flows need to be improved at all levels: with the programme sectors within the Secretariat, with National Commissions, the governing bodies and the NGOs;
 - ▶ Contacts need to be developed with counterparts throughout the United Nations system and other intergovernmental agencies to exchange experiences, information and practices;
 - ▶ Greater emphasis needs to be placed on regional networking and on field cooperation through National Commissions and field offices;
 - ▶ Mobilization of UNESCO civil society partners should be developed to its full potential.
-

Assessment of implementation

The Division of Relations with International Organizations (ERC/RIO) has the function of initiating, facilitating, coordinating and strengthening UNESCO's cooperation with international organizations (inter-governmental and non-governmental). It ensures that UNESCO is involved in decision-making concerning policies, orientations, strategies, the search for synergy and complementarity in international cooperation, and the strengthening of cooperation with civil society.

The programme sectors have thus taken the decisions, recommendations and resolutions adopted by the United Nations (CEB¹, ECOSOC, General Assembly) and/or by the International Conference of NGOs into account in their activities.

Other noteworthy developments were:

- ▶ The increase in joint activities by UNESCO and IGOs (ISESCO, IOM, OIF) and growth in the number of NGOs maintaining formal or operational relations with the Organization;
- ▶ The revitalization, diversification and expansion of UNESCO's partnerships with NGOs, in particular following the adoption by the General Conference of the sexennial report and the amendments to the Directives in 1995;
- ▶ The strengthening of coordination and operational cooperation with international organizations in emergency situations (Afghanistan, Peru).

These results, like the reform and concentration of UNESCO's programme and budget, have helped to strengthen the Organization's image and credibility with Member States and other United Nations agencies.

Certain difficulties encountered in developing cooperation with international organizations are connected to the

Organization's mandate. As a specialized agency rather than a technical agency, intervening upstream rather than downstream, its admission to the Inter-Agency Standing Committee (IASC), the consultative mechanism of the Office for the Coordination of Humanitarian Affairs (OCHA) has been delayed.

Strengthening partnerships with national NGOs, particularly in terms of the execution of programme activities, would also help to overcome this difficulty within the United Nations system.

The strengthening of the liaison offices in New York and Geneva by programme specialists could increase UNESCO's chances of becoming a member of IASC.

The General Assembly adopted a resolution on United Nations Literacy Decade based on a report transmitted to it by UNESCO for which RIO coordinated the contributions of the programme sectors.

The same goes for the proclamation of 2002 as United Nations Year for Cultural Heritage.

The adoption of the sexennial report (1995-2000) by the Executive Board and the General Conference and the adjustments made to the 1995 Directives have helped to reinforce cooperation relations between UNESCO and NGOs and develop them into a genuine partnership. A policy has thus been established ensuring the openness of collective mechanisms, which has been reflected in the full and total participation of the entire NGO community maintaining formal relations with UNESCO in the International NGO Conference, and fostering greater synergy with civil society and a more diverse range of partnerships at the national and regional levels through the development of triangular cooperation between UNESCO, National Commissions and NGOs.

1. United Nations System Chief Executives Board for Coordination (formerly ACC).

Sector for External Relations and Cooperation

Relations with Member States

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Arab States		
Coordination of relations with the Member States, Associate Members and non-Member States of the region.		Number of visits by the Director-General to the Arab States: 2000: 4 2001: 10
Encouragement provided for cooperation between the countries so as to ensure the implementation of the Organization's programmes.		Number of meetings by representatives of the region with the Director-General: 2000: 13 2001: 24
Liaison with the Member States, their Permanent Delegations and their representatives on the Executive Board, and dissemination among them of all relevant information on cooperation between the States and UNESCO.		Number of visits by Permanent Delegations to the Director-General: 2000: 32 2001: 24
More detailed knowledge of the situation of Member States; collection of the information needed by the Director-General and preparation of the relevant dossiers for his meetings or missions.		
Cooperation with the national authorities for the preparation and planning of the Director-General's missions.		
Coordination of the follow-up to the Director-General's missions and action to give effect to the aides-memoire and agreements to which they give rise.		

Continuation and strengthening of cooperation with the regional intergovernmental organizations.

Monitoring of the political, economic and social situation and updating of information on the region.

Lessons learnt for future service improvement:

- ▶ Flexibility needed in the implementation of UNESCO activities so as to respond more effectively to the changing political situation in the region;
 - ▶ Need to draw up priorities in dealing with requests because of budgetary and temporary constraints and limited human resources.
-

Asia and the Pacific

Coordination of relations with the Member States, Associate Members and non-Member States of the region.

Encouragement provided for cooperation between the countries so as to ensure the implementation of the Organization's programmes.

Liaison with the Member States, their Permanent Delegations and their representatives on the Executive Board, and dissemination among them of all relevant information on cooperation between the States and UNESCO.

More detailed knowledge of the situation of Member States; collection of the information needed by the Director-General and preparation of the relevant dossiers for his meetings or missions.

Cooperation with the national authorities for the preparation and planning of the Director-General's missions.

Coordination of the follow-up to the Director-General's missions and action to give

Number of visits by the Director-General to the region:

2000: 9

2002: 6

Number of meetings by representatives of the region with the Director-General:

2000-2001: 79

effect to the aides-memoire and agreements to which they give rise.

Continuation and strengthening of cooperation with the regional intergovernmental organizations.

Monitoring of the political, economic and social situation and updating of information on the region.

Europe

Coordination of relations with the Member States, Associate Members and non-Member States of the region.

Encouragement provided for cooperation between the countries so as to ensure the implementation of the Organization's programmes.

Liaison with the Member States, their Permanent Delegations and their representatives on the Executive Board, and dissemination among them of all relevant information on cooperation between the States and UNESCO.

More detailed knowledge of the situation of Member States; collection of the information needed by the Director-General and preparation of the relevant dossiers for his meetings or missions.

Cooperation with the national authorities for the preparation and planning of the Director-General's missions.

Coordination of the follow-up to the Director-General's missions and action to give effect to the aides-memoire and agreements to which they give rise.

Intersectoral working group established by the Director-General (November 2000) to develop an integrated strategy for UNESCO's action in South-East Europe (overall coordination of working group by ERC/EUC).

Strategy paper for UNESCO's action in South-East Europe developed. Strategy identifies priority areas for action and sets out a number of interdisciplinary and inter-State project proposals to be implemented in partnership with other agencies active in the region.

Number of visits by the Director-General to the region:

2000: 10

2002: 11

Number of meetings by representatives of the region with the Director-General:

2000: 77

2001: 68

Continuation and strengthening of cooperation with the regional intergovernmental organizations.

Monitoring of the political, economic and social situation and updating of information on the region.

Lessons learnt for future service improvement:

- ▶ Intersectoral Working Group helped better define and target UNESCO's action in the region and it is hoped that it will contribute to strengthened partnerships with other agencies and donor countries involved in South-East Europe.
-

Latin America and the Caribbean

Coordination of relations with the Member States, Associate Members and non-Member States of the region.

Number of visits by the Director-General to the region:

2000: 0

2001: 3

Encouragement provided for cooperation between the countries so as to ensure the implementation of the Organization's programmes.

Number of meetings by representatives of the region with the Director-General:

2000: 18

2001: 33

Liaison with the Member States, their Permanent Delegations and their representatives on the Executive Board, and dissemination among them of all relevant information on cooperation between the States and UNESCO.

Number of visits by Permanent Delegations to the Director-General:

2000: 37

2001: 32

More detailed knowledge of the situation of Member States; collection of the information needed by the Director-General and preparation of the relevant dossiers for his meetings or missions.

Cooperation with the national authorities for the preparation and planning of the Director-General's missions.

Coordination of the follow-up to the Director-General's missions and action to give effect to aides-memoire

and agreements to which they give rise.

Continuation and strengthening of cooperation with the regional intergovernmental organizations.

Monitoring of the political, economic and social situation and updating of information on the region.

Support to the Palestinian Authority

Strengthening of the institutions of the Palestinian Authority.

Contribution to peace-building.

Promoting cultural tourism through the restoration and enhancement of sites and monuments in Jericho, Bethlehem, Nablus, Hebron and Gaza.

Promotion of identity and cultural diversity; promotion of a better understanding of the relationship between environmental, demographic and developmental factors; participation in the modernization and democratization of Palestinian society.

Construction of kindergartens with a view to developing preschool education for a modern society.

Strengthening of the endogenous capacities of Palestinian institutions by developing a high-quality education system for pupils, students and teachers, and by devising training for senior officials and professional staff for the municipalities.

Training of officials in the Palestinian Ministry of Education and of teachers, administrators, managers and planners.

Renovation and rehabilitation of some 30 schools in the West Bank and the Gaza Strip; purchase of the necessary equipment and supplies.

Training of about 100 young Palestinian professionals by means of workshops organized in Nablus and Gaza by staff of the Multipurpose Community Resource Centres (MCRCs).

Training of 20 Palestinian journalists; strengthening and modernization of the Palestinian press agency Wafa.

Raising broad public awareness, by means of cultural and scientific projects in Jericho, Hebron, Bethlehem, Nablus and Gaza, of the importance of the natural resources of Palestine and the value of its cultural heritage, which is an extraordinarily effective instrument for relaunching social, economic and cultural development.

Lessons learnt for future service improvement:

- ▶ The strengthening of the UNESCO Office in Ramallah, in the field of education and culture, will enable our Organization to coordinate the action of the other international agencies in UNESCO's fields of competence and to reinforce cooperation with the national actors. This requires an office with programme specialists so that UNESCO may maintain its role as coordinator and leader in its fields of competence.
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Assessment of implementation

The Division of Relations with Member States (ERC/RMS) is one of the four Divisions which make up the Sector for External Relations and is distinct from its counterparts in the following manner:

- ▶ The Director of the Division of Relations with Member States is *ex officio* Deputy Assistant Director-General for External Relations and Cooperation for the entire Sector, and having had no predecessor, the Director has had the opportunity to build anew.
- ▶ The Division of Relations with Member States encompasses four distinct universes: four “political” sections (the Africa Region being within the purview of Department Africa) that deal with the official representatives of 151 Member States and Associate Members (Heads of State and Governments, Ministers, Permanent Delegations, representatives to the Executive Board), as well as with the international organizations which are regional in nature (such as the Council of Europe or the League of Arab States); the Fellowships Section which manages a high volume of people and funds (some \$5 million in cash and in-kind for the period under consideration) and is occasionally requested to conceptualize new programmes (such as the UNESCO/Keizo Obuchi and UNESCO/L’Oréal Co-Sponsored Fellowships); the Participation Programme (the analysis of which appears separately in this Report); and the Unit designed to support the development of the Palestinian people.
- ▶ ERC/RMS’s vision is Janus-like, both inward looking (as all briefings produced for Headquarters-based meetings with government representatives and for visits to Member States are destined for the exclusive use of the Director-General) and outward looking (liaising with Permanent Delegations, negotiating Aides-memoire, devising with Member States the Director-General’s bilateral meetings at Headquarters or visits to their countries, or when funds are disbursed through fellowships, the Participation Programme and aid for the Palestinian people).

- ▶ Finally, the political part of ERC/RMS’ work is performed in close cooperation with the Office of the Director-General and often in the presence of the Director-General himself.

Over the period covered, the bulk of the energy of the Division of Relations with Member States was expended on improving the structure and contents of the briefings of the Director-General. Two different formats were devised: one for the short briefings (now known as “baby briefings”) for the bilateral encounters, held at Headquarters between the Director-General and high-ranking officials (some 350 over the period under review), and the substantial briefings (53 in 2000-2001, of between 40 to 70 pages each) for the Director-General’s visits, official and otherwise, to Member States and forming the basis of the information he needs. The matrices thus conceived and implemented have allowed for more rigorous and systematic briefings and have succeeded in considerably improving both the quality and contents of the data and information provided to the Director-General. Two out-of-the-ordinary events occurred in 2000-2001: first, the external evaluation of the Fellowships Section, which led to an in-depth debate during the 161st session of the Executive Board (28 May-13 June 2001) and shed a positive light on the Programme, with the Executive Board formulating forward-looking recommendations that are currently being carried out, and; second, the Division being entrusted by the Director-General with devising a strategy for the 10 countries of South-East Europe. It is envisaged that once funds are secured for the concrete projects thus identified, those Member States concerned will have the opportunity to implement key activities vetted by them and develop much-needed partnerships both within and outside the region.

The new ERC/RMS structure has created new challenges in the form of a novel team (where a number of players have never shared the same playing field before), and, in the form of dramatically modified working methods. It is hoped that the momentum so far achieved will lead to more tangible results in the forthcoming biennium, to be reported in document 33 C/3.

Participation of Member States in UNESCO activities in 2000-2001

Column I: Number of conventions to which the State is party

Column II: National Commissions as of 21 December 2001

Column III: Voluntary contributions received

Column IV: Voluntary contributions received within the funds-in-trust arrangement

Member States	I Conventions: ratifications, acceptances, accessions or successions	II National Commis- sions	III Voluntary Contribu- tions (Expressed in '000 US \$)	IV Fund-in-Trust Arrange- ments (Expressed in '000 US \$)	Member States	I Conventions: ratifications, acceptances, accessions or successions	II National Commis- sions	III Voluntary Contribu- tions (Expressed in '000 US \$)	IV Fund-in-Trust Arrange- ments (Expressed in '000 US \$)
Afghanistan	2	*			Ecuador	19	*	2.6	140.4
Albania	6	*	0.3		Egypt	18	*	25.3	
Algeria	8	*	5.6		El Salvador	14	*	1.1	
Andorra	5	*	0.3		Equatorial Guinea	1	*		
Angola	2	*			Eritrea	1	*		
Antigua and Barbuda	1	*			Estonia	8	*	0.8	
Argentina	13	*	122.4	595.2	Ethiopia	1	*	0.6	
Armenia	10	*	28.7		Fiji	5	*	0.2	
Australia	24	*	113.3		Finland	20	*	2 085.8	4.9
Austria	19	*	344.1		France	23	*	2 232.1	972.6
Azerbaijan	10	*			Gabon	5	*	8.8	
Bahamas	4	*			Gambia	1	*	322.6	
Bahrain	4	*	1.3	20.0	Georgia	9	*	6.0	
Bangladesh	9	*	0.7		Germany	23	*	3 493.2	1 230.3
Barbados	7	*	5.0		Ghana	13	*	50.7	
Belarus	11	*	5.8		Greece	16	*	213.6	
Belgium	15	*	618.8	3 952.2	Grenada	2	*	0.1	
Belize	4	*	0.1		Guatemala	17	*	1.6	
Benin	4	*	0.2		Guinea	13	*		
Bhutan	1	*			Guinea-Bissau	3	*		
Bolivia	11	*	20.8		Guyana	1	*	0.2	
Bosnia and Herzegovina	16	*	2.2		Haiti	7	*	0.2	
Botswana	2	*	0.7		Honduras	6	*		343.6
Brazil	19	*	573.9	187 884.4	Hungary	19	*	8.7	
Bulgaria	20	*	0.9		Iceland	7	*	11.4	
Burkina Faso	10	*			India	17	*	148.1	
Burundi	2	*			Indonesia	8	*	14.1	
Cambodia	11	*	0.1		Iran (Islamic Republic of)	10	*	136.2	
Cameroon	7	*			Iraq	11	*		
Canada	11	*	734.5	94.8	Ireland	11	*	459.4	
Cape Verde	2	*			Israel	15	*	57.7	
Central African Republic	4	*			Italy	24	*	33 140.7	8 493.0
Chad	2	*	65.0		Jamaica	5	*	2.9	
Chile	9	*	88.0	288.1	Japan	15	*	9 016.4	44 698.8
China	13	*	171.9		Jordan	13	*	19.0	20.1
Colombia	9	*	30.7		Kazakhstan	7	*	34.6	8.0
Comoros	3	*			Kenya	13	*	0.5	
Congo	5	*			Kiribati	1	*	0.3	
Cook Islands		*			Kuwait	5	*	20.0	
Costa Rica	17	*	1.3		Kyrgyzstan	7	*	0.3	
Côte d'Ivoire	8	*	62.0		Lao People's Democratic Republic	6	*	0.1	
Croatia	16	*	2.5		Latvia	8	*	1.0	
Cuba	15	*	2.0		Lebanon	12	*	1.0	
Cyprus	18	*	22.6		Lesotho	2	*		
Czech Republic	22	*	10.7		Liberia	4	*		
Democratic People's Republic of Korea	3	*	2.7		Libyan Arab Jamahiriya	13	*	18.3	5 053.8
Democratic Republic of Congo	7	*	0.4		Lithuania	11	*	1.1	
Denmark	21	*	4 267.6	6 184.6	Luxembourg	16	*	386.2	236.9
Djibouti		*			Madagascar	9	*		
Dominica	6	*			Malawi	6	*	0.2	
Dominican Republic	9	*	2.5		Malaysia	6	*	6.8	
					Maldives	2	*	0.1	

Member States	I Conventions: ratifications, acceptances, accessions or successions	II National Commis- sions	III Voluntary Contribu- tions (Expressed in '000 US \$)	IV Fund-in-Trust Arrange- ments (Expressed in '000 US \$)	Member States	I Conventions: ratifications, acceptances, accessions or successions	II National Commis- sions	III Voluntary Contribu- tions (Expressed in '000 US \$)	IV Fund-in-Trust Arrange- ments (Expressed in '000 US \$)
Mali	6	*	57.0		Seychelles	2	*	1.7	
Malta	13	*	5.0		Sierra Leone	3	*	1 545.9	
Marshall Islands		*			Slovakia	22	*	2.8	
Mauritania	4	*			Slovenia	23	*	5.2	
Mauritius	9	*			Solomon Islands	5			
Mexico	14	*	74.4	7.0	Somalia		*		
Micronesia (Federated States of)		*			South Africa	4	*	28.2	
Monaco	13	*	0.3		Spain	21	*	216.1	407.0
Mongolia	7	*	0.1		Sri Lanka	15	*		
Morocco	22	*	1 204.0		Sudan	4	*	0.7	
Mozambique	1	*	40.1		Suriname	3	*	0.9	
Myanmar	3	*			Swaziland	2	*		
Namibia	3	*	0.5		Sweden	21	*	4 570.1	81.0
Nauru		*			Switzerland	17	*	841.6	300.9
Nepal	5	*	0.1		Syrian Arab Republic	6	*	2.4	
Netherlands	23	*	2 753.9	7 744.1	Tajikistan	11	*	400.4	
New Zealand	12	*	46.3	190.0	Thailand	4	*	209.2	
Nicaragua	15	*			The former Yugoslav Republic of Macedonia	20	*	0.4	
Niger	16	*	234.6		Togo	3	*	0.2	
Nigeria	12	*	4.0		Tonga	1	*		
Niue	1	*			Trinidad and Tobago	8	*		
Norway	22	*	4 916.7	6 056.0	Tunisia	16	*	1.2	
Oman	6	*	78.5		Turkey	9	*	102.1	
Pakistan	13	*			Turkmenistan	2	*	0.2	
Palau		*			Tuvalu		*		
Panama	21	*	21.1		Uganda	6	*	1.3	
Papua New Guinea	3	*	0.9		Ukraine	13	*	8.9	
Paraguay	9	*	7.0		United Arab Emirates	3	*	200.0	
Peru	18	*	7.9		United Kingdom of Great Britain and Northern Ireland	19	*	1 548.9	126.6
Philippines	8	*	5.2		United Republic of Tanzania	7	*	0.2	
Poland	18	*	19.9		Uruguay	15	*		54.4
Portugal	19	*	30.8	119.0	Uzbekistan	5	*	287.9	
Qatar	5	*	452.4		Vanuatu		*		
Republic of Korea	10	*	542.4	386.8	Venezuela	14	*	28.2	
Republic of Moldova	7	*			Viet Nam	6	*	0.2	
Romania	13	*	4.9		Yemen	3	*	0.3	
Russian Federation	20	*	1 557.3		Yugoslavia, Federal Republic of	18	*		
Rwanda	13	*	152.2		Zambia	8	*		
Saint Kitts and Nevis	1	*			Zimbabwe	3	*	0.6	
Saint Lucia	3	*	0.1						
Saint Vincent and the Grenadines	9	*							
Samoa	1	*							
San Marino	6	*	0.2	13.9					
Sao Tome and Principe		*							
Saudi Arabia	7	*	40.7	553.5					
Senegal	15	*	86.5						
					Total			81 590.8	276 261.8

States shown in bold type established National Commissions in 2000 or 2001.

Voluntary contributions received in 2000-2001 from non-Member States, NGOs and others

	Amount (in thousands US \$)		Amount (in thousands US \$)
Non-Member States			
United States of America	4,987.7	Creative Labs	5.1
NGOs and others		CRT Fondazione, Italy	9.5
Académie des Sciences, France	18.0	Danish Natural Research Council	18.2
ACEID Fees	160.7	DEL / Planet Society	6.5
ACOPS	72.0	DHL, Italy	0.4
Action-Aid	16.6	EDF-GDF, France	22.8
Aga Khan Trust	308.7	Emilia Valori	53.0
Agence de la Francophonie	45.7	ENEA, Italy	108.8
Agenzia Italiana Petroli (AGIP), Italy	21.3	EOLSS Publishers Co. Ltd.	25.0
Agenzia Nazionale Protezione Dell'Ambiente	127.2	Eurograficas Pichel	3.6
Agenzia per lo Sviluppo Tecnologico	1.4	European Commission	4,567.0
Agenzia Regionale Protezione Dell'Ambiente	13.8	European Science Foundation	2.8
AGFUND	800.0	European Space Agency	207.4
Al Alamiah, Kuwait	100.0	European Training Foundation	91.5
Al Balqa University	20.0	Felissimo	351.8
Alfred P. Sloan Foundation	29.0	FINEP, Brazil	25.0
American Club of China	8.0	Fondation Bettencourt Schueller	41.1
Amici dei Musei, Italy	4.5	Fondation de France	6.8
Arab Fund for Economic Development	121.8	Fondation Internationale	172.0
Arab Fund for Economic Social Development, Kuwait	23.4	Fondation Prince des Asturies	26.7
Asia Pacific Centre for Theoretical Physics, Korea	19.5	Fondazione Internazionale Trieste	17.5
Asia Pacific Cultural Centre, Japan	18.1	Ford Foundation	690.0
Asian Development Bank	272.0	Forschungszentrum J_lich, Germany	4.4
Aso Tatsuo	11.3	Foundation Andes, Chile	73.1
Association La Bibliothèque du Désert	47.7	Foundation Dr. Al-Qubaisi	167.5
Association Nouveaux Virtuoses	4.2	Fundacao Calouste G.	11.2
Association Rudaki	1.4	Fundacion Antorchas, Chile	17.5
Atomic Energy Organization of Iran	12.1	Fundacion Santa Maria	20.0
Australian Institute of Marine Science	2.9	Funsalud / SI, Brazil	6.0
Aventis	109.2	Gaddafi International Foundation for Charitable Association, Libya	249.3
Ayrton Senna Foundation	55.3	Groupe ACCOR	150.0
B.I.T. Senegal	3.0	Guillermo Cano Foundation	25.0
Bank of Brazil Foundation	1,969.1	Hariri Foundation, Lebanon	150.0
Bankyo University	90.0	Harvard University	25.5
Beijing Bama Food Processing Co., Ltd.	6.0	Helsinki Consulting Group Ltd.	15.0
Beyrouth Capitale Culturelle, Commis. Préparatoire	5.0	Hiroshima City, Japan	137.6
Brain Science Foundation, Japan	8.3	ICGEB	19.9
Brasil Telecom	108.7	ICRAF	8.5
Brown Brothers Harriman & Co.	35.0	ICSU	20.0
BSH	1.5	IDRC, Canada	2.8
Bureau of Meteorology, Australia	9.3	IFREMER	50.5
Caribbean Development Bank	50.0	Institut de Physique du Globe de Paris / E.C.	8.2
CARITAS	103.3	Institute for Advanced Study, U.S.A.	12.5
Carnegie Corporation of New York	75.0	Institute for Cultural Exchange, Inc.	100.0
Caterpillar China Ltd.	25.0	Instituto de Turismo	2.8
Centro Elettrotecnico Sperimentale Italiano	32.6	Instituto Espanol de Cenografia	47.7
CERLALC	3.0	INTAS	4.5
China Charity Federation	34.8	Inter-American Development Bank	61.0
CNRS - France	1.4	Inter-American Dialogue	3.9
Columbia University	10.0	International Biathlon Union	60.0
Comision Permanente del Pacifico Sur	4.9	International Brain Research Organization, France	6.0
Commemorative Ass. for the Japan World Expo.	99.6	International Comm. on the Middle Atmosphere	1.2
Commercial Bank of Qatar	50.0	International Commission for Optics	3.8
CONACYT	50.0	International Council of Scientific Unions	20.0
Conf. Design Magnet CRT Sandy Bay	12.0	International Reading Association	40.0
Conselho Cientifico e Tecnologico, Brazil	63.4	International Union of Pure and Applied Physics	9.6
Consiglio Nazionale delle Ricerche, Italy	340.2	IRD, Centre de Bretagne	7.3
Consorzio Area / Novimpresa, Italy	1.8	ISESCO	80.0
Consorzio de Santiago de Compostella	232.0	Israel Academy of Sciences and Humanities	20.0
Convenio Andres Bello	87.3	Istituto Nazionale di Fisica Nucleare (INFN)	124.0
Coprodelli, Peru	62.5	Istituto Nazionale di Geofisica (ING)	6.7
		Italian National Research Council	302.7

	Amount (in thousands US \$)		Amount (in thousands US \$)
Jesuit Refugee Services	0.6	Service General Contractors, Italy	0.7
Jet Tours SA	4.3	Sincrotrone Trieste, Italy	356.4
Juventud, Mozambique	5.9	SISSA, Italy	39.3
Kadoorie Charitable Foundations	190.4	Sonderforschungsbereich, Germany	13.0
Kellogg Foundation	66.8	Soros Foundation	2.0
King's College School of Medicine & Dentistry, E.C.	1.8	State University of New York	24.3
Kobi Graphics	103.6	Sté Boucheron	107.6
Kodansha	46.0	Sté Disky Communications	15.1
Kuwait Arab Fund	40.9	Ste. Elec. Promotion	82.1
Kuwait Foundation for Adv. of Sciences	215.9	Stichting Gilles	160.0
Kuwait Society	50.0	Sultan Bin Owais Foundation	190.0
Legacy Veronese-Bignami, Italy	2.2	Swatch A.G., Switzerland	0.6
Lerici Foundation	11.5	Technical University of Berlin	42.6
Loicz International Project Office	1.2	Teledom, Nigeria	1.5
L'Oréal	339.3	Tepeco Engineers	199.2
MacArthur Foundation	73.0	The Reed Foundation	30.0
Madanjeet Singh	40.0	The San Mat Research Foundation Beas	16.9
Mairie May S/Evre	0.4	The Sikh Foundation	20.0
Max Planck Institute, Germany	14.3	Theatre Royal Monnaie – Brussels	2.3
Medias – France	13.8	Tulsa Ballet Theatre	0.2
Mendeleev Institute, Russia	2.2	UNA Wales	1.8
Mercedes-Benz China Ltd.	3.6	UNESCO Sale of Cards-CD	12.8
Meteorological Office, UK	18.1	University of Trieste/Consorzio Magnetofluidodinamica	4.3
Meyer Organics Ltd.	6.3	University of Trieste/Dipartimento di Scienze della Terra	8.1
Monticolo, Italy	0.2	University of Milan	3.0
Mr. Wood	12.5	University of Castilla-La Mancha, Spain	8.9
Ms Karp C.	0.4	University of Kuwait	24.7
Ms Gray	1.4	University of Puerto Rico	5.3
Ms Michiko Hirayama	2.4	University of Qatar	9.4
Ms Takako Matsuura	0.2	University of Reading, United Kingdom	8.7
Narodno Gledal Opera in Ballet, Slovenia	1.1	University of Southampton	31.1
National Academy of Sciences, United States of America	55.3	University of Tartu – Estonia	15.4
National Technical University of Athens	36.0	University of Texas/Professor Wooton	21.3
Natural Research Environment Council	28.0	University Witwater Srand Radmaste	5.2
NFUAI	451.8	Vadinoyannis Mariana, Ms	50.0
ONR	10.0	Vovolini Laskardis, Ms	50.0
OPEC	142.5	Welfare Association	250.0
Opera and Ballet Theatre, City of Perm, Russia	1.4	World Monuments Fund	4.8
Optical Society of America (OSA)	9.2	York University, Canada	65.5
Osservatorio Geofisico Sperimentale (OGS)	10.0	Zapata Alberto	1.5
Osservatorio Astronomico di Trieste	18.7		
OXFAM	20.0	Total	20,829.9
P. Charriol Foundation	2.8		
Parco Dell Etna EPG	6.2	United Nations Organizations	
Parsi Foundations, India	55.1	F A O	24.0
Plasmon Dietetique	122.0	I A E A	3,847.8
Politecnico di Milano, Italy	0.7	International Labour Organization	7.5
Postal Italy (Direct Mailing Campaign)	101.7	UN East Timor (UNTAET)	84.9
Postal Swiss (Direct Mailing Campaign)	1,517.1	UNDCP	56.3
Private Committee, Venice	25.8	UNDHA/UNOHCI	28,791.8
Professor Matsushita & Sasaki	1.0	UNFIP	6,737.7
Radison SAS Hotels and Resorts	25.0	UNFPA	32.9
RARE Center for Tropical Conservation	15.0	UNHCR	794.2
Raytheon Corp.	2.0	United Nations Children Fund	526.7
RCS Editori, Milano	17.8	United Nations Development Programme	151.2
Redesco, Italy	1.8	United Nations Environment Programme	970.8
Regione Autonoma Friuli – Venezia Giulia	62.5	United Nations, New York	32.7
Rockefeller Foundation	230.0	UNOCHA	30.0
S. Exc. Sheikh Ghassan I. Shaker	40.0	UNOPS	130.8
SAPAR Finance	81.0	World Bank/IBRD	1,408.9
SARL Orient	2.0	World Food Programme	613.2
Scientific Committee on Oceanic Research	15.0	World Health Organization/UNAIDS	3,416.4
Scientific Committee on Solar-Terrestrial Physics	8.5	World Meteorological Organization (WMO)	284.8
Search for Extraterrestrial Life Institute (SETI)	9.4	Total	47,942.6

Governing bodies

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
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Secretariat of the General Conference

Organization of the General Conference sessions.

Organization of the sessions in compliance with the UNESCO Constitution and the Rules of Procedure of the General Conference.

Preparation of the agenda and of the organization of work.

Coordination and supervision of the following: preparation of all documents for the session and their dispatch to Member States within the statutory deadlines; Constitution and functioning of teams.

For the 31st session, the information provided to participants was substantially improved, in particular by posting documents on the Internet; Introduction of an online electronic journal; Provision to participants of a large number of terminals to facilitate consultation; Publication of a *mini-journal* and two *Flash* newsletters.

The length of the session was reduced, and the volume of documentation was significantly decreased (approximately 30% in comparison with the previous session).

The secretariat of the General Conference was responsible for the preparation, holding and follow-up of the 31st session, which was held at Headquarters from 15 October to 3 November 2001.

In accordance with Rule 61 of the Rules of Procedure of the General Conference, the Secretariat of the General Conference circulated the resolutions to the Member States.

Publication of the new edition of the *Manual of the General Conference*.

An average of 15,000 pages on the General Conference website were viewed daily.

Secretariat of the Executive Board

Provision to Board Members of necessary support to prepare and organize the five Executive Board meetings held during a biennium.

Provision to Board Members of necessary support for extraordinary meetings (both Executive Board and others such as the Task Force for the Twenty-first Century) that may be judged necessary during that period

Launching of a website to allow Members to readily find any information concerning the Board and its activities, as well as the documentation produced from the Board's first session until the present.

Better dissemination of documentation relating to each session has been ensured by the Secretariat through the network, allowing for the consultation of documents upon their release.

Organization of two Executive Board meetings in Spring and Autumn 2000, three in 2001 (in Spring and Autumn) and a short meeting immediately following the 31st session of the General Conference.

Earlier than expected completion by Task Force on the work of UNESCO in the twenty-first century.

Provision of the opportunity to exchange opinions with the Director General on the implementation of the Organization's programme to Board Members through organization of information meetings.

Ensuring timely distribution to its Members of documents relating to the provisional agenda of each session, prepared by the Secretariat in all the working languages.

Lessons learnt for future service improvement:

- ▶ Despite the dissemination of documentation of the Board to Member States through the network, complaints relating to delays in the dispatch of documentation in regard to the time limit stipulated in Rule 22 of the Rules of Procedure of the Executive Board (at least 30 days before the session) have been raised by Member States. The UNESCO Secretariat should therefore strive to strictly observe the aforementioned rule in order to avoid similar complaints in the future, and make an effort to abide by the deadlines foreseen for the preparation and submission of documents to the Secretariat of the Board, as approved by the Directorate.
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Governing bodies

Secretariat of the General Conference

Particularly successful/Innovative action

The posting of documents on the Internet, the introduction of an online electronic journal, and the dissemination on the Web in real time of information on events concerning the work of the session, including the results of various elections, facilitated the delegates' participation in the meetings.

Secretariat of the Executive Board

Assessment of implementation

The major results of the work of the Executive Board during the past biennium are the adopted decisions pertaining

to all aspects of activities covered by the Organization. Their impact is reflected in the continued improvement of the practices and activities of the Secretariat in its various domains. As in all human endeavours, any risks and difficulties encountered are not insurmountable when they are dealt with in an open and constructive spirit.

Particularly successful/Innovative action

The catalytic role performed by the Executive Board as a forum of reflection during the last biennium, was characterized by the two thematic debates which took place during the 159th session, "UNESCO in a globalizing world", and during the 161st session, "The new information and communication technologies for the development of education, science and culture".

General Policy and Direction

Financial management

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Bureau of the Budget		
<p>Preparation, in cooperation with the Bureau of Studies, Programming and Evaluation (BPE), of the biennial programme and budget of the Organization.</p>	<p>Active participation in the development of the new management and monitoring systems (SISTER and FABS), the adaptation of existing procedures to these systems and the training of Secretariat users.</p>	<p>Biennial programme and budget (31 C/5) prepared and approved by the 31st session of the General Conference.</p>
<p>Ensuring the technical coordination of the execution of regular budget activities and those funded by extrabudgetary resources, the budgetary management of staff and other costs, and the preparation of documents to the governing bodies.</p>	<p>Development of a new BB staff costs budget management database.</p>	<p>Administration and management of budgetary execution improved; Conformity with 30 C/Resolution 1 and the work plans approved by the Director-General respected.</p>
<p>Replacement of the outdated computer systems for budget and finance and adaptation of the existing procedures to the new system.</p>	<p>Instant access to budgetary and status reports provided to Headquarters and field units on the BB Intranet website.</p>	<p>Budgetary data and status reports on the implementation of the programme and budget prepared on a regular basis for the governing bodies, Permanent Delegations and the Secretariat units.</p>
<p>Provision of instant access to budgetary data and status reports to units at Headquarters and in the field.</p>	<p>Streamlining of the structure of BB with the aim of providing better supporting services to the relevant sectors/bureaux in accordance with the restructuring policy of the Organization.</p>	<p>Participation at training sessions and teleconferences organized for Administrative Officers in the field, new staff members and Young Professionals; Provision of appropriate written and audiovisual materials.</p>
<p>Training of Administrative Officers, both at Headquarters and in the field, through the elaboration and wide dissemination of written and audiovisual material.</p>		

Lessons learnt for future service improvement:

- ▶ While the streamlining of the structure of the Bureau of the Budget, which entailed the merging of the two sections responsible for the budgets of the programme sectors/units, enabled the Bureau to attain the results expected, it did not permit a more proactive participation in the reform process, particularly in respect of personnel and decentralization issues. A further modification to the present structure may well be required.
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Assessment of implementation

When adopting the Programme and Budget for 2000-2001, the 30th session of the General Conference authorized the Director-General to find savings of at least \$10 million, within the framework of the total approved appropriation, in order to strengthen the Organization's activities in certain areas identified by the Executive Board in its recommendations concerning draft document 30 C/5. The particularly complex adjustments to the appropriations included in the provisional version of document 30 C/5 Approved were submitted to the 159th session of the Executive Board in May 2000. The final version of document 30 C/5 Approved, which was published in July 2000, included these adjustments as approved by the Executive Board.

The regular budget staff costs of the Organization required particularly careful monitoring and tight control during 2000-2001. The Bureau's action in this regard enabled the Organization to cover substantial indemnities concerning

the Agreed Separation Scheme, as well as costs arising from the retroactive reimbursement to General Service staff in Paris of the Generalized Social Contribution (CSG) and the Social Debt Reimbursement Contribution (CRDS)², without exceeding the staff costs ceiling approved by the General Conference in 30 C/Resolution 1.

Particularly successful activities

The efficient management of staff costs, which represent some 58% of the total regular budget of the Organization, is of primordial importance: the staff costs database developed by the Bureau of the Budget is proving to be a key management tool for this purpose.

Provision on the BB Intranet website of instant access to Headquarters and field units of data on the status of budget implementation has been widely appreciated, particularly by the field units which have been able to follow the implementation of their activities more closely and take action as appropriate.

2. Following an internal appeal by seven staff members in July 2000, the Appeals Board deemed the CSG and CRDS to be "social charges", where as the CSG and CRDS had been considered to be "taxes" in the method used to calculate the salary scale of staff in the General Service category at Headquarters for the period 1997-1999. The Board therefore recommended that new calculations be made to evaluate the financial cost of these two "social contributions" for the period in question. The Administration and staff representatives submitted the matter to the ICSC at its 52nd session, held in July/August 2000. In view of the stand taken by the Court of Justice of the European Communities (CJEC) and the French Court of Cassation in respect of the CSG and CRDS, ICSC decided to exclude the CSG and CRDS from the calculation of the net remuneration taken into consideration in the staff salary survey, and that decision was taken into account in the calculation of the salary scale as from 1 January 2000. In view of this decision by the ICSC, the Director-General accepted the recommendation of the Appeals Board, which entailed paying the corresponding adjustments retroactively to the seven appellants. He also decided, out of concern for equity, to extend the application of that decision to all the staff concerned.

General Policy and Direction

Legal services

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
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Office of International Standards and Legal Affairs

Give advice, at their request, to the General Conference, the Executive Board and various meetings convened by UNESCO.

Assist in the exercise of the functions of a legal nature assigned to the Director-General.

Provide support in the preparation, formulation, adoption and revision of international standard-setting instruments and in the implementation of procedures for overseeing and applying such instruments; Promote access to standard-setting instruments adopted under the auspices of the Organization; Encourage Member States to participate in the procedures established for monitoring standard-setting instruments by facilitating cooperation between the national services

Acceleration of clearance procedures and comments on documents from various divisions and units to be submitted to the Director-General for approval; Closer coordination with the Office of the Director-General, programme sectors and central services to ensure rules, regulations and procedures are observed and properly applied; Assist in the improvement of the administration of justice.

Earlier involvement of the Office in the provision of advice on procedures for the preparation of new normative instruments.

Provision of prompt, judicious and reliable advice to the General Conference and its organs, as well as to the Executive Board and its organs; Assignment of members of the Office to the different organs to provide such advice; Discussion of potential or actual legal questions in meetings of the Office to ensure the best possible advice.

Increased efficiency of verification of documents submitted for the Director-General's approval; Expedition of early warnings and undertaking of preventive measures to ensure proper application of rules, regulations and procedures; Provision of prompt and direct legal advice and opinions to the Director-General; Adjudication of more than 20 appeals at the Appeals Board; Representation of the Director-General before the Appeals Board; Creation of mechanisms for the amicable settlement of personal grievances (e.g. strengthening of mediation procedures).

Adoption of remedial actions regarding observance of procedures for preparation of standard-setting instruments; Submission of suggestions and possible elements of procedures for periodic review of normative instruments for consideration by the Executive Board; Prompt provision, upon request, of certified copies of normative instruments to Member States; Regular updating of information regarding participation of Member States in conventions and recommendations adopted by, or under the auspices of UNESCO.

responsible for these matters and the appropriate national and international organizations.

Provide secretariat services for the Committee on Conventions and Recommendations (CR) under the procedure laid down in 104 EX/Decision 3.3 for the examination of communications relating to the exercise of human rights within the fields of competence of the Organization.

Deal with legal matters pertaining to the application and interpretation of the Constitution and the Organization's regulations and rules and amendments thereto; the Organization's legal status, privileges and immunities; the conclusion and application of agreements with Member States or other organizations and of contracts to which the Organization is a party.

Examine possible legal aspects of programme execution and the Organization's work in general.

Represent the Organization at court, particularly the Administrative Tribunal of ILO.

Ensure cooperation in legal matters with other international organizations, particularly within the United Nations system.

Promotion of better understanding of the interpretation and application of constitutional and regulatory instruments.

Examination of 100 cases by the Committee on Conventions and Recommendations; Early submission of documents and efficient secretariat services provided to four sessions of the CR during the biennium; Prompt replies to correspondence concerning communications; Provision of advice and assistance for a better understanding of the procedures.

Secured better observance of the rules, regulations and procedures of the Organization through more detailed and clear legal opinions on the interpretation and application of constitutional provisions, as well as the regulations and rules of the Organization; Ensured compliance with the rules, regulations and procedures of the Organization in the conclusion of agreements and contracts.

Provision of advice to all programmes and sectors on legal aspects of programme execution.

Represented the Organization in seven cases before the ILO Administrative Tribunal during the biennium.

Intensified continuous exchanges with legal offices of the other United Nations organizations.

Better coordination with the United Nations and specialized agencies on legal issues of common interest (e.g. participation of legal advisers in annual meetings, electronic exchanges of views on matters of common interest).

Lessons learnt for future service improvement:

- ▶ Better documentation services, establishment of databases and online services, better research facilities and increased staff resources would contribute to the improvement of services.
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Assessment of implementation

The services provided by LA produce immediate results. Advice provided by the Office leads instantaneously to changes in the text of agreements, contracts, correspondence, Decisions and procedures to be followed, as well as in the interpretation and application of rules and regulations. End-users (Member States and Secretariat staff) are provided with a readily usable product or advice. Implementation was carried out throughout the first half of the biennium on a day to day basis, trying to cope with the multiple and complex tasks of the Office, without the possibility of developing an overall strategy due to the lack of permanent leadership for the Office. Implementation also suffered as a result of the loss of posts and reduction in staff that took place during previous biennia. The elaboration of a new strategy linking the services of the Office to those of units and divisions in various sectors began in late 2001 and consultations are under way for its finalization. Closer cooperation with HRM during the latter part of the biennium has already done much to prevent any further increase in the frequency of staff-related conflicts.

Impact

The services offered by the Office have immediate impact and result in a better observance of the rule of law within the Organization. Due to the improving promptness and efficiency of the advice provided by the Office, demand for its services grew during the latter part of the biennium. Preventive measures taken in collaboration with HRM have also lately contributed to mitigating any further growth in staff-related conflicts.

The impact of the services with regard to the elaboration of new standard-setting instruments is still “in the making” and the Office is playing a more important role in guiding

their preparation, and advising on the procedure for their formulation.

Particularly successful activities

LA's attempts to improve its services and to deliver such services in a prompt yet judicious manner in order to ensure that correct and reliable advice is provided to end-users, were prioritized in the latter part of the biennium. Most of the innovative action focused on the improvement of internal research capacities, on establishing a better system for document search, and on trying to establish a system of storing and identifying precedents in the legal practice of the Office and of the Organization in general. These innovative actions will continue into the new biennium.

Constraints

The main problem faced by the Office was an extremely heavy workload, which by far outweighed its human resources, as well as the urgency of many of the demands made on its services. This could give rise to undesirable consequences, since advice given in a situation of urgency or without appropriate research or reflection could result in mistakes or errors of judgment. There is also too much demand placed on the services of the Office by the numerous meetings of the Organization's organs, where, in contrast to other United Nations organizations, the presence of legal officers seems to have become part of a local culture.

The lack of close cooperation and coordination between the Office and various units in the sectors dealing with normative or legal issues has demonstrated the need for an overall strategy in the area of the legal affairs of the Organization to be drawn up.

General Policy and Direction

Programming

Services provided

Actions taken to improve service quality

Results achieved as at 31 December 2001

Bureau of Strategic Planning

consisting of the former BPE (Bureau of Studies, Programming and Evaluation)

Implementation of a public awareness-building campaign in more than 160 Member States.

Active participation in relevant inter-agency mechanisms of the United Nations system (ACC and UNDG), leading to greater coordination of efforts in the definition and implementation of common international development goals (such as the goals set by the United Nations Millennium Summit) and substantive input reflecting UNESCO's mandate, competencies, priorities and interests prepared; Efforts made to develop increased intersectoral and interdisciplinary cooperation in addressing key strategic issues related to the needs of priority groups or themes; Steps taken to ensure substantive input, increased impact and visibility of UNESCO's action in the preparation of major international events, conferences and initiatives (e.g. United Nations Year of Dialogue among Civilizations and Third United Nations Conference on LDCs in Brussels, 2001 – LDC III), and in the follow-up and implementation of relevant recommendations and plans of action adopted by the international community; A wide range of promotional activities were initiated, organized or sponsored in cooperation with various

Developed coordinated strategies and approaches in regard to countries and groups of countries of strategic importance (Afghanistan, Nigeria, least developed countries, Africa, the Balkans, etc.); Refined, strengthened and promoted globally the concept and principles of the Dialogue among Civilizations; Wide dissemination of the proceedings of major events; Formulation of an organizational strategy and construction of appropriate platform for UNESCO to assume a major role in the implementation of the United Nations General Assembly resolution 56/6 Global Agenda for Dialogue among Civilizations (November 2001).

programme sectors, within the context of the United Nations Year of the Dialogue among Civilizations.

Promotion of Manifest 2000, provision of online information on the campaign and its results.

Analysis of proposals received from Member States, Associate Members, IGOs and NGOs; Identification of main trends, at the global, regional and national levels, and priority areas to be taken into account in close consultation with programme sectors and central services, during elaboration of proposed strategies, priorities and planned activities in the C/4 and C/5 documents.

Prepared, held and followed-up international consultations (including five regional consultations of National Commissions) for the preparation of the Draft Medium-Term Strategy for 2002-2007 (31 C/4) and the Draft Programme and Budget for 2002-2003 (31 C/5); Increased partnership-building and alliances with organizations of the United Nations system, other IGOs, NGOs, actors of civil society and the private sector; Strengthened strategic planning process in C/4 and C/5 documents through a clear identification of the links between strategic and operational planning.

Setting up of an information and communication system using interactive websites.

Considerable efforts made to achieve full implementation of the new results-based programming, budgeting and monitoring process (RBM), including about 30 training sessions involving all programme sectors and a large number of staff.

Made progress in the implementation of RBM, by better defining outcomes (C/4) and results (C/5) and ensuring their correlation; Initiated formulation of preliminary regional strategies, relating to document 31 C/4; Organized several training workshops at Headquarters, field offices and in UNESCO Institutes

Lessons learnt for future service improvement:

- ▶ The role of coordination units (in 30 C/5) will need to be redefined and refocused in light of shift to mainstreaming in document 31 C/5. This implies the formulation of mainstreaming policies, training of programming staff, according a more proactive role in project initiation, design, development and implementation, serving as a clearing house for disseminating information, providing guidelines and orientations to better inform the elaboration of corresponding strategies and the choice of activities by sectors, National Commissions and interested partners.
- ▶ Further action is required as regards the development of performance indicators for their effective utilization in SISTER, reporting and evaluation and for the preparation of future C/5 documents.
- ▶ Programme planning in an Organization, moving towards a more pronounced decentralization, requires the full involvement of senior managers in programme sectors and in central services to ensure a coherent and effective interface with overall strategic objectives and budgetary priorities and constant monitoring to ensure attainment of results.
- ▶ More and continuous training is required for imparting awareness and knowledge of new programming approaches and their implications for practical work by each staff member and more hands-on training regarding utilization of SISTER.
- ▶ The Organization as a whole must move from process orientation to a more strategic and substantive orientation, implicit in the RBM approach.
- ▶ A review of SISTER is desirable to respond to suggestions aimed at making the system more user-friendly and better responding to exigencies inherent in the new field office network and related reporting lines.
- ▶ The policy and practical implications of UNESCO's participation in activities of the United Nations system (ACC/CEB and UNDG), in particular the pursuit of the Millennium Development Goals (MDGs), must be addressed by all sectors and field offices. The policy and practical implications of UNESCO's participation in activities of the United Nations system (CEB and UNDG), in particular the pursuit of the Millennium Development Goals (MDGs), must be addressed by all sectors and field offices.

Assessment of implementation

During the reporting period, the new Medium-Term Strategy for 2002-2007 (31 C/4 Approved) and the Programme and Budget for 2002-2003 (31 C/5 Approved) constituted the major programme planning accomplishments of the Bureau of Strategic Planning (BSP), which was created in October 2000 as part of the Director-General's reform. Both documents were designed to be the programmatic pillars of UNESCO's reform, and were subsequently approved with little amendment by the General Conference at its 31st session. The Strategy, which sets out the main thrusts for UNESCO's action over the next six years, projects a new vision and a new profile for the Organization. Both documents drew on an inclusive consultation process with all stakeholders, including five regional meetings, and introduced a number of new programming approaches. Foremost among them was the formulation of 12 strategic objectives and two cross-cutting themes for the Organization over the six-year period, the designation of principal and other priorities for each sector in the Programme and Budget and the introduction of a results-based programming and budgeting, management and monitoring (RBM) system providing for the formulation of outcomes at the level of the strategic objectives and results at the level of main lines of action for the Programme and Budget.

The programmatic refocusing and the preparation of the two key documents can be considered as a success, as can the Organization-wide efforts to formulate sets of outcomes and results for all activities. Much has been accomplished in terms of streamlining the overall planning process, while making it more inclusive by involving all sectors and central services, as well as the Institutes. In addition, the new decentralization policy of the Organization was complemented by a novel and participatory approach to decentralizing programme resources to the field. Another noteworthy element was the promotion of intersectoral approaches through the earmarking of funds for intersectoral projects pertaining to the two cross-cutting themes of the Medium-Term Strategy, which were awarded through a house-wide competitive process. In terms of programming, implementation and monitoring, considerable progress was made with regard to expanding the System of Information on Strategies, Tasks and the Evaluation of Results (SISTER) as a transparent, online programming tool for all programme activities, both at Headquarters and in the field, and covering regular and extrabudgetary resources alike.

BSP represented the Organization in inter-agency activities relating to programme matters, especially in the context of the High-level Committee on Programmes of the CEB. Work has begun to align UNESCO's activities with the Millennium Development Goals – a process that is also being accelerated by UNESCO's joining the United Nations Development Group (UNDG) in early 2001.

BSP also contributed significantly to the work of the Task Force on UNESCO Institutes and Centres, resulting in a set of new policies and criteria, captured in a major report presented to the Executive Board and the General Conference during the biennium. Moreover, BSP also

had responsibility for formulating a new policy and approach for the UNESCO World Report, due to be issued for the first time in 2003.

The Dialogue among Civilizations, being an issue of cross-sectoral importance, was another area where BSP led an intersectoral task force to prepare a UNESCO strategy and programme of action, presented to the Executive Board. In addition, it successfully arranged and prepared a series of international events, beginning with the launch of the United Nations Year of Dialogue among Civilizations at United Nations Headquarters on the eve of the Millennium Summit (September 2000).

BSP is responsible for activities pertaining to the priority areas: women, youth, least developed countries (LDCs) and the culture of peace, the needs and requirements of which were mainstreamed under new programmatic orientations, which were already being pursued in anticipation of approval by the General Conference. UNESCO, having been designated by the General Assembly as lead agency for the Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), initiated a number of conceptual and practical approaches to live up to this task. In addition, UNESCO provided the major issue paper for the International Seminar on "Forward-looking Approaches and Innovative Strategies to Promote the Development of Africa in the Twenty-first Century", held in November 2001.

For all activities carried out by BSP, specific websites, which can be accessed at: <http://www.unesco.org/bsp>, were created and are updated on a daily basis. This medium allows knowledge-sharing with National Commissions and a broad range of outside partners, including United Nations agencies and programmes, and the sites serve as an instantaneous communication, information and advocacy channel.

Further streamlining of the programming process is envisaged through the refining of interdisciplinary approaches, the ensuring of better links and complementarities between regular programme and extrabudgetary activities, better mainstreaming of the needs of Africa, the LDCs, women and youth, throughout all programmes, monitoring and reporting on programme execution and other aspects, and refining the digital programming and monitoring tools, in particular SISTER and its interface with FABS. Particular attention will need to be paid in future, by all units of UNESCO, to pursuing and attaining the Millennium Development Goals. BSP will have the task of ensuring in-house awareness, knowledge and adherence (at Headquarters and in the field), and of contributing effectively to undg and ceb-driven inter-agency activities, coordination and cooperation.

Particularly successful activities

The introduction of the RBM approach in programme planning, its linkage to SISTER and the conduct of a large number of training workshops for programme managers on results formulation and review represented a complex effort, which by all accounts was well executed and led to a re-orientation of the Organization's planning, implementation and monitoring processes. Particularly noteworthy was

the ability to refine the majority of the results in document 31 C/5 Approved, so as to ensure realistic expectations and to align them to the strategies for implementation.

The exceptional mobilization in support of the culture of peace during the 2000-2001 biennium was the result of concerted efforts by the Secretariat (at Headquarters and in the field), the National Commissions and international organizations. Thanks to their mobilization, UNESCO was designated by the United Nations General Assembly as lead agency for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010).

The success of the many activities supported by UNESCO during the United Nations Year of Dialogue among Civilizations (2001) paved the way for the

Organization to assume a high-profile and de facto lead agency role in this increasingly important area, with many international conferences, workshops, publications, and a dedicated website to its credit. Accordingly, UNESCO has been requested by the United Nations General Assembly to play a major role in the implementation of its resolution 56/6 on the Global Agenda for the Dialogue among Civilizations, adopted in November 2001.

Finally, the organization of a Youth Forum preceding the 31st session of the General Conference proved to be a particularly successful event, which was both timely and was welcomed by youth and delegations alike. It culminated in the presentation of the conclusions and recommendations of the various meetings by the Youth Forum to the plenary of the General Conference.

General Policy and Direction

Evaluation

Services provided

Actions taken to improve service quality

Results achieved as at 31 December 2001

Internal Oversight Service

consisting of the former IOM (Inspectorate-General) and CEU (Central Programme Evaluation Unit)

Organizational risk assessment

Use of comprehensive risk management methodology to enhance the processes for defining and measuring risks; Established and enhanced the framework of management authorities, controls, and accountability mechanisms; Coordinated participation of UNESCO senior management in a risk assessment exercise thus increasing ownership of the results and commitment to implement the recommendations.

Identification of 28 risks of high importance, shaping the direction and universe of IOS's strategy. Key elements of the emerging strategy were: increased delegation of authority and accountability; Increased audit and evaluation of field operations; Increased audit and evaluation of extrabudgetary activities; and Development of methodology to forge the link between audit and evaluation; Presentation of results at a Senior Management Symposium and subsequently used to develop IOS's strategy.

Field office audits

Broadened the audit scope beyond compliance audit and conducted comprehensive audits to cover significant operational and management issues; Identification of system-wide shortcomings, in addition to the local shortcomings, to allow management to produce long-term improvements benefiting the entire Organization; Introduction of improved audit methodology and improved audit processes such as: mandatory audit exit meetings at the completion of each audit to present and discuss major audit observations and recommendations; Provision of draft audit report to the field office at the completion of the audit

Eleven field audits conducted; 448 audit recommendations accepted to address observed issues including, Financial Management, Contracts, Procurement, Travel, Human Resources and General Administration. The action being taken to implement these recommendations is being closely monitored by IOS; Improved transparency regarding audit findings; Improved cooperation between the audit team and the audited office which led to more timely implementation of the recommendations.

prior to the audit team leaving the office to secure concurrence on factual information and recommendations; Preparation of action plans by the audited office for implementation of the audit recommendations to be submitted to IOS after the completion of the audits.

Headquarters audits	Contracting in of technical expertise on specialist reviews (Medical Benefits Fund, Printing Unit) in order to reinforce the credibility of the reviews; Development of combined audit-evaluation methodology to assess the functioning of key aspects of project and office management simultaneously so that the risks that may threaten successful project outcomes can be identified and corrective action taken.	Five Headquarters audits conducted. The project management aspect was reviewed in two of the five cases; 179 audit recommendations issued and accepted to address issues observed during the audits. Actions are being undertaken to implement these recommendations.
Extrabudgetary project audits	Broadening of audit programme to cover all critical risks, especially those related to donors, such as expenditure control (charging of expenditures to activities outside scope of agreement with donor).	Reviewing of 17 extrabudgetary projects during field and Headquarters audits. Ninety-five self-benefiting projects managed by UNESCO Brasilia Office were also reviewed and an audit of the Oil for Food Programme (OFP) was conducted; Crediting, as a result of one of the audits, of US \$45,000 to donor because of incorrect charging of expenditures.
Management support	Identification of initiatives that focus support on risks areas identified in the risk assessment exercise.	Development of Table of Delegation of Financial Authority; Development of draft guidelines for selecting and evaluating partners for programme implementation; Review of the new financial system (FABS); Development of proposals for helping to secure full accountability for the funds advanced to National Commissions for programme execution.
Investigations	Securing of transparency by having the investigation process fully documented, reported and adjudicated; Focusing on the assessment of the underlying control weaknesses that allowed irregularities to occur, or delayed their detection, as one of the main objectives of the investigation thus allowing IOS to present recommendations to Headquarters and other field offices to detect or prevent similar cases.	Conclusion of two significant cases, one head of office was dismissed and US \$60,000 recovered; Compiled underlying control weaknesses from the investigation cases, as well as from other audits. These will be fed into a Consolidated Audit Report to be issued in 2002.
Cooperation with external auditors and Joint Inspection Unit	Centralized cooperation between the UNESCO Secretariat, the external auditor	Improved cooperation, e.g. External Auditor relied on IOS to undertake extensive testing on Brasilia audit; Consolidation of responses to draft

	<p>and JIU in IOS; Reviewing of the external auditor's work plans to ensure that there were no duplications; Sharing of all IOS audit reports with the external auditors to improve transparency, coordination and cooperation; Reviewing of draft external audit reports that were relevant to evaluation and consultation with relevant programme sectors; Close monitoring of the implementation of all external audit and JIU recommendations.</p>	<p>reports by the external auditors for incorporation in final audit reports.</p>
<p>Evaluation</p>	<p>Development and application of new criteria for selecting evaluators; More direct involvement by IOS in particular evaluations (IOS directly managed the major evaluation of UNESCO's operations in Brazil, 164 EX/INF.3); Development of a set of Guiding Principles for Evaluators; Working with the Bureau of Strategic Planning to facilitate training on results-based management; Refining of tools for evaluating field offices.</p>	<p>Improvement of "tools" to support the evaluation process, some improvement in the quality of the evaluations emerging, and improved awareness in sectors and field offices of issues relevant to evaluation.</p>

Lessons learnt for future service improvement:

- ▶ To ensure consistent application of the improved methodology and adequate coverage of high-risk areas, audit/evaluation guidelines should be produced and fully utilized.
 - ▶ Prior to conducting audit/evaluation activities in the field, perform a comprehensive initial risk assessment in Headquarters so that major risks can be identified and the audit/evaluation activity conducted can be more focused and effectively undertaken.
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Assessment of implementation

The Internal Oversight Service (IOS) was formally established in February 2001 to provide a consolidated oversight mechanism, covering internal audit, evaluation, investigation and other management support.³ IOS is charged with providing assurance that programmes and plans are efficiently and effectively delivered, that strategic management information is reliable and timely, and that continuous improvements are fostered to enhance the quality of UNESCO's operations. It identifies risks that threaten the Organization and proposes remedial action to minimize negative impacts. Finally, IOS is called upon to challenge the Organization to reflect upon and to systematically and objectively assess the relevance, performance and success of ongoing and completed programmes, and to draw out lessons learnt for future programmes.

The IOS strategy, which covered all areas of its mandate: audit, evaluation, investigation and management support, was shaped by the results of an Organization-wide risk assessment exercise. The exercise identified risks that could lead to a failure by the Organization to achieve its objectives, as well as a failure to deliver high value to its Member States and other stakeholders through the efficient and effective delivery of its programmes. The risks are measured in terms of severity of outcome and likelihood of occurrence so that the oversight activities can be prioritized to address the high-risk areas.

Impact

IOS secured a number of immediate impacts for the benefit of the Organization. Audits allowed numerous observations to be made, resulting in recommendations on how to strengthen internal controls. These recommendations were swiftly implemented. Implementation has, however, not only strengthened controls. Indeed, many recommendations made to field offices were process related and the actions taken have changed the way those offices operate, thereby helping to improve efficiency and effectiveness in the use of scarce resources (human and financial). The fact that sanctions were firmly applied in investigation cases to staff involved in irregularities has had a powerful impact in signalling that there is zero tolerance towards such impropriety. This should change the behaviour of others in the future.

After one year of operations, the long-range impacts of IOS activities were "in the making" and progressing well. A Table of Delegation of Financial Authority and Accountability was produced by IOS and implementation started at Headquarters in early 2002. This improved the understanding of all staff as to that for which they are accountable. Draft guidelines on selecting partners for programme implementation, produced by IOS, introduced a rigorous and transparent process for assessing a potential partner's capacity. This was tested and implemented by several projects. The expected long-term

impact is higher quality UNESCO programme partners, which will in turn help to secure higher quality programme outcomes. On the evaluation side, impacts are being secured by feeding the results of evaluations into the planning process, and some improvements in the quality of evaluations are beginning to emerge as a result of IOS's input into the development of the methodologies and the Terms of Reference for the evaluations undertaken.

Innovations

Several innovative approaches were introduced and implemented by IOS in the form of new processes, methodologies and tools to assist IOS staff in performing oversight activities. Combining an internationally recognized risk-control framework with work-process based assessment resulted in the adoption of a risk-process based audit methodology and reporting structure. This methodology has provided IOS with a systematic means of analysing and reporting audit observations and recommendations related to uncontrolled risks by work process (e.g. finance, contracting, travel). A methodology to forge the link between evaluation and audit was initiated and tested in two project reviews. It assesses the functioning of key aspects of project and office management to manage the risks that threaten successful project implementation. The key aspects of project management that form part of this methodology include effective project planning, implementation and monitoring, while the key aspects of office management focus on the effectiveness of control in the utilization of various inputs (e.g. funds, supplies, human resources) contributing to the whole project cycle. Other innovations included radical proposals, endorsed by the Executive Board, for strengthening the analysis in the Director-General's report on the activities in the previous biennium.

Constraints

The scope of the audit/evaluation universe, which covers all sectors and divisions in Headquarters, all institutes and centres and all field offices, is considerable. The fact that many of the entities in the audit universe had not been audited in the last five years, or had not been audited at all, demanded heavy IOS staff resources to allow for adequate audit coverage. Despite the additional posts approved by the Director-General to strengthen IOS staffing, the specialist skill requirements have made it difficult to fill the vacant posts. To address this constraint, the strategy for the 2002-2003 biennium places strong emphasis on preventive actions, which, in addition to being an effective way to improve control, also results in a more efficient use of resources. In the evaluation unit, the limited resources restricted the number of activities carried out and the extent of support given to the sectors. The quality of a number of evaluations did not meet the expected standards due in part to the poor methodologies employed and to shortcomings in the processes for selecting evaluators. Another significant constraint as regards evaluation has been the way in which programme objectives have been expressed, which does not facilitate evaluation. Action is in hand to address these issues.

3. The creation of IOS brought together all internal oversight functions that had been carried out by IOM, BPE/CEU and partly MA in the past, including internal audit, management improvement, inspection and investigation, as well as programme evaluation.

Gaps in the existing policy and procedures, together with weak guidelines and criteria, have made it difficult to formulate audit observations, as the basis for analysis was inadequate. In addition to identifying the local shortcomings in the audited/evaluated entity, IOS has consequently sought to add value by identifying systemic issues, which if corrected by Headquarters' management, by, for example, issuing revised policies, would address the issues globally. However, slow responses from some Headquarters divisions in implementing audit/evaluation recommendations constituted a constraint in achieving this objective.

Strategic issues

Based on the lessons learnt during the 2000-2001 biennium, the audit strategy will include the following:

- ▶ a strong emphasis on preventive action through active participation in global/regional staff training, dissemination of consolidated audit observations and good practices to all offices, development and dissemination of self-assessment tools for field offices;
- ▶ support to the Oversight Committee to strengthen the oversight functions by gaining house-wide acceptance of the importance and usefulness of oversight and to provide assurance that the oversight function is operating efficiently and effectively;
- ▶ increased audit coverage involving 20 field offices each year, a number of extrabudgetary projects, three UNESCO institutes and audits of three major Headquarters functions; and

- ▶ increased internal development within IOS to improve methodologies, tools (such as audit guidelines), reporting and monitoring aspects for audit activities, including development of an audit/evaluation recommendations database to allow for close monitoring of the implementation of recommendations.

Based on the lessons learnt during the 2000-2001 biennium, the strategy for evaluation will include the following:

- ▶ securing the independence of evaluations by giving IOS responsibility for managing the whole evaluation process from approval of the methodology, through to selecting the evaluators, final approval of the evaluation report and tracking follow-up to ensure that action is taken and lessons learnt as a result of the evaluations;
- ▶ supporting sectors in identifying the need for evaluations at the programme planning stage and ensuring that expected results and indicators are built into the programme;
- ▶ raising the profile of evaluation by working closely with programme sectors to build capacity for self-evaluation and establishing focal points in programme sectors and key field offices as a first step towards capacity-building; and
- ▶ revising the 2002-2003 Evaluation Plan (Appendix IX to document 31 C/5) to ensure that more cross-cutting issues are evaluated and then developing an evaluation plan to support the Medium-Term Strategy (2002-2007) to provide for all high-priority UNESCO programme areas to be evaluated over this period.

Headquarters and extrabudgetary project audits

Of the 16 internal audits conducted during the biennium under consideration, 11 were field audits and five were Headquarters audits. Furthermore, 17 extrabudgetary projects were audited. The generic findings for the field office audits are to be found in the section "Decentralization" of the present document. Those from the Headquarters and extrabudgetary project audits, as well as the actions being taken in respect of their recommendations, are as follows:

Extrabudgetary project audits

The generic findings from these audits were that:

- ▶ there is the need for the Organization to attract extrabudgetary funding in a more systematic manner;
- ▶ the financial rules, regulations and procedures of the Organization are not systematically complied with, and expenditure controls are very weak. These include the incorrect charges for purposes not being foreseen in the project agreement; and
- ▶ project planning and monitoring need to be strengthened. Unrealistic timescales are set for project implementation, changes are made to project implementation modalities after the project has started, work plans are prepared without detailed budget costings, and there is a lack of regular project progress reporting.

Headquarters audits

It should be noted that some of the Headquarters audits were on specialized areas such as the Medical Benefits Fund, the Printing Unit, and three specific programmes/projects. The generic findings in respect of the Headquarters audits were that:

- ▶ risks that can threaten the achievements of the objectives of each audited area were identified and specific recommendations were issued to address those risks such as the consideration of outsourcing for claims processing. Analysis of comparison between UNESCO MBF and other United Nations organizations was also undertaken;
- ▶ in the audit of the Participation Programme, the findings were generally positive. It was found that the new internal procedures put in place by the Director General and General Conference resolutions were being strictly followed.

As a response to these findings, and those from the field office audits, 627 recommendations were issued. These recommendations are addressed to Headquarters and field offices. Major recommendations were issued to DCO to improve the financial and expenditure controls of field offices, and to HRM to conduct training for key field office staff and management. Some recommendations were made to address the gaps that currently exist in UNESCO policies and procedures. Specific recommendations were issued to field offices to improve controls in all functional areas. These recommendations have been fully accepted by management and all the services concerned and IOS monitors their implementation closely.

General Policy and Direction

Human Resources Management

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
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Office of Human Resources Management

Secure the highest standards of integrity, efficiency and competence of the Organization's staff.

Achieve optimal use of the human resources available to UNESCO.

Promote and support the Reform process by initiating the review and development of a new human resources policy framework

In respect of staffing and recruitment: Review of the recruitment process; Promotion of closer adherence to the rules governing recruitment (systematic advertisements, delay of advertisements, etc.); Preparation of biennial recruitment plan; Implementation of new recruitment software; Maintenance and development of the Young Probationers Programme; Designing of a G seven-scale grade for Paris; Development of generic job profiles for GS staff; Rejuvenation of staff and renewal/updating of skills and expertise; Development and strengthening of the Young Professionals Programme for nationals of unrepresented or under-represented countries.

Staff training and development; Development and reinforcement of the Organization's managerial capacity through: Teambuilding training programme; Supervision skills training; Project management training; Organization of senior management symposium; Development of a leadership and change management programme; Language training courses.

Reduction of the top heaviness of the Secretariat (D-1 and above); Conducting of agreed separation scheme during the second quarter of 2000; No granting of personal promotion during this biennium and promotions reduced by 72% in 2000-2001 compared to the previous biennium.

Reorganization of HR along two central axes: strategy/policy and operational; Ensuring that promotions be attained by following a competitive process; Recruitment of 11 Young Professionals from non- and under-represented countries in 2000. Intake increased for 2002-2003 to 20.

Organization of a Senior Management Symposium in May 2000; Reactivation of the Advisory Council on Personnel Policies (ACPP); Publication of administrative circulars on home leave and lump sum payment option for statutory and interview travel; Improvement of internal communication with the publication of an information letter addressed to all staff: HRMInfo.

Policy review and development through: Development of a new rotation policy; Development of recruitment policy; Reviewing of the promotion and classification policy; Development of a set of measures to improve the family/work balance of the staff.

Organizational change through: Reform and re-organization of HRM Bureau.

Staff management relations through: Initiation of the re-establishment of the staff/management consultative Committee (ACPP).

Personnel administrative process through: Review and streamlining of some entitlements in order to allow greater flexibility and in order to align, where possible, UNESCO practices to the United Nations Common System; Development of a delegation chart of authorities.

New information strategy developed, one of the principal outputs being the publication of an information letter addressed to all staff.

Assessment of implementation

With the arrival of a new DIR/HRM in December 2000, several policies, projects and activities in Human Resources were launched and a new orientation defined, reflecting the role of the Bureau of Human Resources Management as strategic partner. To support and promote the reform initiated by the Director-General, a new comprehensive Human Resources policy framework was designed, encompassing all areas of Human Resources, and in some instances, including activities additional to those initially planned (notably in the areas of recruitment, classification and staff well-being).

A detailed action plan covering all these initiatives was presented to the General Conference at its 31st session. Due to the need to first reorganize and reinforce HRM, the time frame of the various activities had to be adjusted, in particular concerning staff performance and career development areas, where most of the activities started in 2002.

Globally, the major focus of the Bureau of Human Resources Management in 2001 was on the planning,

analysis and development of the Human Resources Policy Framework.

Particularly successful activities

An agreed separation scheme was launched in March 2000 with three main objectives: (i) the reduction of the Organization's top heaviness; (ii) the rejuvenation of the staff; and (iii) the renewal of skills and expertise.

A total number of 127 staff members applied for the scheme out of which the Director-General approved the agreed separations of 103 staff members (87 GS and 16 Professionals and Directors). Although this scheme did not attract as many Directors as initially expected, the objective of reducing the top heaviness of the Secretariat at Headquarters was achieved within the framework of the restructuring of the Secretariat, taking full effect on 1 October 2000. In fact, the senior management staffing situation has been stabilized through a drastic reduction (almost by half) in the number of staff at Director-level and above (from 160 on 1 October 1999, to 89 on 1 January 2002).

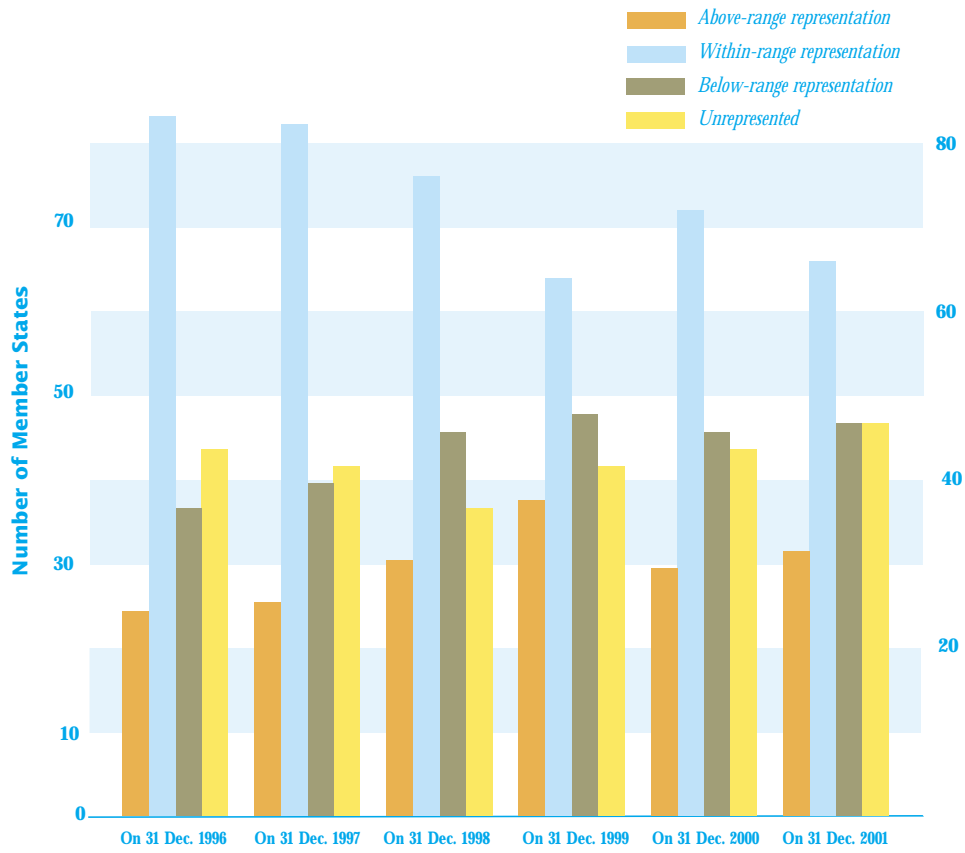
Number and percentage of established posts at Headquarters and away from Headquarters by category and budget (as of december 2000 and 2001)

Category	Number and Percentage	Regular budget		Extrabudgetary funds		Total		Grand Total
		Headquarters	Field	Headquarters	Field	Headquarters	Field	
Professional category								
on 31.12.01	Number	668	279	103	118	771	397	1 168
	%	57	24	9	10	66	34	100
on 31.12.00	Number	688	268	109	99	797	367	1164
	%	59	23	9	9	68	32	100
General Service								
on 31.12.01	Number	896	278	117	87	1 013	365	1 378
	%	65	20	8	6	74	26	100
on 31.12.00	Number	923	270	123	61	1 046	331	1 377
	%	67	20	9	4	76	24	100
Overall								
on 31.12.01	Number	1 564	557	220	205	1784	762	2 546
	%	61	22	9	8	70	30	100
on 31.12.00	Number	1 611	538	232	160	1 843	698	2 541
	%	63	21	9	6	73	27	100

Distribution by grade of staff in the Professional category and above at Headquarters and away from Headquarters on December 2001

Grade	Regular budget		Extrabudgetary funds		Total	
	Headquarters	Field	Headquarters	Field	Headquarters	Field
DG	1				1	0
DDG	1				1	0
ADG	10				10	0
D-2	20	12	1	4	21	16
D-1	53	29	6	3	59	32
P-5	138	51	9	25	147	76
P-4	135	43	11	12	146	55
P-3	126	44	30	11	156	55
P-2	88	24	33	26	121	50
P-1	14	3	1	4	15	7
NOD		2			0	2
NOC		6		5	0	11
NOB		9			0	9
NOA		25		1	0	26
Total	586	248	91	91	677	339

Geographical distribution of the staff



III. DECENTRALIZATION

Decentralization

Services provided	Actions taken to improve service quality	Results achieved as at 31 December 2001
Implementation of decentralization reform.	The reforms introduced following the 30th session of the General Conference resulted in the reconfiguration of the field network to make it more responsive to Member States' needs and to enhance the impact and relevance of the Organization's action.	Decentralization of 43.09% of regular programme funds.
Ensuring smooth transition management.		Decentralization of 52.57% of extrabudgetary funds.
Analysing impact of decentralization reform and change management.	Establishment of Bureau of Field Coordination (BFC) with clear, single line of management to improve support structure for all field operations.	Decentralization of 27.5% of regular programme staff (figure mid-way through the biennium).
Provision of strategic advice and support to senior management.		Decentralization of 42.4% of extrabudgetary staff (figure mid-way through the biennium).
Establishment of the new field network, including reinforcing or closing offices.	Concentration of field security services through designation of Director BFC as sole UNESCO focal point for field security.	Presence of 43.6% of Associate Experts in the field mid-way through the biennium.
Interfacing between Headquarters and field offices to coordinate and streamline all field operations.		Presence of 21 Basque volunteers in the field during the biennium.
Ensuring optimum distribution of programme staff and promoting networking of expertise.		Closure of 18 offices.
Responsible for regional and cluster consultations and capacity-building.		Appointment of 20 new Directors/Heads.
Recruiting and overseeing Heads of Office and AOs.		Training of 14 administrative staff.
Distributing and over seeing indirect costs.		
Management of Basque Volunteer Programme.		

Implementation of field staff security policy.

Promoting information-sharing (e.g. via a dedicated website).

With the field as its principal “client”, BFC collaborates with all sectors and central services.

Lessons learnt for future service improvement:

The principal lesson learnt is that, while awaiting a more favourable budgetary context in which a greater proportion of programme funds and corresponding staff can be decentralized, the best possible use has to be made of the scarce resources available. The sharing of expertise by means of networking is thus vital and the process which has begun with regional consultations among field offices needs to be continued and the momentum maintained. Not only will specialists be required to interact within regions, to fill gaps, but capacity-building activities will be undertaken to improve the management skills of Heads of Office enabling them to better lead and “network” the teams in their own offices and beyond. This approach will, in turn, lead to an improved interdisciplinary capability in the field.

Assessment of implementation

The major action (or reform) undertaken during the biennium, with relation to decentralization, was the reconfiguration of the field network to be made up henceforth of fewer offices serving clusters of Member States. In concrete terms, this initially entailed the closure of 18 offices, a first-ever for the Organization. This exercise, though arduous and demanding considerable effort and tact, was conducted (by BFC) without major problems, largely due to the fact that the locally employed staff who had to be separated were given fair compensation or were offered assistance in finding new employment.

While sufficient funding had been set aside for the purpose of closing offices, the Secretariat has to manage the genuine reinforcement of those remaining in 2002-2003. Not only do many need physical refurbishment, enlarged premises or improved infrastructure, but they also need to be brought to higher levels of capacity as far as staffing is concerned so that they can better carry out their new, enlarged functions. As for the first aspect, the Secretariat hopes to be able to count on the generosity of those Member States hosting offices and on additional financing made available from the carryover of funds from the past biennium.

In respect of staffing, the intention of the Director-General is eventually to place in the new Cluster Offices at least one specialist from each programme sector, besides the Head of Office, and an international Administrative Officer. The challenge is great, though, as long as the Secretariat is faced with the budgetary constraints brought about by the zero nominal growth rate required by Member States, since there is simply not the critical mass

necessary to allow the decentralization of so many programme staff members.

By the same token, the indirect costs budget of the field offices is severely overstretched by the hiring of personnel under contract, in the absence of established posts for local support staff on the regular budget. The Secretariat would like to be able to regularize a considerable number of these cases, many of which concern persons who have been on service contracts to UNESCO for many years with the consequent lack of security and social benefits.

The weaknesses in the operation and financial control environment in certain field offices highlighted by recent IOS audits and evaluations carried out during the biennium under consideration will be addressed during 2002-2003 and attempts will be made to apply a number of generic recommendations across the board, budget permitting. These include appointing international Administrative Officers in Cluster Offices, offering more training to locally appointed AOs, training Heads of Office in management skills to take on additional tasks and to receive more delegated authority, and developing guidelines and tools for the implementation and monitoring of this delegated authority. In the same manner, attempts will be made to remove the obstacles encountered by Heads of Office regarding backstopping from Headquarters.

Needless to say, the full impact of the new field network will not be felt before approximately two biennia, but one critical aspect will be the extent to which the Secretariat can afford to truly “network” the offices, and the Member States, in terms of regular missions and consultations and ICT infrastructure. On all of the above, the Director-

General will be counting on the understanding and support of the Executive Board and General Conference to help him to realize his plans fully.

Particularly successful activities

The chief innovation regarding decentralization in 2000-2001, apart from the major reforms introduced, was the beginning of a process to “network” offices by means of regional consultations between the Heads of Office, held at the end of the biennium. These offered the opportunity to discuss together modalities of working within the new set-up and of making optimum use of the resources and specializations at their disposal to enhance teamwork and coherence of approach. More concretely, the regional consultations coincided with the distribution of the 31 C/5 budgetary envelopes, which permitted work plans to be elaborated jointly, and with the designing for the first time of regional strategies (to match the 31 C/4 period), which allowed for in-depth discussion of the process to be adopted.

Although, for the reasons given in the above assessment and implementation, the real impact of the new field network cannot yet be felt, the multidisciplinary nature of Member States’ needs is likely to be better catered for by the new policy of placing multi-sectoral teams in Cluster Offices (the delivery platform) and networking specialists across the regions. This integrated approach is expected to greatly enhance the Organization’s capacity to deliver intersectoral projects, bringing its action in line not only with Member States’ needs but also with United Nations treatment of development issues and the expectations of the donor community. Likewise, the support offered by the Bureau of Field Coordination, with a clear, single line of management in place of the previous “parent sector” mode, is expected to improve not only delivery but also coherence of intersectoral programmes.

INTERSECTORALITY IN THE FIELD

The coordination of intersectorality in the field

Assessment of implementation

In implementing the action plan on decentralization, the Bureau of Field Coordination serves as focal point and Organizational base within Headquarters for all Field and Liaison Offices, providing strategic advice and support to senior management on approaches to decentralization in order to ensure a coherent field policy and strategy.

The need for greater harmonization of the terminology of decentralization across regions and clusters is matched only by the need for common understanding of basic concepts such as “interdisciplinarity” and “multidisciplinarity” in programme design and implementation. The transition from management by parent sectors to management by BFC is one of the cornerstones of UNESCO’s decentralization reform strategy. The composition of field office staff is henceforth to be multidisciplinary; the pro-

grammes will become increasingly interdisciplinary (cross-cutting).

Multidisciplinary Cluster Offices are thus the main platform for delivery of these activities. Regional Bureaux are usually located in a Cluster Office and as such benefit from staff from a variety of fields, although they most often have additional expertise in the domain of the Regional Bureau in question. National Office programmes are more focused, but nonetheless multidisciplinary in nature, as far as resources permit.

Some indication of the future of programme implementation is to be found in the teams or networks that already exist in the field. Lacking sufficient numbers of staff, some sectors have created networks of programme specialists within regions led by senior advisors. The programme staff in the region constitute a collaborative network of human and other resources with expertise in different but complementary areas to be deployed wherever they are needed. It is this “complementarity” of expertise that is the basis of UNESCO’s human resources network within regions and clusters. BFC has begun, on a pilot basis, to “map” the network of UNESCO’s expertise in one region – a task that is particularly important for clusters which, by definition, have to work on multidisciplinary programmes with Member States where there are no UNESCO offices.

To foster networking and inter-office linkages in this transitional first phase of the decentralization reform, “regional desks” within BFC employ capacity-building and mentoring activities to encourage the development of resource-sharing networks through team-building, consultation, and synergy from working together on collaborative tasks. Successful implementation of the decentralization policy, and effective delivery of UNESCO’s mission and programme depend upon strong management skills and capacities in the field offices. While heads of multidisciplinary Cluster Offices will at this early stage naturally have backgrounds and interests in one particular “sectoral” direction, it will become possible over time to see the impact of these capacity-building efforts in enhanced bottom-up planning, networking and resource-sharing among the field network and with Headquarters on an intersectoral basis.

The continuing challenge for BFC is to facilitate smooth and effective implementation of the decentralized activities of programme sectors, particularly in relation to interdisciplinary activities, in order to ensure coherence and communication between the Headquarters sector-based structure, and the essentially multidisciplinary nature of field operations.

Intersectorality and UNESCO’s action in the field

Assessment of implementation

A perusal of the activities implemented by UNESCO during the course of a biennium reveals that most of them fall into three main categories: meetings (e.g. conferences and forums), capacity-building (e.g. workshops and seminars), and publications. The majority of these activities are

decentralized in budgetary terms, but their implementation may be coordinated either by the Organization's field offices or by Headquarters. These types of activities constitute the broader definition of decentralization that has been taken in this C/3 document, with particularly successful ones that were reported upon at subprogramme level in the submission of the programme sectors being highlighted in the relevant text.

In addition to the above, a narrower definition of decentralized activities has also been adopted. This definition regards as decentralized, those activities that were conceptualized and implemented by field offices within the framework of one of the Organization's programme activities. It was on this type of activity that field offices were requested to report during the C/3 information collection exercise. Most of the contributions received were of an intersectoral nature, with some of them being more operational. The present section of the C/3 document presents some of the more successful of those field office submissions.

Intersectoral projects

In the past, UNESCO's offices in the field were the primary vectors for the Organization's intersectoral work. This type of work tended to be concentrated in the bigger offices that had the necessary representation of staff specialized in UNESCO's different areas of competence to make it possible. Even then however, since these bigger offices tended to be poles of specialized expertise in one of the areas of the Organization's areas of competence, there was a tendency for their activities to be more biased towards work in the sector for which they were specialized. With the radical reform of the field office network that began at the start of the 2000-2001 biennium how-

ever, the central element of which has been to move away from the sectoral offices of the past towards more multidisciplinary/intersectoral offices, supported by regional bureaux specialized in each of UNESCO's fields of competence, an increasing number of offices are gaining the capacities necessary for the effective implementation of intersectoral, as well as multidisciplinary projects. Far more important, the reform has, over the course of the biennium under consideration, endowed the offices, often the most aware of the urgent needs of Member States at field level, with the necessary skills for developing the types of innovative projects necessary for addressing those needs in an effective and efficient manner.

There is another angle to the reform of the field network that, over the 2000-2001 biennium, has served to improve the intersectoral nature of the work carried out in the field. The new cluster office arrangement has pushed the offices into a more regional and subregional way of thinking and acting. The result is that their meetings, whether at the level of Headquarters or under the auspices of the Bureau for Strategic Planning or the Bureau for Field Coordination, have become an opportunity for sharing ideas and lessons learnt, and a means by which the Organization's successful activities can be more easily replicated.

The following pages will first present two of the more successful intersectoral projects that are being run in the field. Both presentations relate to UNESCO's HIV/AIDS programme and were prepared by the offices themselves. The other two projects presented, also prepared by the offices, while intersectoral, are of a more operational nature and demonstrate well the type of innovative action that UNESCO is strong at pioneering in the field.

UNESCO and the Brazilian AIDS Programme

UNESCO Brazil's experience in the struggle against Sexually Transmitted Diseases (STDs) and AIDS stands out as a success story and demonstrates how the intersectoral approach to project design and implementation can have great impact in the field. Over the past 20 years, the Brazilian national response to HIV has brought together a highly diverse group of national and international bodies in a joint effort to contain and reverse the spread of the epidemic. It is generally agreed that the Brazilian strategy relies on three key principles: political leadership from the top starting with the President; heavy involvement of civic and community organizations which are essential for reaching the poor and helping them take the complicated regimen of drugs; cheap medicine to treat the patients as a result of national production and effective negotiation with international drug companies.

The involvement of UNESCO in the Brazilian AIDS Programme follows from a strong emphasis on health education and promotion in the project. UNESCO is seen as well placed to offer appropriate technical assistance in relation to training and education, public awareness raising and research, as well as a more general understanding of the technical and human rights implications of this kind of programme. The cooperation agreement between the Brazilian government and UNESCO specifies three areas of action: training, research and institutional development.

During the year 2000, UNESCO helped to secure positive results for the programme in a number of ways, including:

- ▶ The training of 210,000 teachers and a large number of social workers or community leaders;
- ▶ The training and support of a helpline facility (Disque Saúde) operated by 144 students earning approximately \$300 per month each;
- ▶ The holding of many seminars, workshops and conferences for experiences exchange.

UNESCO's action was reflected in the following activities:

- ▶ *School-related projects and initiatives:* UNESCO strengthened the national coordination on HIV/AIDS through the project AIDS, Drugs and Violence in Brazilian Schools, which incorporated HIV/AIDS prevention and awareness-raising into the curriculum for primary-school children.
- ▶ *Non-formal education projects:* Technical assistance was given to 250 NGOs in the direct and indirect implementation of public policies to fight HIV and AIDS in Brazil.
- ▶ *Spreading the preventive message through mass media:* The UNESCO Office in Brazil, together with the Brazilian Government, developed a marketing strategy to increase public awareness on issues such as AIDS prevention, unwanted pregnancies and racial and sexual discrimination. This was done by raising these topics in soap operas, on the radio and in magazines.
- ▶ *Democratizing access to information through new information technologies:* The UNESCO Office in Brazil was actively involved in the creation of a website dealing with issues relating to STD/AIDS (www.aids.gov.br). The Office provided accessible information and a link for youth discussion sites. The website has been awarded a prize for best information website. Moreover, a helpline, Disque Saúde (Call Health), has been established to answer questions about AIDS and Sexually Transmitted Diseases.
- ▶ *Horizontal cooperation:* UNESCO assisted the Brazilian Government in its endeavour to provide technical support to Portuguese-speaking countries in Africa on AIDS-related issues by developing educational strategies.
- ▶ *Youth activities:* UNESCO coordinated a Youth Working Group on HIV/AIDS, which gathered seven youngsters from different communities to discuss strategies for HIV/AIDS. This activity provided decision makers with valuable ideas for the implementation of public policies at community level.
- ▶ *Parliamentary activities:* UNESCO launched the Portuguese version of the UNAIDS Handbook for Legislators on AIDS, Law and Human Rights. The publication aims at increasing awareness about the Brazilian Parliamentary Group for AIDS, a cross-party group which promotes partnerships at federal, State and local levels to strengthen preventive education and secure an ethical approach to AIDS.
- ▶ *Evaluation and research activities:* UNESCO initiated and coordinated research studies on HIV/AIDS behaviour in Brazil. The subjects of the evaluations and research included the identification of vulnerable groups. The results of these exercises, together with information on evaluating activities in the field of HIV/AIDS, have been included in a manual that is jointly published by UNAIDS, DIFID and Save the Children. The manual will be delivered to every NGO that works with UNESCO, as well as to offices in Latin America and Portuguese-speaking Africa.

In another AIDS-related project, UNESCO Phnom Penh's project on preventive education is a good example of how, despite limited funds (in comparison to those

available to the Brasilia Office), UNESCO's intersectoral action can still remain innovative and have great impact in the field.

Intersectorality in the Phnom Penh Office – An innovative approach to AIDS education

During the biennium under consideration, the Phnom Penh Office chose to focus on promoting access to education and culture for the most disadvantaged sectors of the society, particularly street children and populations. A particular emphasis was put on activities for girls, living in remote, rural areas and former Khmer Rouge strongholds. The Office's approach was interdisciplinary in nature and involved staff members from the different units of the Office, particularly education and culture.

The activities of the Office focus on the provision of preventive education for students in secondary school and at university. In this regard, the Office has been supporting the Ministry of Education, Youth and Sports in the development and implementation plan on HIV/AIDS preventive education for 2001-2005. This action plan targets 2,600,000 students and 65,000 teachers. In order to raise awareness among all sectors of Cambodian society, the Office also organized, in cooperation with the Ministry of Culture and Fine Arts, traditional performances dealing with HIV/AIDS. These theatre performances (chapei, ayai and shadow puppets) were held in rural areas and were especially designed for illiterate people who have no access to media. In 2000 and 2001, a total of 16 performances were organized all over the country.

One of the main lessons learnt is that if the objective of ensuring the sustainability of this and various other intersectoral projects and activities begun is to be achieved, there is a need for a long-term commitment in those areas of intervention that we define. It is also essential to ensure national ownership of the projects through the involvement of the relevant government officials, from an early stage, in the full design of the project, as well as in its implementation.

While the positive movement in favour of intersectorality in the field should be acknowledged, it is important to underline the fact that there is a long way to go before the Organization can claim an uncontested success. If the activities of the 2000-2001 biennium have done anything, they have served to underline the radical changes that still remain to be made at the programming, implementation and management levels at Headquarters if the advances made during the biennium under consideration are to be consolidated. It is clear that while field offices made major advances in the development and implementation of such projects, Headquarters staff had difficulties in giving them the type of support they needed because the structures at Headquarters, together with the management and programming philosophy, still tended to better support sectoral projects. This handicap has however been recognized and is already being addressed.

Operational projects

The second category of activities that were reported upon by field offices were not only intersectoral in nature, but also of a more operational nature. Operational projects and the role of UNESCO in respect of these projects has always been a matter of controversy in the Organization. It has been argued, often justifiably, that beyond the operational activities carried out within the context of heritage preservation, the Organization should not be involved in this type of activity, which is often better carried out by the bigger international NGOs. There is, however, another school of thought that argues differently. It says that, if indeed one of UNESCO's functions is to provide innovative development ideas and to be a laboratory of ideas, then the Organization will occasionally need to engage in operational projects of a pilot nature in order to test those ideas and draw lessons. The following projects clearly support such a view and demonstrate that, in certain circumstances, UNESCO, given its particular qualities, is the best qualified to implement some activities.

Hanoi Office

UNESCO Hanoi organized in November 2000 the first ever National Youth Forum in cooperation with the Viet Nam Youth Federation and the Viet Nam National Commission for UNESCO. Over 150 young people from all over the country attended to discuss issues pertaining to education, cultural heritage, environmental conservation, equitable access to socio-economic and educational opportunities, as well as issues of reproductive health. This forum was of particular importance in view of the fact that 60% of the population is under 26 years of age and this group constitutes the first generation to grow up in peacetime and in a rapidly changing society. Moreover, the involvement of UNFPA, UNDP, ILO, WHO, FAO, UNICEF and UNIDO contributed to making the event particularly groundbreaking. The undertaking resulted in two projects: Growing-Up in Hanoi (financed through the regular programme budget by SHS and ED) and the publishing of a Youth Guide on Heritage preservation (financed through the Youth Unit). The UNESCO Hanoi Office has moreover undertaken a feasibility study to establish an Eco-Museum in Ha Long Bay, an intersectoral project, focusing on the values and wealth of this World Heritage site. The methodology adopted was fully participatory, community-based and involved all sectors of society, reflecting the fact that heritage conservation and preservation needs to be placed increasingly in the hands of local communities if sustainability is to be ensured.

Conakry Office

With a view to encouraging the Government of Guinea to pay greater attention to the question of educational materials in its efforts to improve the quality of its education system, the Conakry Office developed and implemented a project on textbook production which represents a vital contribution to the EFA campaign. The project, which was also aimed at combating poverty, was intended to strengthen the local capacity to produce educational materials. The project provided 25 out-of-school youth with theoretical and practical training in trades related to printing and publishing with a view to the production of textbooks for use in primary schools and literacy centres. The result was the production of 22,000 basic education textbooks, 1,000 arithmetic textbooks and 6,000 reading, history and general literature textbooks for the basic education level. This was made possible by the successful attainment of one of the objectives the Conakry Office set itself when it opened in 1999: the rehabilitation and commercial viability of the print shop of the rural press of Mamou, which had been set up with UNESCO funding but had not yet become operational. The project was enthusiastically welcomed by local inhabitants, the beneficiaries and the authorities at all levels. It showed that it is possible to produce locally quality textbooks at a cost which makes them affordable for the public; it also contributed to the establishment of a textbook policy. In the light of this experience, the Government has requested UNESCO's assistance for a study on and elaboration of a national paper production programme with a view to local textbook production. The implementation of this project strengthened UNESCO's visibility not only with regard to its EFA efforts and its ability to meet pressing needs in the field of education, but also as a partner in the implementation of the poverty-reduction strategy in Guinea. Nevertheless, suspension of the funding meant that it was not possible to cover all the welcome zones for refugees and displaced persons nor to complete the training of the 25 young people in printing trades.

Field office audits

Eleven audits were carried out in UNESCO's field offices during the biennium under consideration. The generic findings for these audits are as follows.

Most of the offices were found to have a weak control environment due to the poor understanding, by staff, of established rules, regulations and procedures. In addition, it was found that field office management had poor levels of monitoring internal controls, and that Headquarters was also poor in monitoring field activities and did not give sufficient support to the offices.

The findings of the audits came in five main areas:

Financial management

- ▶ The functioning of accounting and financial controls were found to be deficient. There was inadequate segregation of duties for the same staff member being asked to perform all or most finance-related tasks. In addition, there was found to be a lack of understanding and clarity on the accountability that a staff member has to accept as part of the assigned task.
- ▶ Weak basic financial control and non-compliance with rules and regulations (signing of cheques by a single signatory instead of two, delays in performing bank reconciliations and weak monitoring of long outstanding items in the bank reconciliation).
- ▶ Shortcomings in processing and accounting for payments due to the lack of understanding by field staff of UNESCO's financial rules and regulations, including linkages between the field and Headquarters systems and processes, and inadequate *post facto* monitoring by the Division of the Comptroller (DCO), associated with the limitations in Headquarters' legacy financial system

Contracting and procurement

- ▶ Weak control in the management of contracting, in particular, in the certification process for confirming receipt of deliverables, limited scrutiny of the financial statements submitted by project partners under activity financing contracts and the use of incorrect types of contract thus applying incorrect rules and procedures.

Human resources management

- ▶ Lack of staff training, shortfalls in staffing, delays in recruitment, staff hired on short term consultancy contracts, confusion in issuing the correct type of contracts for locally recruited personnel and lack of staff training had affected the proper management and administration of the offices audited and had resulted in many of the internal control weaknesses found in other functional areas.

Travel management

- ▶ Non-compliance with UNESCO's rules and regulations on, for example, the failure to authorize travel orders before missions, poor certification processing of travel claims (including ensuring the completeness and correctness of the supporting documents), as well as weak or non-existent mission reports to allow the office management from evaluating whether the purpose of the travel had been achieved.

General administration

- ▶ The lack of a mechanism to monitor and request reimbursement from staff on the personal use of office facilities, including use of office vehicles and telephones, was observed in a number of offices. However, the monitoring of non-expendable property was adequately done in some of the offices.

As a response to these findings, and the audits carried out in Headquarters and in the field office, as well as those on extrabudgetary projects, 627 recommendations were issued. These recommendations are addressed to Headquarters and field offices. Major recommendations were issued to DCO to improve the financial and expenditure controls of field offices, and to HRM to conduct training for key field office staff and management. Some recommendations were made to address the gaps that currently exist in UNESCO policies and procedures. Specific recommendations were issued to field offices to improve controls in all functional areas. These recommendations have been fully accepted by management and all the services concerned and IOS monitors their implementation closely.

Part II

Summary and conclusion

I. SUMMARY OF KEY ISSUES

**I.1 Programme/project cycle
management-related issues**

**I.2 Programme/project-related
issues**

I.3 Management risks

II. ENHANCEMENTS PROPOSED FOR SUBSEQUENT C/3 DOCUMENTS

Part II of this Report relates the outcome of the exercise undertaken by IOS to validate the information in the C/3 document and also examines the different issues that have arisen out of the analysis of the implementation of the Organization's programme during 2000-2001, i.e. document 30 C/5, as presented by the sectors and services in Part I. For the discussion of certain of these issues, it refers to the findings of the validation process. It then goes on to present the elements of the global reform of the Organization, in particular the various components of the programming reform already in place, that could affect these issues and it proposes, where appropriate, elements that could be considered for integration into the Organization's future programming. Finally, it makes recommendations for the improvement of future C/3 documents.

The validation process: In accordance with Executive Board document 162 EX/6, *Proposals of the Director-General for strengthening the report on activities of the Organization*, IOS has designed and implemented a process to validate information submitted for the C/3 document by sectors and services. The validation has been carried out on a sample basis.

Methodology: The sampling has been carried out using the following criteria: an approximately equal number of activities have been chosen from each sector and service; actions with vague expected results, such as when using terms like "capacity-building", "sensitization", "awareness-raising" as expected results, have been targeted for

inclusion as well as actions that reflect quantitative objectives in addition to actions, the expected results of which are not explicitly related to the reported actual results/outputs.

Purpose of the validation: The approach taken was: first to validate whether the actions reported had taken place, then to confirm whether they gave rise to "outputs" and/or "results", and finally, to gauge whether the expected results, as stated in document 30 C/5 at the main line of action level, had been attained, by requesting and reviewing any relevant empirical evidence. The validation was, however, unable to establish if the results created impact or not because the results were not formulated in a way that facilitated this type of assessment.

Scope of the validation: The "population" of actions (i.e. the total number of actions presented in document 32 C/3 relating to document 30 C/5) amounted to 261 actions for the programme sectors and to 194 services provided by the Central and Support Services. Thirty-four actions and services in total were sampled for validation. At the time of formulating this report, it had not been possible to examine five out of the actions/services selected for reasons explained under Summary of Key Issues. It is important to note that each action (and each service provided) has, for operational purposes, been broken down into a number of outputs at the activity level and a number of results at a more aggregate level. Thus, in order to carry out a complete validation process of the sample selected, IOS examined a total of 112 outputs and 75 results.

I. Summary of key issues

The issues that arose out of the examination of Part I of this document were of two categories. The first could be described as programme and project cycle management-related, and cover the generic issues related to the strategic planning inherent in document 30 C/5, as well as the planning of its ensuing actions and activities. The second category is one that emerged during the validation and information collection process for the C/3 document and can be described as reporting-related.

The present section first addresses the latter category of issues. It then addresses the more programme/project cycle management-related issues, starting with those that emerged as a result of the information collection process, and finally those that emerged during the examination of the various contributions.

Key issues arising from the validation

Twenty-nine out of the 34 actions selected were examined. Based on the empirical evidence reviewed, IOS was able to validate a substantial majority of these at the output level. At the result level, the evidence was more limited. A bare majority of the cases reviewed provided sufficient evidence to show that the expected results had been achieved. The cases where the evidence was found

to be insufficient fell into three categories. One category pertains to the reporting of activities under the process of decentralization. The second category relates to instances where systematic collection of results information was substandard. The third category relates to mechanisms followed for handing over project portfolios when there were changes of personnel. These observations raise some management and reporting issues. As this C/3 document is a transitional document reporting against document 30 C/5, during that period expected results at the main line of action level had not been aligned (for monitoring purposes) at the action level. Further more, targets and accompanying indicators had not been elaborated to a sufficient degree in order to report on measurable progress in achieving results part-way through a programme period. The activities for which insufficient empirical evidence on results was provided have been noted by IOS and will be followed up individually with relevant units in order to strengthen the reporting system.

Institutionalizing results monitoring

The validation confirmed that an institutionalized system for monitoring the achievement of results was not in place during the 2000-2001 biennium, neither at the sector, nor

at the central service level (contrary to the situation now prevailing). Much was left to the discretion of the individual programme officer, which meant that a common approach was not necessarily adopted. Moreover, when an officer had been moved or had left the Organization, monitoring often lapsed or was abandoned. This was one of the main reasons why certain actions could not be validated.

Knowledge on the relationship between output(s), outcome(s) and impact(s)

The validation confirmed that programme specialists are sometimes confused about the relationships between outputs, results, outcomes and impacts (as highlighted in other parts of this report). This confusion negatively impacted on the quality of reporting (and is now being addressed through systematic results-based management (RBM) training arranged by BSP).

Uncertainties relating to the decentralization process

In several cases IOS found that the programme officer in charge of an activity was unaware of what was going on in the field following decentralization of the activities. Consequently, the results achieved from field activities were not always fully reflected in the C/3 document.

Other reporting-related issues

Limited experience in reporting of results

Fairly early on in the information collection process, it became clear that the type of reporting that was being received from the sectors and services in their respective Form 1s was weaker than expected. The Results-Based Management (RBM) training that was given to members of the Secretariat by BSP towards the end of 2001 was geared at the preparation of document 31 C/5 and came too late to have a significant impact on the implementation of the remaining period of document 30 C/5, and hence the preparations of this C/3 document. The most common problem was that a large number of the Secretariat staff had difficulties in differentiating between their results and their outputs and did not completely understand the terminological and substantive relationship between the two. Consequently, they had difficulties in reporting on results, and often did so in a largely narrative manner. Maybe there was an unrealistic expectation that programme sectors would report using the RBM approach on a programme (30 C/5) that had not used the RBM logic in its design. Another difficulty experienced during the information collection process stemmed from the absence of performance indicators in many areas. BSP and BB, in association with IOS, will be working together to ensure that expected results and related performance indicators (perhaps in the form of proxy indicators) are more clearly and measurably articulated at the planning stage.

Difficulty in presenting truly analytical assessment of implementation

The presentations in Forms 2s and 3s generally failed to give a thorough analysis of implementation, with little information regarding difficulties that may have impeded the success of results achievement or hampered implementation provided. The assessments tended to present a positive picture of accomplishments without providing sufficient evidence. Lacking is a healthy dose of self-critical assessment. To some extent, the causes of these difficulties could be ascribed to inadequate capacities and training or to the impact of budget constraints and cuts. In addition, there may be a tendency for newly appointed senior managers to focus on recently initiated reforms and attribute prior problems to previous management. Guidance given by IOS and the executive officers during the information collection process and during the validation process did, in some cases, yield vastly improved texts, but, the capacity to analyse ex post and formulate lessons learnt instead of narration will need to be improved through further house-wide training.

Difficulty of certain central and support services in describing their mandate in "service" terms

At the start of the C/3 exercise, it was decided to challenge the Central and Support Services to present their mandates in generic, service terms. The idea was to encourage them to think of their role in such terms (as has been done with the Bureau of Human Resources Management within the reform process), and, by extension, secure more analytical reporting. In addition, it was hoped that such a presentation would help sensitize Member States to the utility of these services, when considering the approval of future C/5 documents.

In some cases, the expected results that had been laid out for these services in document 30 C/5 were not formulated in service terms, and, in the rare case where they had a clearly defined mandate (e.g. in the form of a Director-General's Note), the directives had never been expressed in service terms. Here again, the fundamental handicap stemmed from the unrealistic expectation placed on some Central and Support Services to report using a service logic that had not been internalized nor used in the preparation of their plans.

Persistence did eventually yield, in the majority of cases, the type of assessment that was sought. One of the immediate results of this was that it helped each of the Services concerned to identify the actions that they had taken to improve their services during the course of the 30 C/5 biennium. Most importantly, it helped them draw lessons from implementation that might be useful to Member States in the formulation of such activities in future C/5 documents, and helped the Services themselves identify the manner in which they could eventually improve their "service". BSP, in association with IOS, will be working closely with the services during the preparation of document 32 C/5 to ensure that the expected results are formulated in clear service terms.

1.1 Programme/project cycle management-related issues

This section will first address the strategy-related issues, and then those that are more of a programming nature.

Issues related to strategy formulations

Poor translation of 30 C/5 strategy into work plans/SISTER

The process by which information was collected from the programme sectors, in particular the use of Form 1, highlighted a gap between the expected results, as presented for each main line of action in document 30 C/5 on one hand, and, on the other hand, the planned actions and activities as they are listed in work plans and SISTER¹. This becomes evident when one endeavours to make a logical link between the actual results as reported in the Form 1s, and 30 C/5 expected results, or between planned actions and activities as listed – to a limited extent – in SISTER, and work plans and 30 C/5 expected results. The general explanation for the breaks in linkage stems from the lack of an established Organizational procedure for the proper translation of 30 C/5 main line of action expected results into realistic implementable actions and activities in work plans placed online in SISTER. It could be argued that this procedure was enshrined in the old process of work-plan preparation (i.e. prior to document 31 C/5). The question may arise as to what extent did ADGs sit down with their most senior staff to decide explicitly on sectoral strategies to be pursued, at action and activity level, as envisaged in document 30 C/5. Such processes have arguably been the exception. Equally rare appear to have been practices and approaches where Directors and their staff sought to translate a main line of action in document 30 C/5 into real, implementable actions and activities that would be geared towards attaining the expected results. Given the manner work plans were prepared for document 30 C/5, though they were only completed in July 2000, such a consultation process rarely, if ever, occurred. It should be noted that BSP has initiated some changes since the approval of document 31 C/5, namely making the use of SISTER for work plan validation by superiors (in a hierarchical chain up to the Director-General) mandatory for all activities and, in addition, a precondition for the use and release of funds through FABS. These provisions may well encourage the ADGs to engage more closely with top-level programme officers in the preparation of work plans following the approval of a C/5 document by the General Conference. Indeed, it is envisaged for document 32 C/5 that such discussions at the Secretariat level begin already well before the formal approval of document 32 C/5 in order to minimize delays in programme implementation at the beginning of a biennium.

1. For the reasons already elaborated in the Note to the Reader, the expected results in SISTER for the 2000-2001 biennium could not be included in this analysis. Following the programming reforms undertaken in 2001 and 2002, they will however form an integral part of such analysis in future C/3 documents.

The fact that SISTER was not used in a systematic manner by all programmes and services during the 2000-2001 biennium explains to some extent the deficiencies and weaknesses observed. Clearly, considerable systematic work is required to assure the quality information that needs to be placed in SISTER if it is to serve not only as the central programming tool, but also as a key entry point for monitoring and reporting during the 2002-2003 biennium. The principal change that occurred is that the use of and recourse to SISTER is now mandatory both at Headquarters and at field level. SISTER should thus henceforth be able to ensure, if not force a strict and transparent results-oriented implementation of document 31 C/5 and subsequent C/5 documents faithful to, and linked with, the strategic objectives of the 31 C/4 Medium-Term Strategy.

A second issue arose from inconsistencies in the expected results at the main line of action level in document 30 C/5. In some cases, they were very broad and therefore permitted the elaboration of actions and activities which, when taken on their own, appeared, occasionally, to have only a tenuous link to the expected results of the main line of action of which they were supposed to be a component part. In other cases, the main line of action expected results were very specific indeed, maybe even too specific to qualify as a "result" and not as an output. A case in point is to be found in Subprogramme II.2.2 (Ecological sciences and the Man and the Biosphere (MAB) programme) where, in the third-listed 30 C/5 main line of action expected result, there are numerically very specific indications as to the number and type of specialists to be trained. While the number of specialists who were to be trained was not reached, MAB nevertheless designed actions that directly responded to 30 C/5 expectations, and provided information on the training of the specialists, and on the numbers of specialists trained. There was, however, no information on follow-up action in respect of the trainees to find out what impact the training had on them – an element which would have introduced a desirable results-dimension. These observations are not the only ones arising from the analyses made. Another consideration is the degree and quality of contributions, and the involvement of the programme sectors in the preparation of document 30 C/5. Although there was considerable interaction between the programme sectors and BPE (the predecessor of BSP) in the preparation of document 30 C/5, some staff members, interviewed during the elaboration of the C/3 document and during the validation process, expressed the view that their priorities had not been adequately reflected in the final document. This lack of ownership is one explanation for the difficulties experienced in the implementation of document 30 C/5 and in the reporting of the C/3 document. With regard to the elaboration process of documents 31 C/4 and 31 C/5, BSP pursued what they describe as an inclusive, open process which could best be characterized as a series of interactions on the programme and budget submissions between programme sectors, BSP and BB. However, despite the adoption of this approach, significant drafting responsibilities in the finalization of the documents remained with

BSP in order to ensure the clarity of the text and the overall coherence of the document.

Lack of consistency with the Organization's purposes

In document 28 C/4, Member States defined the functions of UNESCO: an intellectual forum, a clearing house, a laboratory of ideas, a standard-setter, a contributor to the advancement, transfer and sharing of knowledge, and finally, a promoter of cooperation for development. Given that these areas had been identified as signposts for action by the Organization, IOS found surprisingly little explicit reference to and reflection on these functions in the elaboration of the actions and activities that were implemented within the framework of document 30 C/5. There is no doubt that examples of activities that correspond to these functions could be found in Part I, most commonly when reporting on activities designed to sensitize on UNESCO-related matters, capacity-building exercises (training sessions, workshops), and the production of publications. However, it was difficult to measure the success of these types of activities given that there was almost no reporting on the impact that they had generated. In the case of meetings with the purpose of sensitizing on certain issues, no evidence was given to confirm that the attendees had been sensitized. In the case of capacity-building exercises, rarely did there appear to be any follow-up on trainees to see whether or not they were indeed using their new knowledge to improve situations in their countries. As for publications, there was almost never any indication of what had been the target group for a publication, and, more importantly, whether or not the publication had been distributed, to whom and with what feedback. Yet, in the few cases where information was given on impact, UNESCO's comparative advantage in these areas of activity was reconfirmed. There is a concerted effort being made by management to encourage those responsible for the elaboration of actions and activities to ensure that more work is carried out in the areas where UNESCO's expertise and comparative advantage can be proven.

1.2 Programme/project-related issues

Weak representation of decentralized activities that are conceptualized and implemented by field offices

During the exercise, it became clear that there is no common interpretation in UNESCO of the term "decentralized activity". In terms of the programme and budget, the indication "decentralized resources" implies only the decentralization of resources to a field office, under its implementation responsibility. There is a host of other activities and disbursement of funds that could fall under the term "decentralized", not necessarily channelled through field offices in a pre-planned manner. Most of these so-called decentralized activities had in fact been formulated and centrally managed by programme officers

from Headquarters, with funds merely being sent for disbursement to the field with little programmatic value-added provided at field level.

During the preparation of the section on Decentralization, particularly the part dedicated to UNESCO's activities in its field offices, it was found that reporting on activities that were conceptualized and implemented by field offices was weak, often involving extrabudgetary funds directly provided by a donor to a field office.

The reason for the non-inclusion by sectors of activities developed in the field within their reporting was that they lacked information on these activities due to poor feedback from the field and monitoring. This was confirmed by the validation process. The new field office network, together with the new Organizational rules on the delegation of authority between Headquarters and the field, should go a long way towards improving this situation.

Extrabudgetary funding

The inclusion of extrabudgetary funded activities within the various actions reported on by the sectors was poor. Over the course of the 2000-2001 biennium, the Division for Cooperation with Extrabudgetary Funding Sources/ERC developed mechanisms by which it could give more substantial backstopping to sectors and field offices, in particular through training in fund-raising techniques and through helping sectors/field offices design projects which will attract donor interests. A great deal of effort has also been made to sensitize donors to UNESCO's programmes and priorities and to seek an alignment of extrabudgetary funds with the strategic objectives of document 31 C/4 and the priorities in document 31 C/5.

Intersectoral and interdisciplinary projects

The assessment of implementation presented in Part I demonstrates that during the 2000-2001 biennium, the majority of UNESCO's activities still tended to be sectoral rather than intersectoral, and that there were relatively few interdisciplinary projects. The majority of such projects that were reported upon were actually those that were formulated within the framework of the special projects strategy that was implemented during the 1996-2001 medium term. The Director-General's reform – as does document 31 C/4 – strongly emphasizes the need for UNESCO to engage in intersectoral action. Document 31 C/4 has already identified two cross-cutting themes which must be addressed by all sectors, preferably in an intersectoral manner. Moreover, document 31 C/5 provided funds for more than 40 projects related to these themes, which require the participation of three sectors and/or field offices. In addition, other efforts are being made to conduct intersectoral work in practice, e.g. between the Education and Communication and Information Sectors. The reality is that intersectorality is a complex undertaking and requires great care in implementation so as to ensure the full benefits of a joint effort and to avoid the recentralization by one sector of funds provided by several sectors.

1.3 Management risks

Poor perception of evaluation and lack of mechanisms for feeding recommendations into future programming

One of the requirements for the contributions at sub-programme level was the inclusion of the recommendations of evaluations that took place during the course of the 2000-2001 biennium, as well as a short report on what the Secretariat is doing to implement those recommendations, in addition to those arising from the evaluations that took place during the 1998-1999 biennium. However, almost none of the texts submitted by the sectors made mention of this. When such mention was made, it was usually within the Form 1s, with no information being given on the actions being taken to implement recommendations. Interestingly, however, sectors did submit information on actions being taken on evaluation recommendations when reporting to the Executive Board at its 164th session.

This failure reflects the poor perception of evaluations that persists within the Secretariat, and, the need for a mechanism to be put in place to ensure the monitoring of the implementation of evaluation recommendations. IOS has already started developing a database and tracking system for monitoring the implementation of evaluation recommendations. A new evaluation strategy for the Organization is being presented to the Executive Board

(165 EX/19). There is moreover a strong commitment within the Secretariat, both at senior and middle management levels, to changing the in-house culture in respect of evaluation, and to ensure that this process is linked to the new management tools. Further, the Director-General reports to the Executive Board on the progress being made in implementing evaluation recommendations.

No mechanisms for ensuring continuity of UNESCO programme in sectors

Under certain actions within the tabular reporting of results, the responsible programme officers provided no results for the action. When IOS enquired as to the reasons for this, it was almost always the case that the person who had been responsible for that action had left the Organization. It was also almost always the case that the responsible programme officer had been the sole person in charge of the action or activity and that there were no mechanisms in place for his or her replacement in case of departure or handover. The validation process confirmed this point: for instance, in the SHS Sector where the data was difficult to collect, one programme officer had retired, another was on maternity leave, and a third one working in a regional office. Whilst this is not a widespread problem, it is clear that action is needed now to ensure continuity and to conserve the Organization's institutional memory given the number of retirements that will occur in the coming years.

II. Enhancements proposed for subsequent C/3 documents

The process of preparing this transitional C/3 document has brought to the fore a number of issues and exposed some weaknesses that will now be addressed to improve the quality of future C/3 documents.

- ▶ There is a need to instil awareness and provide training to the sectors and services on the importance of the C/3 exercise. This will assist those who are providing information to be more analytical and to recognize the need for more transparency in reporting. It will also strengthen ownership of the C/3 document by the sectors and services. The programme sectors and services need to view the C/3 as a document that reflects their achievements, successes, limitations and how they innovate in the face of challenges – and that should contain a modicum of self-critical analysis.
- ▶ Programme sectors and services need to build on lessons learnt and commit on how to take these forward.

- ▶ In order to respond to the decision taken in document 162 EX/6 to ensure that the C/3 document becomes a more effective tool for management and corporate governance, the analytical content of the document needs to be reinforced. In order to reduce the length of the document it is necessary to expand the analytical component, use more material from evaluations (independent and others) and remove the tables detailing expected results and results achieved, etc. These tables can be presented on a specially constructed user-friendly website, which can be referred to if and when details are needed.
- ▶ IOS is committed to reviewing the forms that will be sent to sectors and services with a view to simplifying them and providing definitions of the terms.
- ▶ The Organization has already taken steps to enhance results formulation and to develop performance indicators and to use these as a basis for a sound and more comprehensive reporting and monitoring system.

Annexes

- A. Financial data concerning regular programme and extrabudgetary resources**
- B. Data concerning Member States**
- C. Data concerning relations with organizations in the United Nations system**

A. Financial data concerning regular programme and extrabudgetary resources

1. Financial data relative to regular programme

Financial statement relative to the regular programme
Status of the regular programme for 2000-2001 as at December 2001

Appropriation line	Budget	Expenditure/ obligations	Expenditure/ obligations as % of the budget
	(in US \$)		%
PART I – GENERAL POLICY AND DIRECTION			
I.A Governing bodies			
Chapter 1 – General Conference			
Other costs	5 519 300	4 651 688	84
Staff costs	697 000	685 135	98
	6 216 300	5 336 823	86
End-of-biennium adjustment	(879 477)		
Total	5 336 823	5 336 823	100
Chapter 2 – Executive Board			
Other costs	6 531 800	5 795 510	89
Staff costs	1 115 600	1 251 627	112
	7 647 400	7 047 137	92
End-of-biennium adjustment	(600 263)		
Total	7 047 137	7 047 137	100
I.B Direction			
Chapter 3 – Directorate			
Other costs	458 500	456 370	100
Staff costs	1 370 000	1 056 673	77
	1 828 500	1 513 043	83
End-of-biennium adjustment	(315 457)		
Total	1 513 043	1 513 043	100
Chapter 4 – Services of the Directorate			
Other costs	1 449 600	1 433 623	99
Staff costs	17 228 500	18 454 835	107
	18 678 100	19 888 458	106
End-of-biennium adjustment	1 210 358		
Total	19 888 458	19 888 458	100
I.C Participation in the joint machinery of the United Nations system			
End-of-biennium adjustment	1 307 310	1 287 626	98
	(19 684)		
Total	1 287 626	1 287 626	100
Total, Part I			
Other costs	15 266 510	13 624 817	89
Staff costs	20 411 100	21 448 270	105
	35 677 610	35 073 087	98
End-of-biennium adjustment	(604 523)		
Total	35 073 087	35 073 087	100
PART II – PROGRAMME EXECUTION AND SERVICES			
Part II.A – Major programmes, transdisciplinary projects and transverse activities			
MP I- Education for all throughout life			
Direct costs	48 384 706	46 488 214	96
Indirect costs	7 540 765	7 879 909	104
Staff costs	65 025 900	63 171 312	97
	120 951 371	117 539 435	97
End-of-biennium adjustment	(3 411 936)		
Total	117 539 435	117 539 435	100
MP II – The sciences in the service of development			
Direct costs	34 712 023	33 463 542	96
Indirect costs	4 100 056	4 035 674	98
Staff costs	55 224 400	54 159 801	98
	94 036 479	91 659 017	97
End-of-biennium adjustment	(2 377 462)		
Total	91 659 017	91 659 017	100

Appropriation line	Budget	Expenditure/ obligations	Expenditure/ obligations as % of the budget
	(in US \$)		%
MP III – Cultural development: the heritage and creativity			
Direct costs	12 750 789	12 404 875	97
Indirect costs	4 258 029	4 507 579	106
Staff costs	34 566 900	34 947 687	101
	51 575 718	51 860 141	101
End-of-biennium adjustment	284 423		
Total	51 860 141	51 860 141	100
MP IV – Towards a communication and information society for all			
Direct costs	14 136 353	13 849 058	98
Indirect costs	1 131 490	1 172 248	104
Staff costs	17 519 700	18 716 058	107
	32 787 543	33 737 364	103
End-of-biennium adjustment	949 821		
Total	33 737 364	33 737 364	100
Transdisciplinary projects* and activities			
Direct costs	9 680 924	9 642 703	100
Indirect costs	183 050	193 340	106
Staff costs	6 850 100	6 497 856	95
	16 714 074	16 333 899	98
End-of-biennium adjustment	(410 175)		
Total	16 303 899	16 333 899	100
Participation Programme	24 830 000	24 216 050	98
End-of-biennium adjustment	(613 950)		
Total	24 216 050	24 216 050	100
Total, Part IIA			
Direct costs	144 494 795	140 064 442	97
Indirect costs	17 213 390	17 788 750	103
Staff costs	179 187 000	177 462 714	99
	340 895 185	335 315 906	98
End-of-biennium adjustment	(5 579 279)		
Total	335 315 906	335 315 906	100
Part IIB – Information and Dissemination Services			
Chapter 1 – Clearing House			
Other costs	812 300	774 800	95
Staff costs	3 708 400	3 537 483	95
	4 520 700	4 312 283	95
End-of-biennium adjustment	(208 417)		
Total	4 312 283	4 312 283	100
Chapter 2 – UNESCO Publishing Section			
Other costs	1 409 000	1 430 236	102
Staff costs	6 341 200	5 391 616	85
	7 750 200	6 821 852	88
End-of-biennium adjustment	(928 348)		
Total	6 821 852	6 821 852	100
Chapter 3 – Office of Monthly Periodicals			
Other costs	2 614 800	2 750 803	105
Staff costs	2 347 600	2 627 787	112
	4 962 400	5 378 590	108
End-of-biennium adjustment	416 190		
Total	5 378 590	5 378 590	100
Chapter 4 – Office of Public Information			
Other costs	1 820 000	1 846 850	101
Staff costs	3 729 000	3 278 506	88
	5 549 000	5 125 356	92
End-of-biennium adjustment	(423 644)		–
Total	5 125 356	5 125 356	100
Total, Part IIB			
Other costs	6 656 100	6 802 689	102
Staff costs	16 126 200	14 835 392	92
	22 782 300	21 638 081	95
End-of-biennium adjustment	(1 144 219)		
Total	21 638 081	21 638 081	100

* The approved budget provisions were included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse activities.

Appropriation line	Budget	Expenditure/ obligations	Expenditure/ obligations as % of the budget
	(in US \$)		%
PART III – SUPPORT FOR PROGRAMME EXECUTION			
Other costs	9 037 211	8 827 070	98
Staff costs	49 719 796	48 673 897	98
	58 757 007	57 500 967	98
End-of-biennium adjustment	(1 256 040)		
Total	57 500 967	57 500 967	100
PART IV – MANAGEMENT AND ADMINISTRATIVE SERVICES			
Other costs	20 083 314	19 152 618	95
Staff costs	34 405 452	36 690 749	107
	54 488 766	55 843 367	102
End-of-biennium adjustment	1 354 601		
Total	55 843 367	55 843 367	100
PART V – COMMON SERVICES: MAINTENANCE AND SECURITY			
Other costs	13 461 160	13 728 926	102
Staff Costs	15 454 240	14 699 666	95
	28 915 400	28 428 592	98
End-of-biennium adjustment	(486 808)		
Total	28 428 592	28 428 592	100
PART VI – RENOVATION OF HEADQUARTERS PREMISES			
	7 523 500	7 523 462	100
End-of-biennium adjustment	(38)		
Total	7 523 462	7 523 462	100
Total, Parts I-VI			
Other costs/Direct costs	191 692 590	185 507 974	97
Indirect costs	17 213 390	17 788 750	103
Staff costs	315 303 788	313 810 688	100
Participation Programme	24 830 000	24 216 050	98
Total	549 039 768	541 323 462	99
PART VII – ANTICIPATED COST INCREASES			
End-of-biennium adjustment	289 040	–	–
	(289 040)	–	–
Total	–	–	–
Total unspent balance	(8 005 346)		
GRAND TOTAL	541 323 462	541 323 462	100

Figure 1

Regular budget growth from 1990-1991 to 2000-2001

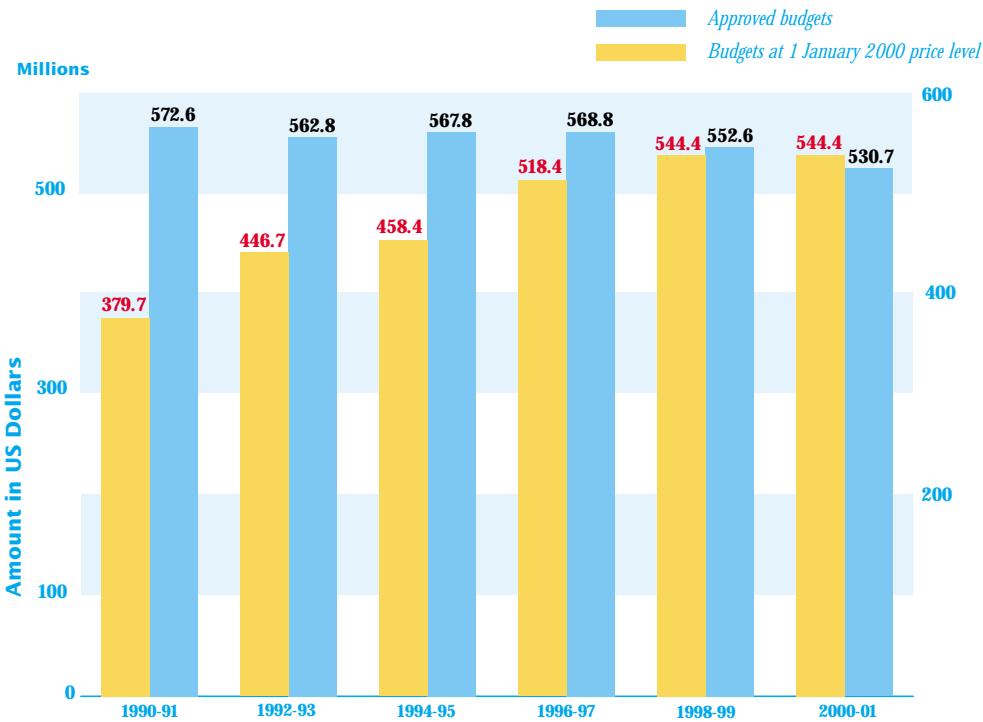


Figure 2

Regular programme expenditure: percentage distribution by major object-of-expenditure in 2000-2001

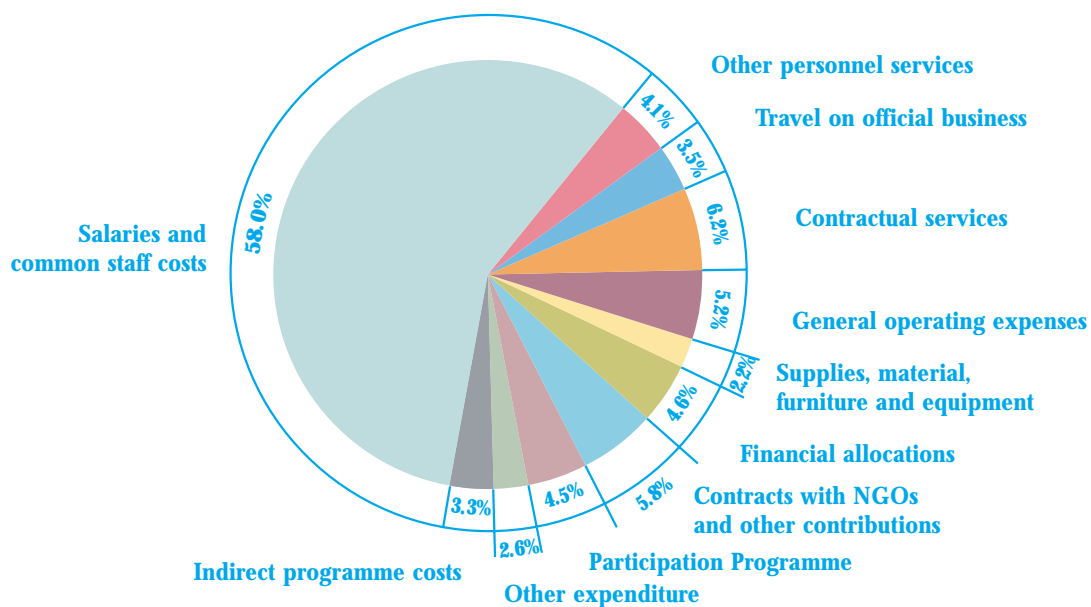


Figure 3

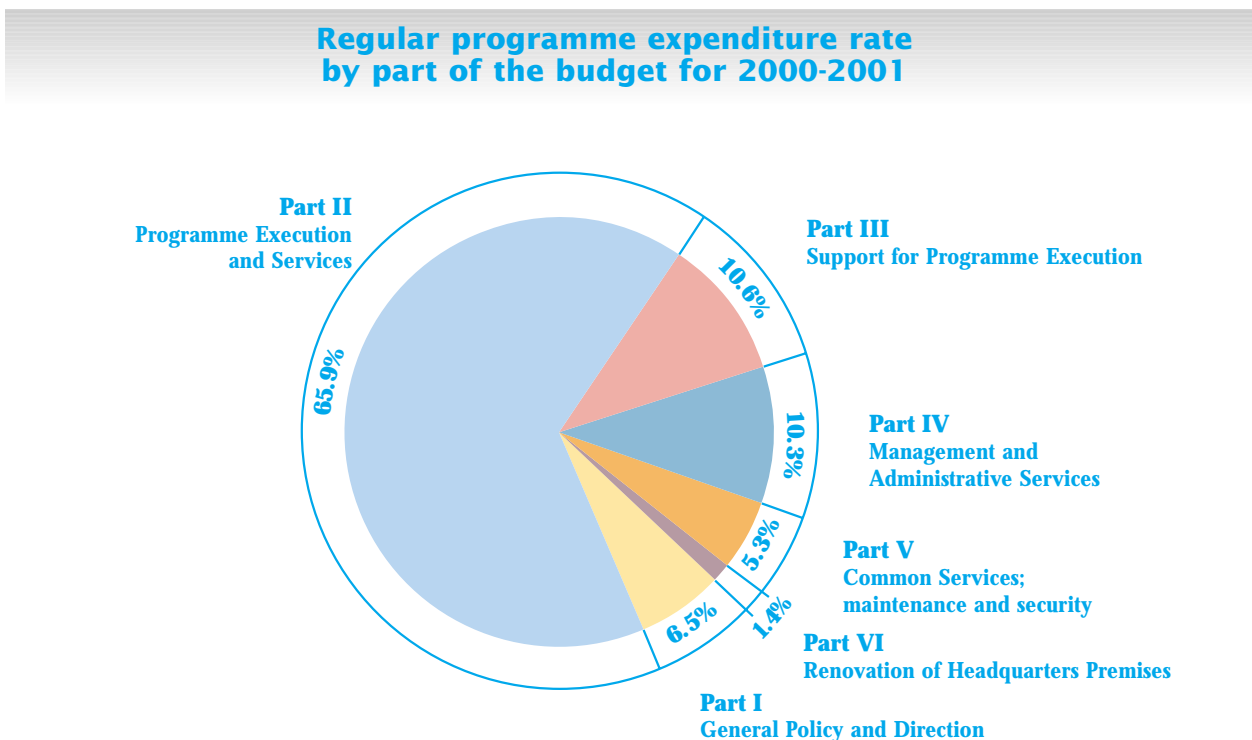
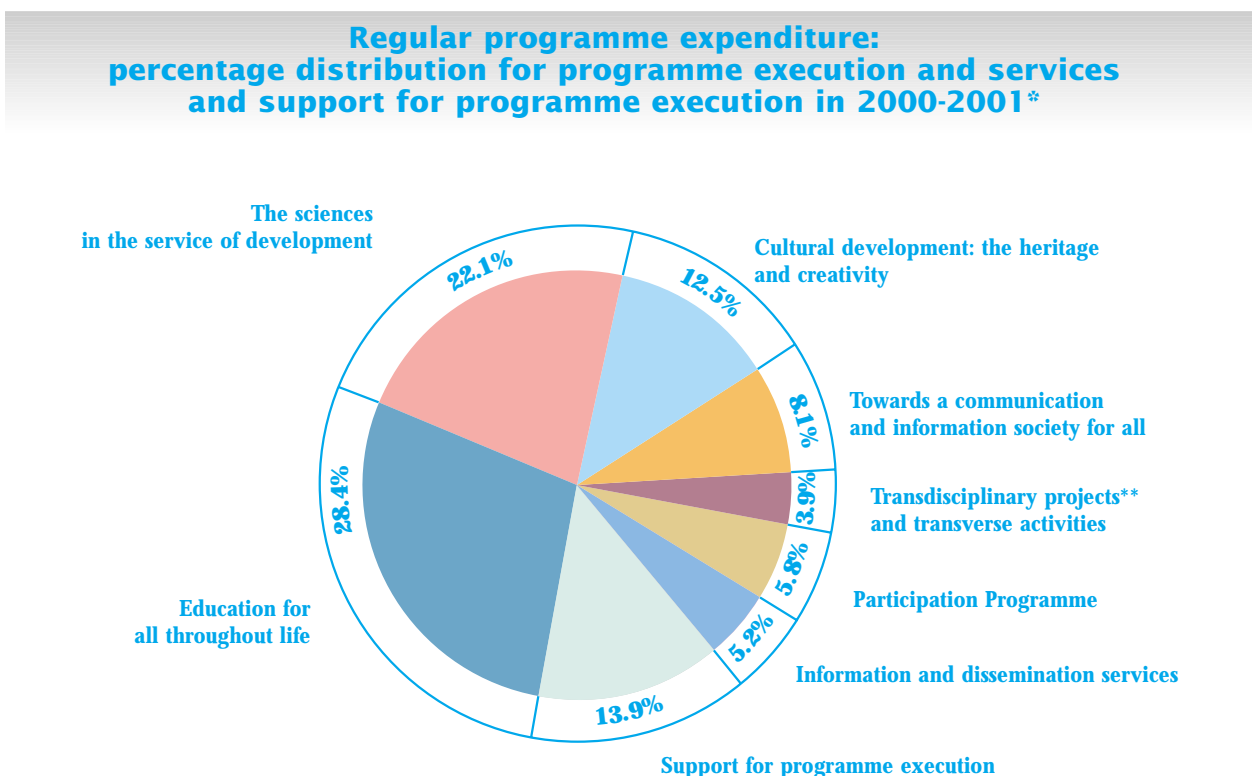


Figure 4



* These figures relate to US \$414,454,954 for Programme Execution and Services and Support for Programme Execution (Parts II.A, II.B and III of the Budget), which represent 76.6% of the full regular programme execution in 2000-2001.

** The approved budget provisions were included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse Activities.

2. Financial data relative to extrabudgetary resources

Figure 5

Total expenditure financed with funds provided by the United Nations and other extrabudgetary funding sources from 1990-1991 to 2000-2001

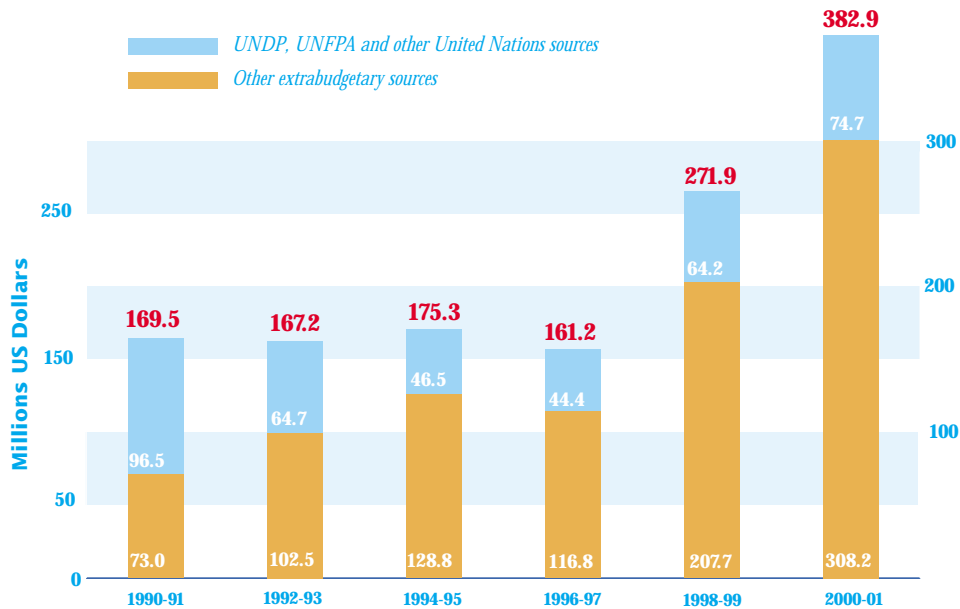


Figure 6

Distribution by region of expenditure financed with funds provided by the United Nations and other extrabudgetary funding sources in 2000-2001 (in millions of US \$)

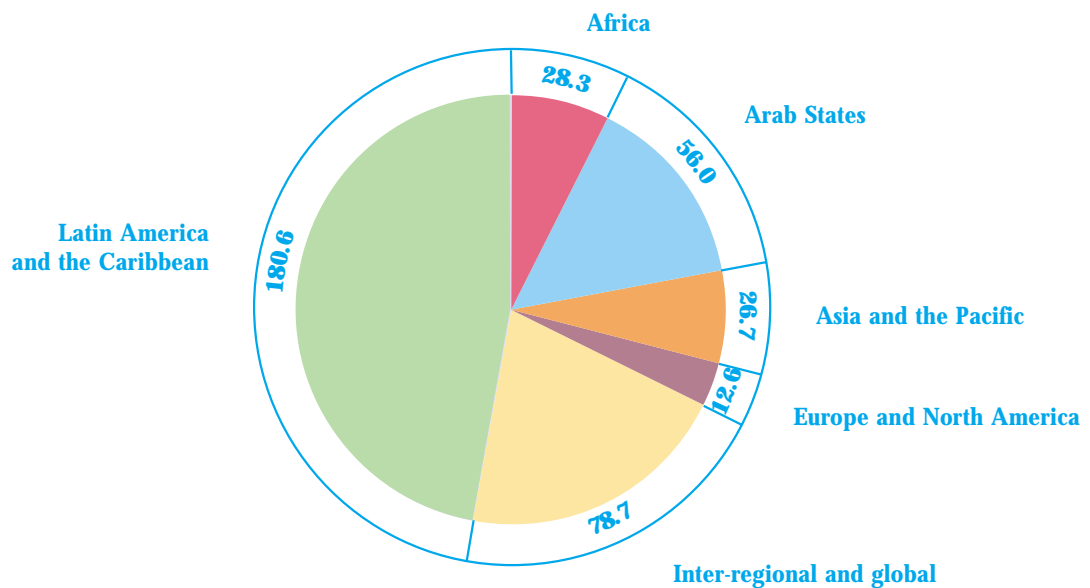
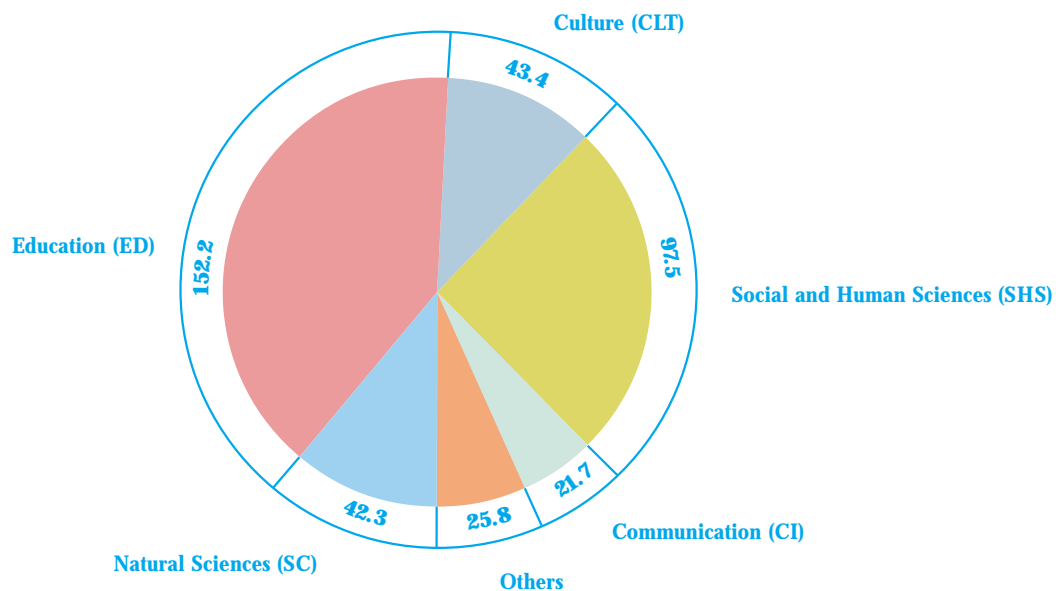


Figure 7

**Distribution by sector of expenditure financed
with funds provided by the United Nations
and other extrabudgetary funding sources, in 2000-2001
(in millions of US \$)**



B. Data concerning Member States*

List of the 188 Member States (and the 6 Associate Members) at 31 December 2001 and the dates on which they became Members of the Organization

Member States			
Afghanistan	4 May 1948	France	4 November 1946
Albania	16 October 1958	Gabon	16 November 1960
Algeria	15 October 1962	Gambia	1 August 1973
Andorra	20 October 1993	Georgia	7 October 1992
Angola	11 March 1977	Germany	11 July 1951
Antigua and Barbuda	15 July 1982	Ghana	11 April 1958
Argentina	15 September 1948	Greece	4 November 1946
Armenia	9 June 1992	Grenada	17 February 1975
Australia	4 November 1946	Guatemala	2 January 1950
Austria	13 August 1948	Guinea	2 February 1960
Azerbaijan	3 June 1992	Guinea-Bissau	1 November 1974
Bahamas	23 April 1981	Guyana	21 March 1967
Bahrain	18 January 1972	Haiti	18 November 1946
Bangladesh	27 October 1972	Honduras	16 December 1947
Barbados	24 October 1968	Hungary	14 September 1948
Belarus	12 May 1954	Iceland	8 June 1964
Belgium	29 November 1946	India	4 November 1946
Belize	10 May 1982	Indonesia	27 May 1950
Benin	18 October 1960	Iran (Islamic Republic of)	6 September 1948
Bhutan	13 April 1982	Iraq	21 October 1948
Bolivia	13 November 1946	Ireland	3 October 1961
Bosnia and Herzegovina	2 June 1993	Israel	16 September 1949
Botswana	16 January 1980	Italy	27 January 1948
Brazil	4 November 1946	Jamaica	7 November 1962
Bulgaria	17 May 1956	Japan	2 July 1951
Burkina Faso	14 November 1960	Jordan	14 June 1950
Burundi	16 November 1962	Kazakhstan	22 May 1992
Cambodia	3 July 1951	Kenya	7 April 1964
Cameroon	11 November 1960	Kiribati	24 October 1989
Canada	4 November 1946	Kuwait	18 November 1960
Cape Verde	15 February 1978	Kyrgyzstan	2 June 1992
Central African Republic	11 November 1960	Lao People's Democratic Republic	9 July 1951
Chad	19 December 1960	Latvia	14 October 1991
Chile	7 July 1953	Lebanon	4 November 1946
China	4 November 1946	Lesotho	29 September 1967
Colombia	31 October 1947	Liberia	6 March 1947
Comoros	22 March 1977	Libyan Arab Jamahiriya	27 June 1953
Congo	24 October 1960	Lithuania	7 October 1991
Cook Islands	25 October 1989	Luxembourg	27 October 1947
Costa Rica	19 May 1950	Madagascar	10 November 1960
Côte d'Ivoire	27 October 1960	Malawi	27 October 1964
Croatia	1 June 1992	Malaysia	16 June 1958
Cuba	29 August 1947	Maldives	8 July 1980
Cyprus	6 February 1961	Mali	7 November 1960
Czech Republic	22 February 1993	Malta	10 February 1965
Democratic People's Republic of Korea	18 October 1974	Marshall Islands	30 June 1995
Democratic Republic of the Congo	25 November 1960	Mauritania	10 January 1962
Denmark	4 November 1946	Mauritius	25 October 1968
Djibouti	31 August 1989	Mexico	4 November 1946
Dominica	9 January 1979	Micronesia (Federated States of)	19 October 1999
Dominican Republic	4 November 1946	Monaco	6 July 1949
Ecuador	22 January 1947	Mongolia	1 November 1962
Egypt	4 November 1946	Morocco	7 November 1956
El Salvador	28 April 1948	Mozambique	11 October 1976
Equatorial Guinea	29 November 1979	Myanmar	27 June 1949
Eritrea	2 September 1993	Namibia	2 November 1978
Estonia	14 October 1991	Nauru	17 October 1996
Ethiopia	1 July 1955	Nepal	1 May 1953
Fiji	14 July 1983	Netherlands	1 January 1947
Finland	10 October 1956	New Zealand	4 November 1946
		Nicaragua	22 February 1952

* States shown in bold type became Members of the Organization in 2000 or 2001.

Niger	10 November 1960	Suriname	16 July 1976
Nigeria	14 November 1960	Swaziland	25 January 1978
Niue	26 October 1993	Sweden	23 January 1950
Norway	4 November 1946	Switzerland	28 January 1949
Oman	10 February 1972	Syrian Arab Republic	16 November 1946
Pakistan	14 September 1949	Tajikistan	6 April 1993
Palau	20 September 1999	Thailand	1 January 1949
Panama	10 January 1950	The former Yugoslav Republic of Macedonia	28 June 1993
Papua New Guinea	4 October 1976	Togo	17 November 1960
Paraguay	20 June 1955	Tonga	29 September 1980
Peru	21 November 1946	Trinidad and Tobago	2 November 1962
Philippines	21 November 1946	Tunisia	8 November 1956
Poland	6 November 1946	Turkey	4 November 1946
Portugal	12 March 1965	Turkmenistan	17 August 1993
Qatar	27 January 1972	Tuvalu	21 October 1991
Republic of Korea	14 June 1950	Uganda	9 November 1962
Republic of Moldova	27 May 1992	Ukraine	12 May 1954
Romania	27 July 1956	United Arab Emirates	20 April 1972
Russian Federation	21 April 1954	United Kingdom of Great Britain and Northern Ireland	1 July 1997
Rwanda	7 November 1962	United Republic of Tanzania	6 March 1962
Saint Kitts and Nevis	26 October 1983	Uruguay	8 November 1947
Saint Lucia	6 March 1980	Uzbekistan	26 October 1993
Saint Vincent and the Grenadines	15 February 1983	Vanuatu	10 February 1994
Samoa	3 April 1981	Venezuela	25 November 1946
San Marino	12 November 1974	Viet Nam	6 July 1951
Sao Tome and Principe	22 January 1980	Yemen	2 April 1962
Saudi Arabia	4 November 1946	Yugoslavia, Federal Republic of**	20 December 2000
Senegal	10 November 1960	Zambia	9 November 1964
Seychelles	18 October 1976	Zimbabwe	22 September 1980
Sierra Leone	28 March 1962		
Sierra Leone	9 February 1993		
Slovakia	27 May 1992	Associate Members	
Slovenia	7 September 1993	Aruba	20 October 1987
Solomon Islands	15 November 1960	British Virgin Islands	24 November 1983
Somalia	12 December 1994	Cayman Islands	30 October 1999
South Africa	30 January 1953	Macau (China)	25 October 1995
Spain	14 November 1949	Netherlands Antilles	26 October 1983
Sri Lanka	26 November 1956	Tokelau	15 October 2000
Sudan			

** The former Yugoslavia joined UNESCO on 31 March 1950. Yugoslavia's participation in meetings of UNESCO's governing bodies and conferences was suspended pursuant to United Nations General Assembly resolution 47/1 of 22 September 1992, which stated that the Federal Republic of Yugoslavia (Serbia and Montenegro) could not automatically continue the membership of the former Socialist Federal Republic of Yugoslavia and should therefore apply for membership in the Organization and would not participate in its work until it had done so.

N.B.: UNESCO's membership nevertheless remains unchanged (188) following the accession of this new Member State (as the Federal Republic of Yugoslavia does not exercise membership in the Organization in place of the former Socialist Federal Republic of Yugoslavia).

C. Data concerning relations with organizations in the United Nations system

Reports of the Joint Inspection Unit (JIU) considered by the Executive Board in 2000-2001

Report number	Title	Board document
JIU/REP/99/1 et A/54/288/Add.1	Review of the Administrative Committee on Coordination and its machinery	159 EX/33
JIU/REP/98/5 et A/53/788/Add.1	United Nations Office for Project Services (UNOPS)	159 EX/34
JIU/REP/99/3	Results-based budgeting: The experience of United Nations system organizations	160 EX/39
JIU/REP/99/6	Private sector involvement and cooperation with the United Nations system	160 EX/40 and Corr.
JIU/REP/2000/4	Review of Management and Administration in the United Nations Education, Scientific and Cultural Organization	160 EX/41
JIU/REP/2000/2	The use of consultants in the United Nations	161 EX/51