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Scientific and Cultural Organization

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*Approved Programme
and Budget*

2004-2005

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Table of contents

| | Paragraph | Page |
|---|-----------|------|
| Director-General's Introduction | | 9 |
| Appropriation Resolution for 2004-2005 | | 13 |
| Overall summary of Parts I to IV of the budget | | 19 |
| Summary by Sector/Unit of regular programme and extrabudgetary activities | | 21 |

Section 1 – Programme and Budget

| | | |
|---|-------------|--------|
| Part I – General Policy and Direction | 00001-00801 | 25 |
| A. Governing bodies | 00101-00204 | 26 |
| B. Direction | 00301-00603 | 27 |
| C. Participation in the Joint Machinery of the United Nations System | 00801 | 29 |
| Part II – Programmes and Programme Related Services | | 31 |
| A. Programmes | | 33 |
| Major Programme I – Education | 01001-01606 | 35 |
| I.1 Basic education for all | 01101-01123 | 42 |
| I.1.1 Basic education for all: targeting key goals | 0111-01115 | 43 |
| I.1.2 Supporting EFA strategies | 0112-01123 | 50 |
| I.2 Building learning societies | 01201-01222 | 56 |
| I.2.1 Beyond universal primary education | 0121-01215 | 57 |
| I.2.2 Education and globalization | 0122-01222 | 63 |
| UNESCO education institutes | 0131-01363 | 67 |
| UNESCO International Bureau of Education (IBE) | 0131-01313 | 67 |
| UNESCO International Institute for Educational Planning (IIEP) | 0132-01323 | 69 |
| UNESCO Institute for Education (UIE) | 0133-01333 | 71 |
| UNESCO Institute for Information Technologies in Education (IITE) | 0134-01343 | 72 |
| UNESCO International Institute for Capacity-Building in Africa (IICBA) | 0135-01353 | 74 |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) | 0136-01363 | 75 |
| Projects relating to cross-cutting themes | 0150-01525 | 77 |
| <i>Cooperation with extrabudgetary funding sources</i> | 01601-01606 | 82 |

| | Paragraph | Page |
|--|-------------|------|
| Major Programme II – Natural sciences | 02001-02607 | 85 |
| II.1 Science, environment and sustainable development | 02101-02155 | 90 |
| II.1.1 Water interactions: systems at risk and social challenges | 0211-02114 | 91 |
| II.1.2 Ecological sciences: developing stewardship by people for nature | 0212-02123 | 101 |
| II.1.3 Earth sciences – Improving the understanding of the solid Earth and enhancing disaster prevention | 0213-02133 | 107 |
| II.1.4 Towards sustainable living in small islands and in coastal regions | 0214-02142 | 111 |
| II.1.5 UNESCO Intergovernmental Oceanographic Commission | 0215-02155 | 114 |
| II.2 Capacity-building in science and technology for development | 02201-02221 | 121 |
| II.2.1 Capacity-building in the basic and engineering sciences | 0221-02214 | 121 |
| II.2.2 Science and technology policies for sustainable development | 0222-02221 | 132 |
| Projects relating to cross-cutting themes | 0250-02523 | 136 |
| <i>Cooperation with extrabudgetary funding sources</i> | 02601-02607 | 141 |
| | | |
| Major Programme III – Social and human sciences | 03001-03606 | 145 |
| III.1 Ethics of science and technology, with emphasis on bioethics | 0310-03102 | 151 |
| III.2 Promotion of human rights and the fight against discrimination | 0320-03203 | 158 |
| III.3 Foresight, philosophy, human sciences and human security | 0330-03303 | 164 |
| III.4 Management of social transformations: MOST – Phase II | 0340-03403 | 170 |
| Projects relating to cross-cutting themes | 0350-03523 | 175 |
| <i>Cooperation with extrabudgetary funding sources</i> | 03601-03606 | 180 |
| | | |
| Major Programme IV – Culture | 04001-04607 | 183 |
| IV.1 Mainstreaming cultural diversity into policy agendas at national and international levels | 04101-04122 | 190 |
| IV.1.1 Promotion of the UNESCO Universal Declaration on Cultural Diversity and implementation of its Action Plan | 0411-04112 | 190 |
| IV.1.2 Strengthening the links between cultural policies and development policies | 0412-04122 | 195 |
| IV.2 UNESCO’s contribution to the protection of the world’s cultural diversity through cultural and natural heritage preservation | 04201-04223 | 199 |
| IV.2.1 Promotion and implementation of the Convention concerning the Protection of the World Cultural and Natural Heritage (1972) | 0421-04212 | 199 |
| IV.2.2 Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action | 0422-04223 | 202 |
| IV.3 Safeguarding cultural diversity through creativity and development | 04301-04321 | 208 |
| IV.3.1 Encouraging arts and crafts for sustainable development | 0431-04312 | 208 |
| IV.3.2 Strengthening the role of cultural creation in human and economic development | 0432-04321 | 211 |
| Projects relating to cross-cutting themes | 0450-04522 | 213 |
| <i>Cooperation with extrabudgetary funding sources</i> | 04601-04607 | 217 |
| | | |
| Major Programme V – Communication and information | 05001-05606 | 221 |
| V.1 Fostering equitable access to information and knowledge for development, especially in the public domain | 05101-05132 | 226 |
| V.1.1 Fostering actions to reduce digital divide and promote social inclusion | 0511-05114 | 226 |

| | Paragraph | Page |
|--|---|-----------------|
| V.1.2 | Harnessing ICTs for education | 0512-05123 233 |
| V.1.3 | Promoting the expression of cultural and linguistic diversity through communication and information | 0513-05132 237 |
| V.2 | Promoting freedom of expression and communication development | 05201-05222 241 |
| V.2.1 | Promoting freedom of expression and the independence and pluralism of the media | 0521-05212 241 |
| V.2.2 | Supporting development of communication media | 0522-05222 245 |
| | Projects relating to cross-cutting themes | 0550-05530 248 |
| | <i>Cooperation with extrabudgetary funding sources</i> | 05601-05606 253 |
| | UNESCO Institute for Statistics | 06001-06014 255 |
| | Field – Management of decentralized programmes | 07001-07003 263 |
| | Summary of projects relating to cross-cutting themes | 08001 265 |
| B. | Participation Programme | 09001-09004 269 |
| C. | Programme Related Services | 10001-15004 275 |
| Chapter 1 | Coordination of action to benefit Africa | 11001-11007 275 |
| Chapter 2 | Fellowships Programme | 12001-12004 278 |
| Chapter 3 | Public Information | 13001-13005 279 |
| Chapter 4 | Strategic planning and programme monitoring | 14001-14005 280 |
| Chapter 5 | Budget preparation and monitoring | 15001-15004 283 |
| Part III – Support for Programme Execution and Administration | 16001-20705 | 285 |
| A. | Field management and coordination (HQ activities and field Offices' operating costs) | 17001-17010 286 |
| B. | External relations and cooperation | 18001-18039 288 |
| C. | Human resources management | 19001-19007 297 |
| D. | Administration, maintenance and renovation of Headquarters premises | 20001-20705 299 |
| Chapter 1 | Administrative coordination and support | 20101-20103 299 |
| Chapter 2 | Accounting and financial control | 20201-20204 300 |
| Chapter 3 | Information systems and telecommunications | 20301-20306 300 |
| Chapter 4 | Procurement | 20401-20403 302 |
| Chapter 5 | Conferences, languages and documents | 20501-20503 302 |
| Chapter 6 | Common services, security, utilities and management of premises and equipment | 20601-20606 303 |
| Chapter 7 | Maintenance and renovation of Headquarters premises | 20701-20705 304 |
| Part IV – Anticipated Cost Increases | 21001-21004 | 305 |
| Annex | Budget summary by main line of action of regular budget and extrabudgetary resources | 307 |

Section 2 – Appendices

| | | |
|----------------------|--|-----|
| Appendix I | Budget summary by principal appropriation line for Parts I to IV of the budget for 2004-2005 | 314 |
| Appendix II | Regular budget summary by main object-of-expenditure | 315 |
| Appendix III | Recapitulation of the distribution of programme allocations by principal modality of action in Part II.A of the budget | 316 |
| Appendix IV | Summary of established posts by sector and unit for 2004-2005 | 318 |
| Appendix V | Summary of established posts by grade for 2004-2005 | 320 |
| Appendix VI | Overall summary of decentralization by region Regular programme and extrabudgetary resources | 321 |
| Appendix VII | Summary of self-financing funds (extrabudgetary) | 328 |
| Appendix VIII | Summary of extrabudgetary operational projects by source of fund and region | 334 |
| Appendix IX | Evaluation Plan for 2004-2005 | 339 |

Section 3 – Technical Details

| | | |
|---|---|---------|
| Part I – General Policy and Direction | T00001-T00002 | 351 |
| A. Governing bodies | | 351 |
| B. Direction | | 351 |
| C. Participation in the Joint Machinery of the United Nations system | | 351 |
| Part II – Programmes and Programme Related Services | | 353 |
| A. Programmes | | |
| Major Programme I – Education | T100-T160 | 355 |
| I.1 Basic education for all | T100-T117 | 355 |
| I.1.1 Basic education for all: targeting key goals | T100-T110 | 355 |
| I.1.2 Supporting EFA strategies | T111-T117 | 362 |
| I.2 Building learning societies | T118-T133 | 367 |
| I.2.1 Beyond universal primary education | T118-T128 | 367 |
| I.2.2 Education and globalization | T129-T133 | 373 |
| UNESCO education institutes: | | |
| UNESCO International Bureau of Education (IBE) | } <i>See paragraphs 0131-01363 of Section 1</i> | |
| UNESCO International Institute for Educational Planning (IIEP) | | |
| UNESCO Institute for Education (UIE) | | |
| UNESCO Institute for Information Technologies in Education (IITE) | | |
| UNESCO International Institute for Capacity-Building in Africa (IICBA) | | |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) | | |
| Projects relating to cross-cutting themes | T134-T160 | 376 |

| | Paragraph | Page |
|--|-----------|------|
| Major Programme II – Natural sciences | T200-T276 | 381 |
| II.1 Sciences, environment and sustainable development | T200-T238 | 381 |
| II.1.1 Water interactions: systems at risk and social challenges | T200-T208 | 381 |
| II.1.2 Ecological sciences: developing stewardship by people for nature | T209-T215 | 386 |
| II.1.3 Earth sciences – Improving the understanding of the solid Earth and enhancing disaster prevention | T216-T222 | 389 |
| II.1.4 Towards sustainable living in small islands and in coastal regions | T223-T227 | 391 |
| II.1.5 UNESCO Intergovernmental Oceanographic Commission (IOC) | T228-T238 | 393 |
| II.2 Capacity-building in science and technology for development | T239-T250 | 398 |
| II.2.1 Capacity-building in the basic and engineering sciences | T239-T247 | 398 |
| II.2.2 Science and technology policies for sustainable development | T248-T250 | 404 |
| Projects relating to cross-cutting themes | T251-T276 | 405 |
| | | |
| Major Programme III – Social and human sciences | T300-T346 | 409 |
| III.1 Ethics of science and technology, with emphasis on bioethics | T300-T304 | 409 |
| III.2 Promotion of human rights and the fight against discrimination | T305-T311 | 411 |
| III.3 Foresight, philosophy, human sciences and human security | T312-T318 | 415 |
| III.4 Management of social transformations: MOST – Phase II | T319-T325 | 418 |
| Projects relating to cross-cutting themes | T326-T346 | 421 |
| | | |
| Major Programme IV – Culture | T400-T448 | 425 |
| IV.1 Mainstreaming cultural diversity into policy agendas at national and international levels | T400-T409 | 425 |
| IV.1.1 Promotion of the UNESCO Universal Declaration on Cultural Diversity and implementation of its Action Plan | T400-T404 | 425 |
| IV.1.2 Strengthening the links between cultural policies and development policies | T405-T409 | 430 |
| IV.2 UNESCO’s contribution to the protection of the world’s cultural diversity through cultural and natural heritage preservation | T410-T421 | 433 |
| IV.2.1 Promotion and implementation of the Convention for the Protection of the World Cultural and Natural Heritage (1972) | T410-T414 | 433 |
| IV.2.2 Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action | T415-T421 | 434 |
| IV.3 Safeguarding cultural diversity through creativity and development | T422-T429 | 438 |
| IV.3.1 Encouraging arts and crafts for sustainable development | T422-T426 | 438 |
| IV.3.2 Strengthening the role of cultural creation in human and economic development | T427-T429 | 440 |
| Projects relating to cross-cutting themes | T430-T448 | 443 |
| | | |
| Major Programme V – Communication and information | T500-T550 | 447 |
| V.1 Fostering equitable access to information and knowledge for development, especially in the public domain | T500-T520 | 447 |
| V.1.1 Fostering actions to reduce digital divide and promote social inclusion | T500-T508 | 447 |
| V.1.2 Harnessing ICTs for education | T509-T515 | 451 |
| V.1.3 Promoting the expression of cultural and linguistic diversity through communication and information | T516-T520 | 454 |

| | Paragraph | Page |
|---|---------------|--|
| V.2 Promoting freedom of expression and communication development | T521-T530 | 457 |
| V.2.1 Promoting freedom of expression and the independence and pluralism of the media | T521-T525 | 457 |
| V.2.2 Supporting development of communication media | T526-T530 | 459 |
| Projects relating to cross-cutting themes | T531-T550 | 461 |
| | | |
| UNESCO Institute for Statistics | | <i>(see paragraphs 06001-06014 of Section 1)</i> |
| Field – Management of decentralized programmes | | <i>(see paragraphs 07001-07003 of Section 1)</i> |
| B. Participation Programme | | <i>(see paragraphs 09001-09004 of Section 1)</i> |
| C. Programme Related Services | T10001 | 465 |
| | | |
| Part III - Support for Programme Execution and Administration | T16001 | 467 |
| | | |
| Part IV - Anticipated Cost Increases | T21001-T21004 | 469 |
| Alphabetical list of abbreviations of the units responsible for executing the programme and budget for 2004-2005 | | 471 |
| Organizational Chart of the UNESCO Secretariat, 2004-2005 | | |

Introduction

At its 32nd session, the General Conference approved a new Programme and Budget for the 2004-2005 biennium (32 C/5 Approved), which I am hereby presenting in its consolidated form, integrating all the various programme- and budget-relevant action taken by the General Conference. This Programme and Budget heralds a new phase in UNESCO's activities, if not its history: it represents, with an amount of US \$610 million, a real-growth budget for the first time since the zero-nominal growth approaches of several past biennia; and it coincides with a giant step towards the restoration of universality in membership by welcoming Timor-Leste and the United States of America among the Organization's members. The return of the United States of America, after an 18-year absence, was a particularly gratifying step which will undoubtedly imbue our efforts with new impetus and credibility. As I stated in my Introduction to draft document 32 C/5, a budget level of \$610 million offers UNESCO a rare historic opportunity to consolidate its role and impact in the international arena – a perception clearly shared by Member States.

The fact that the Member States of UNESCO agreed to a real-growth Programme and Budget attests to the fact that the Organization has rebuilt its reputation and commands a renewed sense of confidence. To no small extent, this has also been due to the successful reform process which the Organization has been undergoing since my election as Director-General in November 1999. As has often been said, reform is not an event, it is a process – and so I pledge to you that I will not rest during this biennium in continuing with further reforms across a broad range of areas and policies and with the observance of a tight budget discipline.

One of the latest accomplishments in the reform process is the fact that I was already able on 26 December 2003 to validate on a provisional basis the work plans for the implementation of the activities in document 32 C/5 Approved, all of which had been entered into SISTER. Thus, the Organization was in a position to begin implementing the new Programme and Budget with the onset of 1 January 2004 – a feat not realized for a good number of years. Monitoring the refinement and full completion of all work plans and their implementation, applying a results-based approach, will be an ongoing task and challenge, for programme specialists and senior managers alike.

Throughout the implementation process, I intend to pay close attention to effective results-based monitoring, budgetary discipline and the identification of new, innovative modalities and approaches which will help to obtain further efficiency gains and enhance a coherent, significant and visible impact at the country level.

Efficiency will also be visible in an improvement of the ratio of programme costs to staff costs, a better distribution of resources between the programmes and programme support services, and a more pronounced allocation of staff to principal priority areas of major programmes.

The biennium covered by document 32 C/5 Approved will be a period when the Organization will be particularly challenged to make decentralization work better, more efficiently and in a programmatically more meaningful manner. Both the General Conference and the Executive Board have mandated me to

introduce improvements and I wish to confirm that I have mobilized the entire Organization towards this end. Above all, the substantial decentralization of programme activities mandated by document 32 C/5 Approved is fully observed and translated into reality, thereby making our field offices the pivot of the Organization's activities.

Document 32 C/5 Approved also benefits from a higher degree of concentration than hitherto. In particular, with the positive impact of real growth, the resources and the expected results for the principal priorities of the five major programmes have been focused and reinforced. This has been further sharpened through the additional growth-related resources that were allocated to a strengthening of UNESCO's contribution to the six Education for All (EFA) goals; coping with global change: reducing uncertainties and creating an authoritative knowledge base for fresh water and the oceans and for bioethics; safeguarding cultural diversity through enhanced cultural interaction; reinforcing UNESCO's contribution to reconstruction and reconciliation in conflict and post-conflict areas (especially Afghanistan, the Palestinian Territories and Africa); and strengthening UNESCO's contribution to the implementation of the New Partnership for Africa's Development (NEPAD), complemented by some enhancements envisaged for programme delivery, monitoring and evaluation. But our programme concentration process will also need to be revisited, so as to keep the selection of principal priorities and the allocation of additional budget resources focused. The challenge will be to strive to avoid a dissipation of priority resources among too many activities.

We must also keep in perspective our responsibility for orienting our action towards those segments of society which are most in need. This carries particular relevance for the quest to pursue the ambitious Millennium Development Goals (MDGs) – which have been placed at the top of the agenda of each major programme. On the basis of the latest reports and indicators, the international community is far from having created the necessary momentum to attain the quantitative and qualitative targets set out in the Millennium Declaration of September 2000. Be it in the struggle against the HIV/AIDS pandemic, the equal education opportunities for girls and women – an MDG due to be reached by 2005, halving poverty by 2015, halving the number of people without access to safe water and sanitation by 2015 – to mention only a few of the major MDGs: the world appears to be sorely lagging behind, even though a few countries seem to have made significant progress, yet insufficient in the context of the targets set. At the same time, despite major breakthroughs to resolve decades-long conflicts, peace is still too fragile in many countries in order to fulfil the legitimate expectations and aspirations of their populations for development, democracy and peace. UNESCO's efforts to promote a culture of peace will be an invaluable contribution to these efforts.

UNESCO's undisputed leadership in the Education for All (EFA) process and its monitoring is best exemplified by its highly regarded annual EFA monitoring report, which has become an international benchmarking tool, by its successful coordination of all EFA partners and by the preparation of EFA plans in an increasing number of countries. The inflow of extrabudgetary activities for these efforts reflects the confidence and expectations by donors in UNESCO's competence in this area, which is the principal priority for Major Programme I.

In the area of fresh water and ecosystems – the principal priority of Major Programme II – UNESCO is gradually acquiring a similar position and reputation through the World Water Assessment Report – representing another new benchmarking product. In general, in Major Programme II and for that matter in all other major programmes much attention will be paid to a full implementation of the commitments emanating from the 2002 World Conference on Sustainable Development (WSSD).

The General Conference, through its action, has given full support to the important role to be played by UNESCO with respect to normative action for many ethical issues. UNESCO will continue its focus and efforts in this area, which represents the principal priority of Major Programme III.

The adoption by the General Conference of the Convention for the Safeguarding of the Intangible Cultural Heritage and the consensus resolution on the desirability of drawing up an international standard-setting instrument on cultural diversity underline UNESCO's central role in preserving and upholding cultural diversity throughout the world – the theme of the principal priority in Major Programme IV. Coupled with the sterling work of the universally appreciated activities of the World Heritage Centre, it leaves UNESCO in the undisputed position of international lead agency for all cultural matters.

I am also pleased to note that the contributions by UNESCO to the recent World Summit on the Information Society (WSIS) have been widely praised, not least our steadfast campaign in reaffirming the freedom of expression as enshrined in article 19 of the Universal Declaration of Human Rights and the strategy to focus on knowledge societies. On other WSIS issues, such as those fostering access to information and knowledge for development – the principal priority of Major Programme V – as well as digital opportunities, UNESCO strategies and approaches have also been validated and embraced. Thus we have a solid basis for continuing our efforts in the run-up to the second part of WSIS, scheduled for 2005 in Tunis.

The battle against HIV/AIDS and its devastating impact is another area of increasing concern to the Organization as a whole. Our focus on preventive education represents an important niche in the worldwide campaign to arrest and reverse this scourge. As Chairman of the Coordinating Committee of the Co-sponsoring Organizations of UNAIDS until the middle of 2004 I will do my utmost to intensify and focus the combined efforts by the United Nations system.

In other areas of system-wide initiatives, UNESCO will continue to play a constructive and proactive role. This applies both to the United Nations System Chief Executives Board for Coordination (CEB), with its joint efforts aimed at programme harmonization and managerial and financial enhancements, and to the United Nations Development Group (UNDG), which seeks to coordinate the efforts of all operationally active agencies in terms of policies and approaches as well as in coordination and cooperation at the field level. This last aspect will be of particular importance for UNESCO's new decentralized network of field offices, which I am asking to contribute fully to joint efforts like United Nations Development Assistance Framework (UNDAF), Common Country Assistance (CCA), Poverty Reduction Strategy Papers (PRSPs) or MDG reports at the national levels.

During the General Conference, many delegations also addressed the need to reflect on and act with respect to new, often uncertain, challenges and menaces, including that of international terrorism. The landmark resolution on reinforcing the dialogue among civilizations, with a new emphasis on focus at the regional and subregional action involving all of UNESCO's domains, will be the point of departure for the development of concrete action and dedicated programmes in several regions, drawing on UNESCO's plurisectoral competences.

Enhanced interdisciplinarity will doubtless be another key element where we need to do better yet. We must fully capitalize on existing opportunities and modalities in document 32 C/5 Approved – in particular the projects under the two cross-cutting themes of the Medium-Term Strategy for 2002-2007 (31 C/4 Approved) – namely the eradication of poverty, in particular extreme poverty; and the contribution of information and communication technologies to education, science, culture and the building of knowledge societies – as well as the new joint main lines of action introduced for the first time in document 32 C/5 Approved. But we must also be open-minded for new problems and challenges, as the societal needs are rapidly evolving in our globalizing world and call for holistic rather than myopic sectoral responses.

My commitment to the Member States of UNESCO is clear and unwavering: I will continue to work to establish UNESCO as a modern, effective and well-managed Organization, fully transparent and

accountable, delivering quality products and services in areas where it has both an undisputed and comparative mandate and advantage among the agencies of the United Nations system. To this end, I will fully mobilize the Secretariat – its staff, who are the Organization’s most valuable asset, its financial resources – both from regular budget and extrabudgetary resources – and its worldwide networks and facilities as well as its administrative capacities.

A handwritten signature in black ink, appearing to read 'K. Matsuura', written in a cursive style.

Koïchiro Matsuura

Appropriation Resolution for 2004-2005*

The General Conference, at its 32nd session, resolves that:

A. Regular programme

(a) For the financial period 2004-2005 the sum of \$610,000,000** is appropriated as follows:

| Appropriation line | \$ |
|--|--------------------|
| PART I GENERAL POLICY AND DIRECTION | |
| A. Governing bodies | |
| 1. General Conference | 6 135 300 |
| 2. Executive Board | 7 958 700 |
| Total, Part I.A | 14 094 000 |
| B. Direction | 18 378 700 |
| <i>(Including: Directorate; Office of the Director-General; Internal Oversight; International Standards and Legal Affairs)</i> | |
| C. Participation in the Joint Machinery of the United Nations System | 3 579 500 |
| TOTAL, PART I | 36 052 200 |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | |
| A. Programmes | |
| Major Programme I – Education | |
| I. Personnel | 48 215 600 |
| II. Activities: | |
| I.1 Basic education for all | |
| I.1.1 Basic education for all: targeting key goals | 21 692 200 |
| I.1.2 Supporting EFA strategies | 14 133 100 |
| I.2 Building learning societies | |
| I.2.1 Beyond universal primary education | 4 826 200 |
| I.2.2 Education and globalization | 2 150 900 |
| UNESCO education institutes | |
| UNESCO International Bureau of Education (IBE) | 4 591 000 |
| UNESCO International Institute for Educational Planning (IIEP) | 5 100 000 |
| UNESCO Institute for Education (UIE) | 1 900 000 |
| UNESCO Institute for Information Technologies in Education (IITE) | 1 100 000 |
| UNESCO International Institute for Capacity-Building in Africa (IICBA) | 2 000 000 |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) | 2 200 000 |
| Projects relating to cross-cutting themes*** | 1 960 000 |
| Total, Major Programme I | 109 869 000 |

* Resolution adopted at the 22nd Plenary meeting, on 17 October 2003.

** Parts I-IV are calculated at the constant rate of exchange of 0.869 euro to one United States dollar.

*** Cross-cutting themes:

1. Eradication of poverty, especially extreme poverty.

2. The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society.

| Appropriation line | \$ |
|--|-------------------|
| Major Programme II – Natural sciences | |
| I. Personnel | 30 594 300 |
| II. Activities: | |
| II.1 Science, environment and sustainable development | |
| II.1.1 Water interactions: systems at risk and social challenges | 8 992 500 |
| II.1.2 Ecological sciences: developing stewardship by people for nature | 3 013 200 |
| II.1.3 Earth sciences: improving the understanding of the solid Earth and enhancing disaster prevention | 1 374 300 |
| II.1.4 Towards sustainable living in small islands and in coastal regions | 811 100 |
| II.1.5 UNESCO Intergovernmental Oceanographic Commission | 4 795 800 |
| II.2 Capacity-building in science and technology for development | |
| II.2.1 Capacity-building in the basic and engineering sciences | 5 835 100 |
| II.2.2 Science and technology policies for sustainable development | 1 105 400 |
| Projects relating to cross-cutting themes*** | 1 710 000 |
| Total, Major Programme II | 58 231 700 |
| Major Programme III – Social and human Sciences | |
| I. Personnel | 18 343 200 |
| II. Activities: | |
| III.1 Ethics of science and technology, with emphasis on bioethics | 3 250 800 |
| III.2 Promotion of human rights and the fight against discrimination | 2 184 600 |
| III.3 Foresight, philosophy, human sciences and human security | 3 869 700 |
| III.4 Management of social transformations: MOST - Phase II | 3 088 600 |
| Projects relating to cross-cutting themes*** | 2 600 000 |
| Total, Major Programme III | 33 336 900 |
| Major Programme IV – Culture | |
| I. Personnel | 33 967 400 |
| II. Activities: | |
| IV.1 Mainstreaming cultural diversity into policy agendas at national and international levels | |
| IV.1.1 Promotion of the UNESCO Universal Declaration on Cultural Diversity and implementation of its Action Plan | 3 841 800 |
| IV.1.2 Strengthening the links between cultural policies and development policies | 1 367 500 |
| IV.2 UNESCO's contribution to the protection of the world's cultural diversity through cultural and natural heritage preservation | |
| IV.2.1 Promotion and implementation of the Convention concerning the protection of the world cultural and natural heritage (1972) | 2 141 300 |
| IV.2.2 Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action | 7 362 900 |
| IV.3 Safeguarding cultural diversity through creativity and development | |
| IV.3.1 Encouraging arts and crafts for sustainable development | 1 501 900 |
| IV.3.2 Strengthening the role of cultural creation in human and economic development | 1 497 400 |
| Projects relating to cross-cutting themes*** | 1 700 000 |
| Total, Major Programme IV | 53 380 200 |
| Major Programme V – Communication and information | |
| I. Personnel | 18 454 000 |
| II. Activities: | |
| V.1 Fostering equitable access to information and knowledge for development, especially in the public domain | |
| V.1.1 Fostering actions to reduce digital divide and promote social inclusion | 4 240 900 |
| V.1.2 Harnessing ICTs for education | 2 236 500 |
| V.1.3 Promoting the expression of cultural and linguistic diversity through communication and information | 3 641 200 |
| V.2 Promoting freedom of expression and communication development | |
| V.2.1 Promoting freedom of expression and the independence and pluralism of the media | 2 724 700 |
| V.2.2 Supporting development of communication media | 1 814 100 |
| Projects relating to cross-cutting themes*** | 2 430 000 |
| Total, Major Programme V | 35 541 400 |

*** Cross-cutting themes:

1. Eradication of poverty, especially extreme poverty.
2. The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society.

| Appropriation line | \$ |
|---|--------------------|
| UNESCO Institute for Statistics (UIS) | 9 020 000 |
| Field - Management of decentralized programmes | 32 215 900 |
| Total, Part II.A | 331 595 100 |
| B. Participation Programme | 23 000 000 |
| C. Programme Related Services | |
| 1. Coordination of action to benefit Africa | 3 164 000 |
| 2. Fellowships Programme | 2 522 600 |
| 3. Public information | 14 516 100 |
| 4. Strategic planning and programme monitoring | 7 068 400 |
| 5. Budget preparation and monitoring | 4 154 200 |
| Total, Part II.C | 31 425 300 |
| TOTAL, PART II | 386 020 400 |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | |
| A. Field management and coordination | 18 511 000 |
| B. External relations and cooperation | 23 194 000 |
| C. Human resources management | 30 800 300 |
| D. Administration, maintenance and renovation of Headquarters premises | 100 164 800 |
| TOTAL, PART III | 172 670 100 |
| TOTAL, PARTS I-III | 594 742 700 |
| Reserve for reclassifications | 1 500 000 |
| PART IV ANTICIPATED COST INCREASES | 13 757 300 |
| TOTAL APPROPRIATION | 610 000 000 |

Additional appropriations

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

Obligations to be incurred

- (c) Obligations may be incurred during the financial period 1 January 2004 to 31 December 2005 up to the amount appropriated under paragraph (a) above, in accordance with the resolutions of the General Conference and the Financial Regulations of the Organization.

Transfers

- (d) The Director-General is authorized to make transfers, with the approval of the Executive Board, for the purpose of meeting increases in staff costs and in the costs of goods and services, from Part IV of the budget (Anticipated Cost Increases) to the appropriation lines concerned in Parts I to III of the budget.
- (e) Transfers between appropriation lines may be made by the Director-General with the prior approval of the Executive Board, it being understood that under Part II.A of the budget all budget lines for programmes and fields of action corresponding to a programme resolution of the General Conference will constitute appropriation lines.
- (f) In urgent and special circumstances (i.e. in unforeseeable circumstances and when immediate action is required), however, the Director-General may make transfers between appropriation lines, informing the Members of the Executive Board in writing, at the session following such action, of the details of the transfers and the reasons therefor.
- (g) A clear distinction is to be made and adhered to between allocations mentioned under paragraphs (e) and (f) above. In the case of transfers exceeding \$50,000, substantive justification should be provided to the Executive Board on the rationale for such transfers and the financial impact on the activities affected. Transfers which affect the implementation of priorities approved by the General Conference must be submitted to the Executive Board for prior approval.
- (h) With the exception of Part IV of the budget, no transfers modifying the overall amounts originally approved for each appropriation line by more than 10% shall be made.
- (i) The budget provisions concerning the UNESCO Intergovernmental Oceanographic Commission (IOC) and the UNESCO World Heritage Centre (WHC) shall not be subject to adjustments by transfers of funds to other Parts of the budget.

Staff

- (j) The established posts by grade foreseen for the 2004-2005 biennium are summarized in Appendix V of document 32 C/5. The Director-General shall present any change he envisages making to this appendix, in respect of the number of D-1 and above posts, to the Executive Board for prior approval. For the financing of the posts in Appendix V an amount of \$328,846,500¹ is provided in the appropriation in paragraph (a) above for established posts at Headquarters and in the field, and shall not be exceeded. This amount includes IOC and WHC, as well as a reserve for reclassifications which has been set up with a view to improving transparency and to providing a budgetary framework for reclassifications.
- (k) Posts² funded from financial allocations provided by the Organization, by decision of the General Conference, to the IBE (UNESCO International Bureau of Education – 19 posts), IIEP (UNESCO International Institute for Educational Planning – 34 posts), UIE (UNESCO Institute for Education – 5 posts), IITE (UNESCO Institute for Information Technologies in Education – 3 posts), IESALC (UNESCO International Institute for Higher Education in Latin America and the Caribbean – 13 posts), IICBA (UNESCO International Institute for Capacity-Building in Africa – 10 posts) and UIS (UNESCO Institute for Statistics – 30 posts), are not included in the established posts referred to in paragraph (j) above, in view of the special legal identity of those institutions.

1. Calculated on the basis of the established posts as shown in Appendix V, with a lapse factor rate of 3%, not including short-term temporary personnel or consultant services under the regular budget, or posts financed from extrabudgetary sources.

2. Based on the current situation at the time of preparation of document 32 C/5 and subject to any adjustment that may be decided by the Director-General upon recommendation of the governing bodies of the institutes/centres or in application of the criteria set forth by the Executive Board, in particular the need to ensure a better balance between staff and programme costs.

Assessment

- (l) The appropriations voted under paragraph (a) above shall be financed by assessments on Member States. The assessments on Member States will accordingly amount to \$610,000,000.

Currency fluctuation

- (m) The appropriation under paragraph (a) above is expressed at the constant dollar rate of one United States dollar to 0.869 euro, hence expenditure against this appropriation will also be recorded at that same constant dollar rate. The differences arising from recording expenditure incurred during the financial period in euros at varying operational rates of exchange as compared with the constant rates will be recorded as gains or losses on exchange. Likewise, Member States' contributions in euros will be brought to account at the rate of exchange used to calculate the budget. The differences arising from recording Member States' contributions in euros received during the financial period at varying operational rates of exchange as compared with the constant rate will also be recorded as gains or losses on exchange. The net balance resulting from all gains and losses on exchange, including those mentioned above, under the General Fund at the end of the biennium shall be added to or deducted from Miscellaneous Income.

B. Extrabudgetary programmes

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

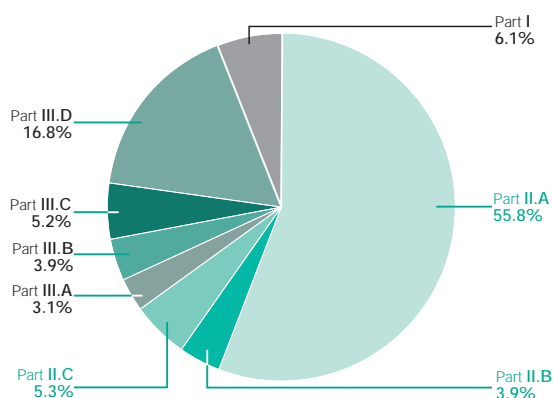
Overall summary of Parts I to IV of the budget

| Regular Budget | | | | Total Appropriation 2004-2005 | Extra-budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
|--|---|--------------------|--------------------------|-------------------------------|--|---------------------------|
| Part | Personnel | Activities | Indirect Programme Costs | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| PART I | General Policy and Direction | | | | | |
| A. Governing Bodies | 2 071 000 | 12 023 000 | – | 14 094 000 | 305 800 | 14 399 800 |
| B. Direction | 15 777 200 | 2 601 500 | – | 18 378 700 | 753 000 | 19 131 700 |
| C. Participation in the Joint Machinery of the United Nations System | – | 3 579 500 | – | 3 579 500 | – | 3 579 500 |
| Total, Part I | 17 848 200 | 18 204 000 | – | 36 052 200 | 1 058 800 | 37 111 000 |
| PART II | Programmes and Programme Services | | | | | |
| A. Programmes | 181 790 400 | 148 244 100 | 1 560 600 | 331 595 100 | 220 844 900 | 552 440 000 |
| B. Participation Programme | – | 23 000 000 | – | 23 000 000 | – | 23 000 000 |
| C. Programme Related Services | 23 204 800 | 8 220 500 | – | 31 425 300 | 4 577 200 | 36 002 500 |
| Total, Part II | 204 995 200 | 179 464 600 | 1 560 600 | 386 020 400 | 225 422 100 | 611 442 500 |
| PART III | Support for Programme Execution and Administration | | | | | |
| A. Field Management and Coordination | 3 872 300 | 531 600 | 14 107 100 | 18 511 000 | – | 18 511 000 |
| B. External Relations and Cooperation | 18 843 700 | 4 350 300 | – | 23 194 000 | 2 768 000 | 25 962 000 |
| C. Human Resources Management | 15 498 200 | 15 302 100 | – | 30 800 300 | 289 000 | 31 089 300 |
| D. Administration, maintenance and renovation of Headquarters premises | 66 288 900 | 33 875 900 | – | 100 164 800 | 13 959 900 | 114 124 700 |
| Total, Part III | 104 503 100 | 54 059 900 | 14 107 100 | 172 670 100 | 17 016 900 | 189 687 000 |
| Total, Parts I - III | 327 346 500 | 251 728 500 | 15 667 700 | 594 742 700 | 243 497 800 | 838 240 500 |
| Reserve for reclassifications | 1 500 000 | – | – | 1 500 000 | – | 1 500 000 |
| PART IV | Anticipated Cost Increases | | | | | |
| | 7 187 400 | 6 569 900 | – | 13 757 300 | – | 13 757 300 |
| Total, Parts I - IV | 336 033 900 | 258 298 400 | 15 667 700 | 610 000 000 | 243 497 800 | 853 497 800 |

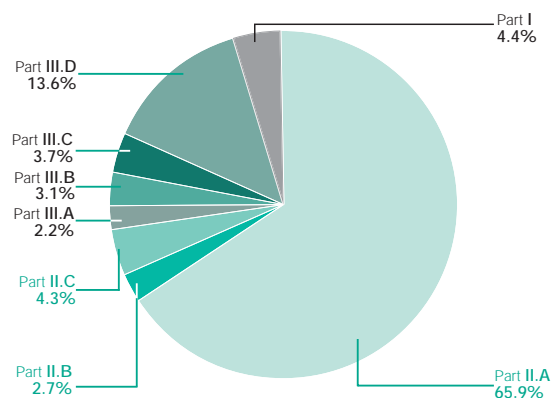
1. Funds already received or firmly committed.

DISTRIBUTION OF RESOURCES (PARTS I-III)

REGULAR BUDGET



REGULAR BUDGET + EXTRABUDGETARY



Summary by Sector/Unit of regular programme and extrabudgetary activities

| | Regular Budget | | | Total Appropriation 2004-2005 | Extra budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|---|--------------------|--------------------|--------------------------|-------------------------------|--|---------------------------|
| | Personnel | Activities | Indirect Programme Costs | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| PART I GENERAL POLICY AND DIRECTION | | | | | | |
| A. Governing Bodies | | | | | | |
| 1. General Conference (GC) | 644 100 | 5 491 200 | – | 6 135 300 | 305 800 | 6 441 100 |
| 2. Executive Board (EXB) | 1 426 900 | 6 531 800 | – | 7 958 700 | – | 7 958 700 |
| Total, I.A | 2 071 000 | 12 023 000 | – | 14 094 000 | 305 800 | 14 399 800 |
| B. Direction | 15 777 200 | 2 601 500 | – | 18 378 700 | 753 000 | 19 131 700 |
| C. Participation in the Joint Machinery of the United Nations System | – | 3 579 500 | – | 3 579 500 | – | 3 579 500 |
| TOTAL, Part I | 17 848 200 | 18 204 000 | – | 36 052 200 | 1 058 800 | 37 111 000 |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | | |
| A. Programmes | | | | | | |
| Education Sector (ED) | | | | | | |
| Major Programme I | 48 215 600 | 59 056 800 | 636 600 | 107 909 000 | 105 985 200 | 213 894 200 |
| Projects relating to cross-cutting themes | – | 1 960 000 | – | 1 960 000 | – | 1 960 000 |
| Total, ED | 48 215 600 | 61 016 800 | 636 600 | 109 869 000 | 105 985 200 | 215 854 200 |
| Natural Sciences Sector (SC) | | | | | | |
| Major Programme II | 30 594 300 | 25 626 500 | 300 900 | 56 521 700 | 39 250 400 | 95 772 100 |
| Projects relating to cross-cutting themes | – | 1 710 000 | – | 1 710 000 | – | 1 710 000 |
| Total, SC | 30 594 300 | 27 336 500 | 300 900 | 58 231 700 | 39 250 400 | 97 482 100 |
| Social and Human Sciences Sector (SHS) | | | | | | |
| Major Programme III | 18 343 200 | 12 195 500 | 198 200 | 30 736 900 | 32 175 800 | 62 912 700 |
| Projects relating to cross-cutting themes | – | 2 600 000 | – | 2 600 000 | – | 2 600 000 |
| Total, SHS | 18 343 200 | 14 795 500 | 198 200 | 33 336 900 | 32 175 800 | 65 512 700 |
| Culture Sector (CLT) | | | | | | |
| Major Programme IV | 33 967 400 | 17 497 100 | 215 700 | 51 680 200 | 33 164 600 | 84 844 800 |
| Projects relating to cross-cutting themes | – | 1 700 000 | – | 1 700 000 | – | 1 700 000 |
| Total, CLT | 33 967 400 | 19 197 100 | 215 700 | 53 380 200 | 33 164 600 | 86 544 800 |
| Communication and Information Sector (CI) | | | | | | |
| Major Programme V | 18 454 000 | 14 448 200 | 209 200 | 33 111 400 | 10 268 900 | 43 380 300 |
| Projects relating to cross-cutting themes | – | 2 430 000 | – | 2 430 000 | – | 2 430 000 |
| Total, CI | 18 454 000 | 16 878 200 | 209 200 | 35 541 400 | 10 268 900 | 45 810 300 |
| UNESCO Institute for Statistics (UIS) | – | 9 020 000 | – | 9 020 000 | – | 9 020 000 |
| Field - Management of decentralized programmes (BFC) | 32 215 900 | – | – | 32 215 900 | – | 32 215 900 |
| Total, IIA | 181 790 400 | 148 244 100 | 1 560 600 | 331 595 100 | 220 844 900 | 552 440 000 |
| B. Participation Programme | – | 23 000 000 | – | 23 000 000 | – | 23 000 000 |
| C. Programme Related Services | | | | | | |
| 1. Coordination of action to benefit Africa (AFR) | 2 582 200 | 581 800 | – | 3 164 000 | – | 3 164 000 |
| 2. Fellowships Programme (FEL) | 1 004 000 | 1 518 600 | – | 2 522 600 | 1 393 700 | 3 916 300 |
| 3. Public information (BPI) | 10 386 100 | 4 130 000 | – | 14 516 100 | 2 031 500 | 16 547 600 |
| 4. Strategic planning and programme monitoring (BSP) | 5 284 300 | 1 784 100 | – | 7 068 400 | 176 000 | 7 244 400 |
| 5. Budget preparation and monitoring (BB) | 3 948 200 | 206 000 | – | 4 154 200 | 976 000 | 5 130 200 |
| Total, IIC | 23 204 800 | 8 220 500 | – | 31 425 300 | 4 577 200 | 36 002 500 |
| TOTAL, Part II | 204 995 200 | 179 464 600 | 1 560 600 | 386 020 400 | 225 422 100 | 611 442 500 |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | |
| A. Field management and coordination (BFC) | | | | | | |
| - Headquarters | 3 872 300 | 531 600 | – | 4 403 900 | – | 4 403 900 |
| - Field Offices: operating costs | – | – | 14 107 100 | 14 107 100 | – | 14 107 100 |
| B. External relations and cooperation (ERC) | 18 843 700 | 4 350 300 | – | 23 194 000 | 2 768 000 | 25 962 000 |
| C. Human resources management (HRM) | 15 498 200 | 15 302 100 | – | 30 800 300 | 289 000 | 31 089 300 |
| D. Administration, maintenance and renovation of Headquarters premises (ADM) | 66 288 900 | 33 875 900 | – | 100 164 800 | 13 959 900 | 114 124 700 |
| TOTAL, Part III | 104 503 100 | 54 059 900 | 14 107 100 | 172 670 100 | 17 016 900 | 189 687 000 |
| TOTAL, Parts I - III | 327 346 500 | 251 728 500 | 15 667 700 | 594 742 700 | 243 497 800 | 838 240 500 |
| Reserve for reclassifications | 1 500 000 | – | – | 1 500 000 | – | 1 500 000 |
| PART IV ANTICIPATED COST INCREASES | | | | | | |
| | 7 187 400 | 6 569 900 | – | 13 757 300 | – | 13 757 300 |
| TOTAL, Parts I - IV | 336 033 900 | 258 298 400 | 15 667 700 | 610 000 000 | 243 497 800 | 853 497 800 |

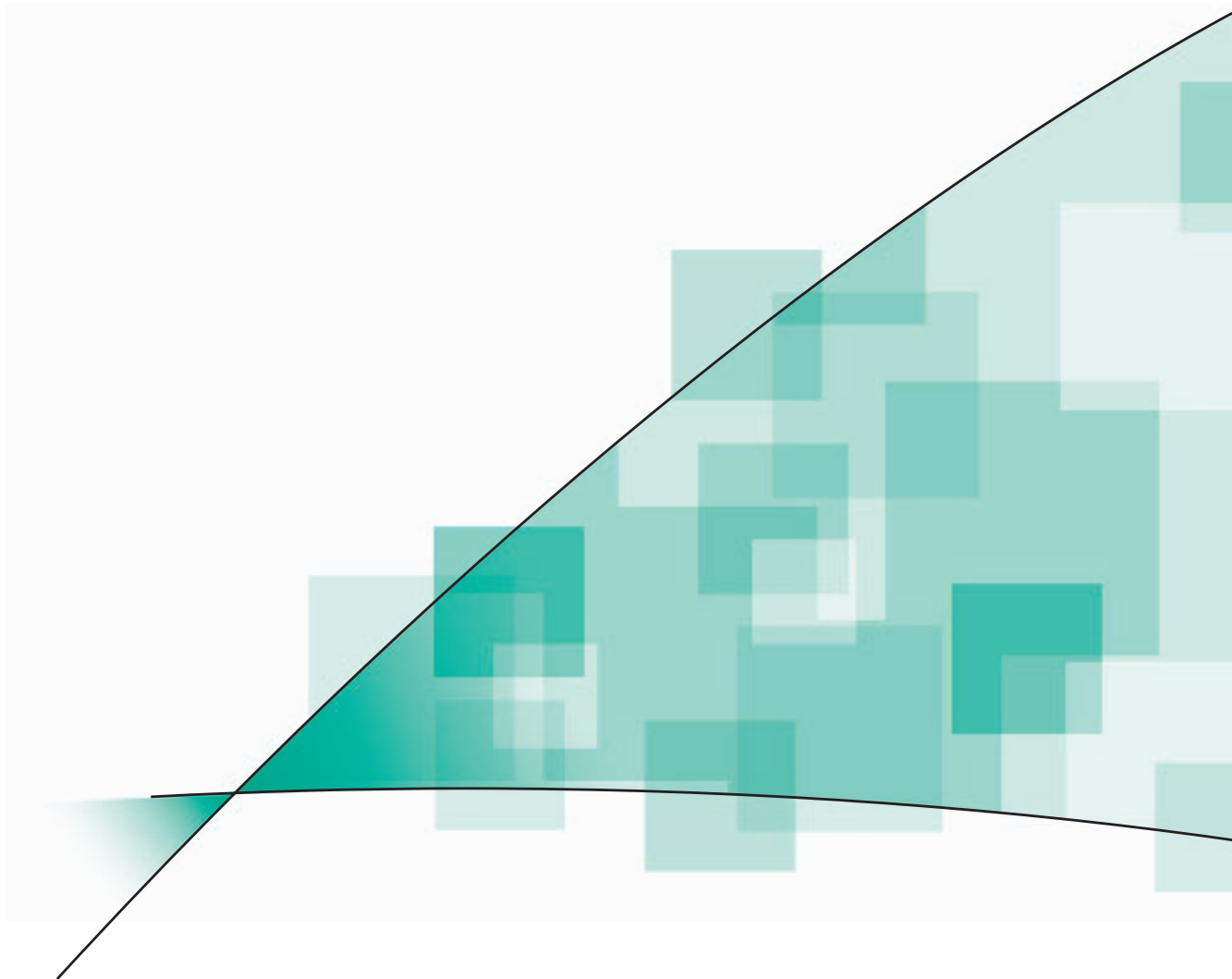
1. Funds already received or firmly committed.



United Nations Educational,
Scientific and Cultural Organization

SECTION 1

Approved Programme and Budget



Part I

General Policy and Direction

00001

| Regular Budget | | | | | |
|---|-------------------|-------------------|-------------------------------|--|---------------------------|
| | Personnel | Activities | Total Appropriation 2004-2005 | Extra-budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
| | \$ | \$ | \$ | \$ | \$ |
| A. Governing Bodies | | | | | |
| 1. General Conference | 644 100 | 5 491 200 | 6 135 300 | 305 800 | 6 441 100 |
| 2. Executive Board | 1 426 900 | 6 531 800 | 7 958 700 | – | 7 958 700 |
| Total, I.A | 2 071 000 | 12 023 000 | 14 094 000 | 305 800 | 14 399 800 |
| B. Direction | | | | | |
| 3. Directorate | 1 969 100 | 458 500 | 2 427 600 | – | 2 427 600 |
| 4. Office of the Director-General | 6 670 200 | 445 700 | 7 115 900 | 341 000 | 7 456 900 |
| 5. Internal Oversight | 4 192 500 | 1 311 800 | 5 504 300 | 412 000 | 5 916 300 |
| 6. International Standards and Legal Affairs | 2 945 400 | 385 500 | 3 330 900 | – | 3 330 900 |
| Total, I.B | 15 777 200 | 2 601 500 | 18 378 700 | 753 000 | 19 131 700 |
| C. Participation in the Joint Machinery of the United Nations System | – | 3 579 500 | 3 579 500 | – | 3 579 500 |
| Total, PART I | 17 848 200 | 18 204 000 | 36 052 200 | 1 058 800 | 37 111 000 |

1. Extrabudgetary self-financing funds.

00002

The General Conference

Authorizes the Director-General

(a) to implement the following plan of action in order to:

- (i) organize at UNESCO Headquarters the 33rd session of the General Conference (October–November 2005) and five ordinary sessions of the Executive Board during 2004-2005;
- (ii) provide for the functioning of the Directorate and the chapters comprising the Direction of the Organization;
- (iii) provide for a share of the running costs of the Joint Machinery of the United Nations System;

(b) to allocate for this purpose an amount of \$18,204,000 for programme costs and \$17,848,200 for staff costs.

00003

Part I covers the following chapters relating to the General Policy and Direction of the Organization:

I.A Governing Bodies

1. General Conference
2. Executive Board

I.B Direction

3. Directorate
4. Office of the Director-General
5. Internal Oversight
6. International Standards and Legal Affairs

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

I.A Governing Bodies

General Conference

00101

The 33rd session of the General Conference will be held in October-November 2005 and will not last more than 17 working days.

00102

In accordance with 32 C/Resolution 81, the Director General will provide all necessary support required by the *ad hoc* working group on the relations between the three organs which will be established by the President of the General Conference, and will use to this effect resources from the regular budget provisions as well as extrabudgetary funds. The budget provisions include the payment of the fees due to the External Auditor, who is responsible to the General Conference for the audit of the accounts of the regular programme, the United Nations Development Programme and other extrabudgetary programmes. Subject to the availability of funds, and on the basis of the present estimates, provisions of \$103,800 will be made from extrabudgetary sources in 2004-2005 to cover the cost of the fees of the External Auditor for the auditing of the accounts of the extrabudgetary programmes, other than UNDP, and \$202,000 for personnel services to the Secretariat of the General Conference.

Executive Board

00201

Background. The functions and responsibilities of the Executive Board are derived primarily from the Constitution and from rules or directives laid down by the General Conference. On the one hand, it examines the programme of work of the Organization and corresponding budget estimates submitted to it by the Director-General, and then it submits them to the General Conference with its recommendations; on the other hand, it is responsible for the execution of the programme adopted by the General Conference, having regard to circumstances arising between two ordinary sessions of the Conference.

00202

Strategy. During the 2004-2005 biennium, the 58 Members of the Executive Board will meet twice in 2004 and three times in 2005, including a very short session (2 days) after the 33rd session of the General Conference. The meetings of the Executive Board (Bureau, plenaries, commissions and committees) are planned to last 70 days.

00203

Furthermore, pursuant to 155 EX/Decision 5.4 (Part C, para. 22) the Executive Board decided to hold, between sessions, information meetings between representatives of the States Members of the Board (or their alternates) resident in Paris and the Director-General.

00204

In addition, the representatives may carry out missions within the terms of a decision taken by the Executive Board. Representatives resident in Paris may make consultation visits to their governments before or after each session.

I.B Direction

Directorate

00301

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

Office of the Director-General

00401

The Office of the Director-General ensures the functioning of his Office and coordinates the central services of the Organization. The central services comprise: Coordination of action to benefit Africa (AFR), Public information (BPI), Strategic planning and programme monitoring (BSP), Budget preparation and monitoring (BB), Field management and coordination (BFC), and Human resources management (HRM). Each of these units, within its field of competence, undertakes activities and provides advice and services to the Directorate with a view to enhancing the effectiveness and maximizing the impact of the Organization.

Internal Oversight

00501

Background. All internal oversight functions within the Organization are provided by the Internal Oversight Service (IOS) which was established in February 2001. The functions cover internal audit, evaluation, investigation, and other management support to strengthen the functioning of the Organization. IOS is functionally and organizationally independent from the primary control and accountability mechanisms and reports directly to the Director-General.

00502

Strategy. IOS provides the Director-General with independent, objective assurance and systematic review and advice designed to add value and improve programme design, delivery and operations. IOS seeks to determine whether the Organization's network of risk and results-based management, control and governance processes, as designed and represented by management, is adequately and properly functioning.

00503

To perform its responsibilities effectively, IOS will first ensure that a comprehensive risk management mechanism is being applied to monitor, measure and identify, in a timely manner, major risks that can threaten the Organization's programme delivery and operations. Once the major risks are identified, there should be adequate resources, proper tools and methodology to be used by staff participating in oversight activities, including IOS staff, to assess and analyse the functioning of management processes in place. In this respect, the continuous enhancement of audit and evaluation tools is a major focus of internal developments within IOS. Promoting self-assessment techniques among managers strengthens staff capacity and creates a culture of accountability within the Organization. There is also a strong emphasis on preventive action through IOS's active participation in staff training and in dissemination of consolidated findings and good practices to inform programme design and operations. This approach also aims to increase ownership by the stakeholders in the results of audit/evaluation activities.

00504

An important part of the strategy is ensuring that action is taken to address allegations of irregularities (such as fraud, waste, abuse of authority) and that efforts are made to promote an ethical working environment. After the oversight activities are undertaken, the strategy seeks to confirm that they add value to the Organization by monitoring that recommendations are properly implemented on a timely basis. Finally, the strategy provides for a mechanism to evaluate the impact of oversight activities in enhancing the quality of UNESCO's overall programme delivery and operations.

00505

Expected results at the end of biennium

- ◆ Mechanism established and operational to monitor regularly and measure the risks facing the Organization and to identify oversight priorities;

- ◆ Comprehensive audit/evaluation tools and methodology regularly reviewed and enhanced to align with the emerging risks;
- ◆ Self-assessment audit/evaluation tools developed and introduced for use by management;
- ◆ 33 C/3 prepared and published;
- ◆ Activities related to capacity-building within the Organization undertaken;
- ◆ Voluntarily Disclosure Channel for reporting alleged irregularities functioning effectively;
- ◆ External Quality Assurance Review of IOS functions undertaken;
- ◆ Indicative evaluations identified in the 2002-2007 Medium-Term Evaluation Work Plan (165 EX/19 Annex II) translated into detailed evaluation plans and evaluations undertaken;
- ◆ High-risk functional areas in HQ, as identified through risk assessment and review, audited;
- ◆ All field offices audited and a three-year cycle of audit for each field office implemented;
- ◆ Specialized computer application software to monitor and analyse various oversight outcomes and recommendations fully implemented and utilized;
- ◆ The implementation of all audit/evaluation recommendations from the previous biennium reviewed and closed;
- ◆ Management supported in addressing major organizational risks, including a review of the field office structure and a review of major organizational business processes;
- ◆ Mechanism to evaluate the impact of the oversight activities undertaken by IOS established and utilized.

International Standards and Legal Affairs

00601

Background. The Office of International Standards and Legal Affairs (LA) is a central service reporting directly to the Director-General. The responsibilities of the Office are: (i) to provide legal advice to the General Conference, the Executive Board and various meetings convened by UNESCO; (ii) to study legal matters pertaining to the application and interpretation of the Organization's Constitution, statutory texts and regulations 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, and the execution of the Organization's programme of work in general; (iii) to represent the Organization before the Appeals Board, the Administrative Tribunal of the International Labour Organization and other courts; (iv) to contribute to the depository functions of the Director-General in relation to international treaties and assist in the drawing up, formulation, adoption or revision of international standard-setting instruments and in the implementation of procedures for overseeing and applying such instruments; (v) to serve as the secretariat of the Committee on Conventions and Recommendations under the procedure laid down by the Executive Board in 104 EX/Decision 3.3 for the examination of communications relating to the exercise of human rights within UNESCO's fields of competence and provide the necessary legal support for the examination of all questions relating to the application of UNESCO's standard-setting instruments entrusted to it by the Executive Board, including the periodic reports by Member States on the application of conventions and recommendations; and (vi) to serve as the secretariat of the Credentials Committee and the Legal Committee of the General Conference.

00602

Strategy. The Office will continue to protect the Organization's interests and will concentrate its efforts along three main lines: (i) ensuring compliance with the Organization's rules, regulations and procedures; (ii) strengthening its contribution to standard-setting action and the promotion of access to UNESCO's standard-setting instruments; and (iii) improving the legal safety of activities carried out by the Organization.

00603

Expected results at the end of the biennium

- ◆ Better protection of the Organization's rights, especially its privileges and immunities.
- ◆ Reduction in the Organization's liability risks and in cases of non-compliance with its rules, regulations and procedures.
- ◆ Assistance increased with respect to an updating of the Organization's rules, regulations and procedures in order to improve its decision-making process.
- ◆ Reinforcement of the assistance and advice provided to the sectors and field offices.
- ◆ Assistance provided in drafting and following up UNESCO's standard-setting texts.
- ◆ Legal advice to normative and programme activities broadened and improved.

- ◆ Website created containing various conventions and recommendations, the list of States Parties, any statements and reservations, and updating of the volumes entitled “UNESCO’s Standard-Setting Instruments”.
- ◆ Document retrieval and opinion filing system established to provide more efficient and prompt advisory services.
- ◆ Computerization of the working tools of the Office of International Standards and Legal Affairs stepped up to improve the efficiency and promptness of the advisory services provided by the Office.

I.C Participation in the Joint Machinery of the United Nations System¹

00801

UNESCO, as part of the United Nations system and in accordance with the agreements entered into, which include appropriate financial and budgetary arrangements, contributes a share of the running costs of the following jointly financed bodies:

- International Civil Service Commission
- United Nations System High Level Committee on Management (HLCM – former CCAQ)
 - ▶ Human Resources Management Network (former CCAQ (PER))
 - ▶ Finance and Budget Network (former CCAQ (FB))
 - ▶ ICT coordination activities (former ISCC)
- United Nations System High Level Committee on Programmes (HLCP – former CCPOQ)
- United Nations Joint Inspection Unit
- Jointly financed activities relating to United Nations security measures (UNSECOORD)
- Security requirements of staff members in the field
- Administrative Tribunal of the International Labour Organization (ILO Tribunal)
- United Nations System Standing Committee on Nutrition (SCN)
- Malicious acts insurance policy.

Expected results at the end of the biennium

- ◆ In concertation with the other United Nations organizations taking part in the activities of the Joint Machinery of the United Nations System, UNESCO will continue to explore ways and means of reducing the financial contribution of participating agencies.

1. The Budget provision of \$3,579,500 included under Part I.C represents an indicative estimate. UNESCO’s actual contribution to the running costs of the joint machinery will be known only when the different bodies decide upon their budgets and request payment from the participating United Nations system agencies.

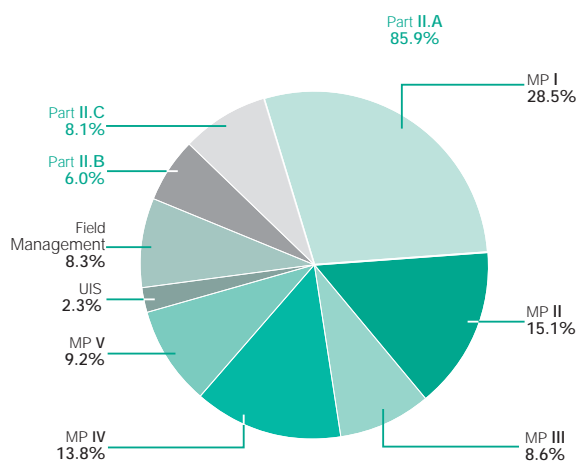
Part II

Programmes and Programme Related Services

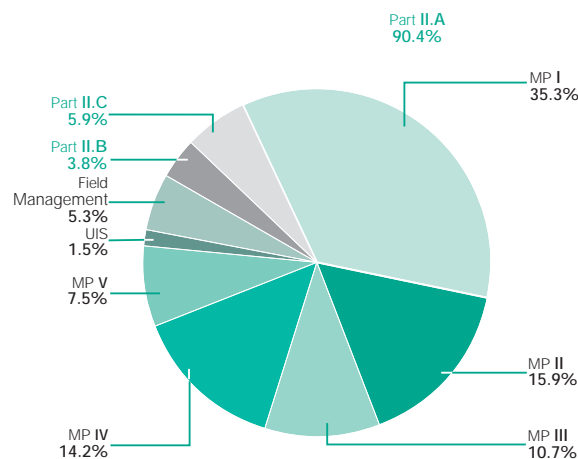
| Regular Budget | | | | Total Appropriation 2004-2005 | Extra- budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES | |
|----------------|--|--------------------|--------------------------------|-------------------------------------|---|---------------------------------|--------------------|
| | Personnel | Activities | Indirect Programme Costs | | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | |
| II.A | Programmes | | | | | | |
| MP I | Education | 48 215 600 | 61 016 800 | 636 600 | 109 869 000 | 105 985 200 | 215 854 200 |
| MP II | Natural Sciences | 30 594 300 | 27 336 500 | 300 900 | 58 231 700 | 39 250 400 | 97 482 100 |
| MP III | Social and Human Sciences | 18 343 200 | 14 795 500 | 198 200 | 33 336 900 | 32 175 800 | 65 512 700 |
| MP IV | Culture | 33 967 400 | 19 197 100 | 215 700 | 53 380 200 | 33 164 600 | 86 544 800 |
| MP V | Communication and Information | 18 454 000 | 16 878 200 | 209 200 | 35 541 400 | 10 268 900 | 45 810 300 |
| | UNESCO Institute of Statistics | - | 9 020 000 | - | 9 020 000 | - | 9 020 000 |
| | Field - Management of decentralized programmes | 32 215 900 | - | - | 32 215 900 | - | 32 215 900 |
| | Total, Part II.A | 181 790 400 | 148 244 100 | 1 560 600 | 331 595 100 | 220 844 900 | 552 440 000 |
| II.B | Participation Programme | | | | | | |
| | | - | 23 000 000 | - | 23 000 000 | - | 23 000 000 |
| II.C | Programme related services | | | | | | |
| 1. | Coordination of action to benefit Africa | 2 582 200 | 581 800 | - | 3 164 000 | - | 3 164 000 |
| 2. | Fellowships Programme | 1 004 000 | 1 518 600 | - | 2 522 600 | 1 393 700 | 3 916 300 |
| 3. | Public Information | 10 386 100 | 4 130 000 | - | 14 516 100 | 2 031 500 | 16 547 600 |
| 4. | Strategic planning and programme monitoring | 5 284 300 | 1 784 100 | - | 7 068 400 | 176 000 | 7 244 400 |
| 5. | Budget preparation and monitoring | 3 948 200 | 206 000 | - | 4 154 200 | 976 000 | 5 130 200 |
| | Total, Part II.C | 23 204 800 | 8 220 500 | - | 31 425 300 | 4 577 200 | 36 002 500 |
| | TOTAL, PART II | 204 995 200 | 179 464 600 | 1 560 600 | 386 020 400 | 225 422 100 | 611 442 500 |

1. Funds already received or firmly committed.

DISTRIBUTION OF REGULAR BUDGET RESOURCES



DISTRIBUTION OF TOTAL RESOURCES (Regular Budget + Extrabudgetary Resources)



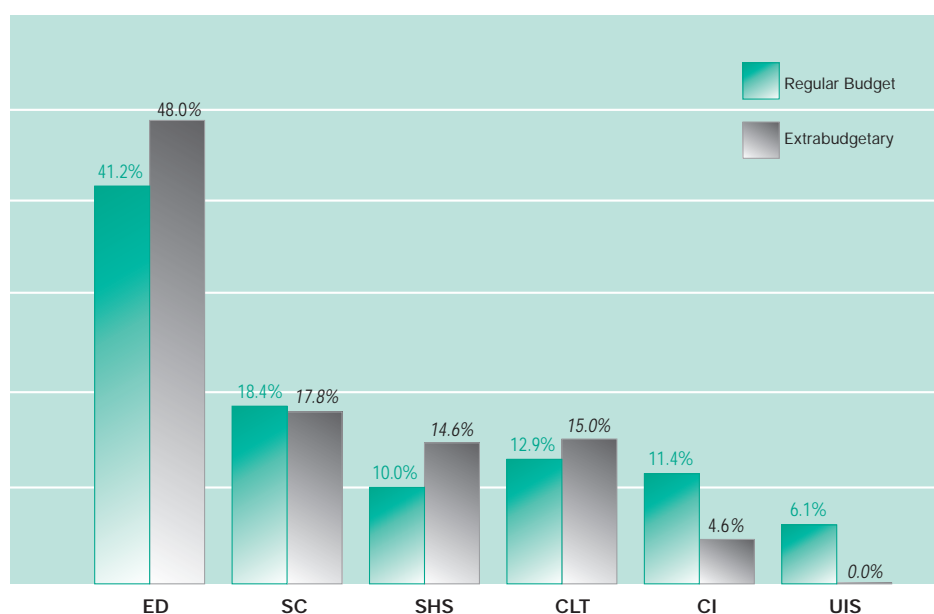
Part II.A - Programmes

Summary of regular programme and extrabudgetary resources

| Regular Budget | | | | Total Appropriation 2004-2005 | Extra- budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES | |
|-------------------------|--|--------------------|-----------------------------------|-------------------------------------|---|---------------------------------|--------------------|
| | Programme | | | | | | |
| | Personnel | Activities | HQ Indirect Programme Costs | | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | |
| II.A | Programmes | | | | | | |
| MP I | Education | 48 215 600 | 61 016 800 | 636 600 | 109 869 000 | 105 985 200 | 215 854 200 |
| MP II | Natural Sciences | 30 594 300 | 27 336 500 | 300 900 | 58 231 700 | 39 250 400 | 97 482 100 |
| MP III | Social and Human Sciences | 18 343 200 | 14 795 500 | 198 200 | 33 336 900 | 32 175 800 | 65 512 700 |
| MP IV | Culture | 33 967 400 | 19 197 100 | 215 700 | 53 380 200 | 33 164 600 | 86 544 800 |
| MP V | Communication and Information | 18 454 000 | 16 878 200 | 209 200 | 35 541 400 | 10 268 900 | 45 810 300 |
| | UNESCO Institute of Statistics | - | 9 020 000 | - | 9 020 000 | - | 9 020 000 |
| | Field - Management of decentralized programmes | 32 215 900 | - | - | 32 215 900 | - | 32 215 900 |
| Total, Part II.A | | 181 790 400 | 148 244 100 | 1 560 600 | 331 595 100 | 220 844 900 | 552 440 000 |

1. Funds already received or firmly committed.

DISTRIBUTION OF THE REGULAR BUDGET FOR ACTIVITIES AND EXTRABUDGETARY RESOURCES





United Nations Educational,
Scientific and Cultural Organization

Major Programme I

Education



MAJOR PROGRAMME I

Education

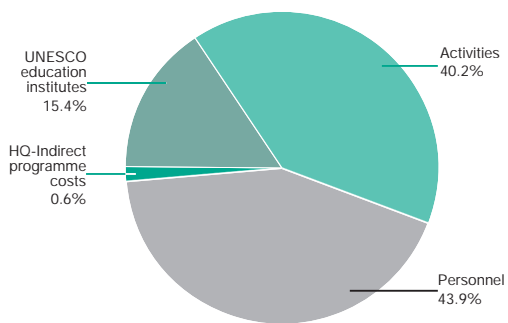
01001

| | Regular Budget | | | Total Appropriation 2004-2005 | Extra- budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|-------------------|----------------|------------|--------------------------------|-------------------------------------|---|---------------------------------|
| | Programme | | | | | |
| | Personnel | Activities | HQ-Indirect Programme Costs | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Major Programme I | 48 215 600 | 61 016 800 | 636 600 | 109 869 000 | 105 985 200 | 215 854 200 |

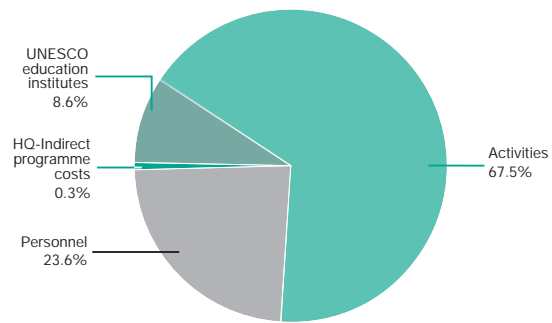
1. Funds already received or firmly committed.

DISTRIBUTION OF RESOURCES

REGULAR BUDGET



REGULAR BUDGET + EXTRABUDGETARY

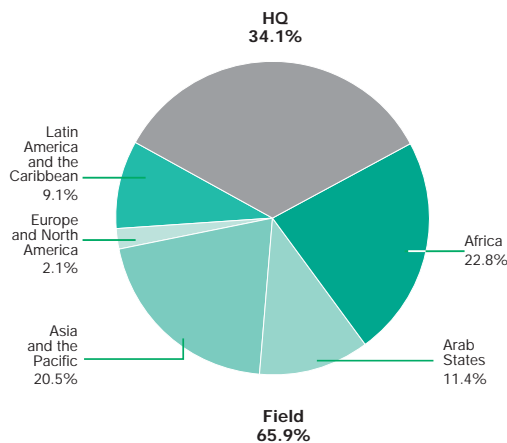


01002

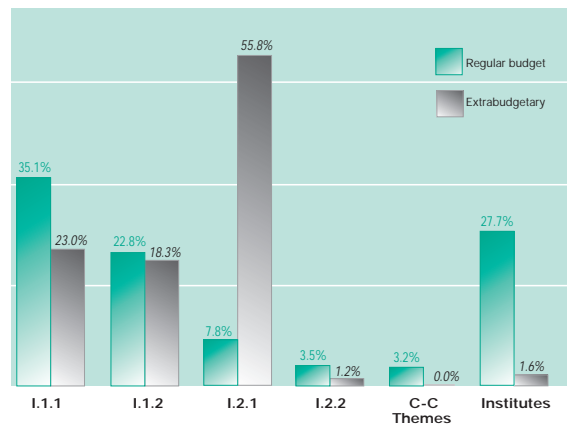
| Major Programme I | | Regular Budget Activities | Extra-budgetary Resources ¹ | Total Resources for Activities |
|---|---|---------------------------|--|--------------------------------|
| | | \$ | \$ | \$ |
| Programme I.1 | Basic education for all | | | |
| Subprogramme I.1.1 | Basic education for all: targeting key goals | 21 413 000 | 23 735 700 | 45 148 700 |
| Subprogramme I.1.2 | Supporting EFA strategies | 13 906 300 | 18 876 000 | 32 782 300 |
| | Total, Programme I.1 | 35 319 300 | 42 611 700 | 77 931 000 |
| Programme I.2 | Building learning societies | | | |
| Subprogramme I.2.1 | Beyond universal primary education | 4 737 800 | 57 687 500 | 62 425 300 |
| Subprogramme I.2.2 | Education and globalization | 2 108 700 | 1 281 000 | 3 389 700 |
| | Total, Programme I.2 | 6 846 500 | 58 968 500 | 65 815 000 |
| UNESCO education institutes | | | | |
| | UNESCO International Bureau of Education | 4 591 000 | – | 4 591 000 |
| | UNESCO International Institute for Educational Planning | 5 100 000 | 1 374 000 | 6 474 000 |
| | UNESCO Institute for Education | 1 900 000 | 391 000 | 2 291 000 |
| | UNESCO Institute for Information Technologies in Education | 1 100 000 | – | 1 100 000 |
| | UNESCO International Institute for Capacity-Building in Africa | 2 000 000 | – | 2 000 000 |
| | UNESCO International Institute for Higher Education in Latin America and the Caribbean | 2 200 000 | – | 2 200 000 |
| | Total, UNESCO education institutes | 16 891 000 | 1 765 000 | 18 656 000 |
| Projects relating to cross-cutting themes | | | | |
| | ♦ Eradication of poverty, especially extreme poverty | 820 000 | – | 820 000 |
| | ♦ The contribution of communication and information technologies in the development of education, science and culture and the construction of a knowledge society | 1 140 000 | – | 1 140 000 |
| | Total, Projects relating to cross-cutting themes | 1 960 000 | – | 1 960 000 |
| 32 C/5 - Total activities, Major Programme I | | 61 016 800 | 103 345 200 | 164 362 000 |

1. Funds already received or firmly committed.

DISTRIBUTION OF REGULAR BUDGET RESOURCES FOR ACTIVITIES – HEADQUARTERS AND FIELD (excluding IBE, IIEP, UIE, IITE, IICBA, IESALC)



DISTRIBUTION OF REGULAR AND EXTRABUDGETARY RESOURCES FOR ACTIVITIES



Education

01003 The core purpose of UNESCO's education programme is to achieve Education for All (EFA) seen in its broadest sense: education for all, at all levels, throughout life. Education is the foundation of personal fulfilment, of economic growth and of social cohesion. It is a critical factor in overcoming poverty and ensuring sustainable development. The World Education Forum in Dakar set an agenda for progress towards this aim expressed as six goals. Two of these goals, attaining universal primary education by 2015 and gender parity in schooling by 2005, are also Millennium Development Goals of the United Nations.

01004 Three elements define the context for pursuing this purpose. First is the set of three strategic objectives adopted in UNESCO's Medium-Term Strategy (2002-2007). These are: promoting education as a fundamental human right in accordance with the Universal Declaration of Human Rights; improving the quality of education through the diversification of contents and methods, and the promotion of universally shared values; and promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education.

01005 The five principal functions of UNESCO provide a second element of context. These functions are: laboratory of ideas, standard-setter, clearing house, capacity-builder and catalyst for international cooperation.

01006 The function of catalyst for international cooperation is particularly salient for the education programme because UNESCO has the responsibility for coordinating the global movement to achieve EFA. Since 2000 it has developed close and productive links with four key stakeholder groups, namely governments of developing countries, multinational agencies, civil society and bilateral development agencies. This has enabled UNESCO and the other agencies to develop their work in a complementary fashion so that each plays to its areas of strength and comparative advantage.

01007 The contribution of UNESCO's education programme (Programmes I.1 and I.2) to achieving EFA is in two parts. First, under Programme I.1, devoted to the principal priority and accounting for some 79% of the budget for programme activities (excluding the cross-cutting theme projects and the six education institutes) against 67% in document 31C/5 Approved, UNESCO will help Member States make progress towards each of the six key goals, which focus respectively on primary education, gender parity, early childhood care and education, life skills, adult literacy and quality.

01008 At the primary level UNESCO stresses education as a human right and assists countries to implement their plans for broadening access to and achieving basic education for all. With regional networks providing technical support to Member States, UNESCO will continue promoting EFA programmes, in particular in the E-9 countries and in sub-Saharan Africa. The Fast-Track Initiative for funding EFA, launched at the meeting of the Development Committee of the World Bank in April 2002, focuses directly on this goal.

01009 The Dakar agenda calls for gender parity by 2005 and gender equality by 2015. UNESCO's efforts to help Member States achieve these targets include advising on ways and means of eliminating gender inequalities and encouraging the development of the gender-responsive instructional materials and curricula. UNESCO is part of the United Nations Girls' Education Initiative.

01010 Abundant evidence shows that early childhood care and education is the best foundation for success in formal schooling, yet this receives little attention in most countries. UNESCO's role is to provide policy advice to correct this situation.

01011 The new term "literacies" reflects the multi-faceted nature of literacy in the contemporary world and its close links with essential life skills. UNESCO's main task is to lead and coordinate the United Nations Literacy Decade (2003-2012) the first two years of which will focus on gender. Of the three quantitative Dakar goals, halving the rate of adult illiteracy by 2015 will, on current trends, be the hardest to achieve.

01012 UNESCO was created on the premise that the education of humanity for justice and liberty and peace is indispensable to the dignity of man. For the education programme, this means promoting education through which people learn to live together harmoniously, showing tolerance towards one another and respecting human life and human rights. UNESCO aims to encourage cultural dialogue and to create with its partners a shared and expanded vision of quality education as a foundation for human security. The United Nations Decade of Education for Sustainable Development will be a key vehicle for pursuing this agenda.

01013 Finally in assisting Member States towards these six goals, UNESCO will pay particular attention to the role of education in halting the HIV/AIDS pandemic and coping with its consequences. EFA will not be achieved unless the spread of the disease is arrested. In many countries it has already destroyed educational gains won through determined efforts over many years.

01014 The second part of UNESCO's contribution to achieving EFA relates to its mandated role regarding the global coordination of the movement for Education for All. Achieving the EFA goals requires integrated approaches and partnerships. At the national level UNESCO promotes evidence-based policy- and decision-making, and helps countries to plan their progress towards EFA and to integrate their planning work with the evolving United Nations Development Framework. UNESCO will continue to pay special attention to those countries where the need is most urgent, particularly in sub-Saharan Africa and among the E-9 countries. UNESCO will also work in close collaboration with other international agencies, notably the World Bank, to ensure that the Fast-Track Initiative provides effective and sustainable assistance to countries that need it.

01015 At the international level, in addition to ensuring the coordination of funding mechanisms and other EFA initiatives, UNESCO has an advocacy role to maintain political momentum and commitment across the international community. UNESCO's international advocacy for an integrated vision of EFA relates EFA to the Millennium Development Goals. Advocacy is the key function of the High-Level Group on EFA that the Director-General convenes annually. The independent *EFA Global Monitoring Report*, produced each year, provides the Group with a springboard for

its advocacy role. The role of the Report is to provide a thorough analysis of the development of education globally, an assessment of the progress towards achieving the six EFA goals and a commentary on the extent to which the international commitments announced in Dakar are met. Each Report will also have a special theme.

01016 Education is at the centre of contemporary human and social development. This leads many international and bilateral agencies to focus on particular aspects of education in pursuit of their mandates. UNESCO's strength has always been to take a broad and holistic view of education in all its forms and at all levels, in other words, education throughout life. For this reason UNESCO complements its primary focus on basic education for all with other priority activities that address other levels of education and major concerns of Member States and also provide vital support for the achievement of EFA goals.

01017 In the 2004-2005 biennium UNESCO will help Member States address two widely shared challenges. The first is secondary education. While primary education is the foundation for development, rapid economic and social progress requires that a good proportion of children complete secondary education. As countries begin to achieve universal primary education, they must turn their attention to this considerable challenge. Furthermore, even those countries that already have a high proportion of children and young people in secondary school report that this level of education is under great strain. Since youth have the most sensitive antennae for detecting new trends in a fast-changing world, this is not surprising.

01018 UNESCO's activity in secondary education focuses on three areas. First there is the reform of general secondary education with a view to its expansion, diversification and improvement. Second, the state and status of technical and vocational education and training are concerns in most parts of the world. The Revised Recommendation concerning Technical and Vocational Education (2001) is a key resource in this field as countries grapple with the implications of the changing profiles of their economies. Third, despite the growth of science-based industry and the increasingly complex technology that underpins modern societies, young people are apparently turning away from careers in science and technology and the studies necessary to prepare for them. Joint action by the Education and the Natural Sciences Sectors will examine the situation and assist Member States in developing targeted solutions.

01019 Higher education also preoccupies many Member States, both developing and developed. The same issues of reform, expansion, diversification and quality improvement that are challenges at the secondary level are also found here. Following on the recommendations of the World Conference on Higher Education (WCHE, 1998) and the Higher Education Partners' Meeting (WCHE+5, 2003), UNESCO will continue helping Member States to reform their higher education systems.

01020 A particular issue, which some see as an opportunity and others as a threat, is the impact of globalization on higher education. This includes the growth of borderless education, propelled by distance learning technologies, the rise of for-profit providers, and the prospect of agreements on the liberalization of trade in higher education through the World Trade Organization. UNESCO has emerged as a natural and universal forum for the discussion of these issues, and this has been

formalized through the creation of its Global Forum for Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education. Furthermore, UNESCO has a longstanding role as the custodian of the regional conventions on the recognition of degrees, diplomas and qualifications in higher education, and the updating of these will be a core component of its work in this area.

01021 One very important role of higher education is to educate and train teachers. Here the world faces a crisis. Demographics in the industrialized world are creating a large wave of retirements. The expansion and improvement of education systems in developing countries as they progress to EFA will generate a huge demand for new teachers. Finally, HIV/AIDS is decimating the teaching force in some countries. These factors combine to produce a requirement for new teachers estimated at between 10 million and 35 million worldwide in the next decade. UNESCO will attempt to help countries cope by strengthening teacher-training institutions, notably in Africa, and by promoting technology-based systems for training and retraining teachers at scale in more flexible ways.

01022 Finally, although much of UNESCO's work takes place "upstream" in the form of advice and support to policy-makers, it also has an important "downstream" function, and the three educational networks that it has created play an important role here. These are the Associated Schools Project Network (ASPnet), which links some 7,000 schools worldwide, the UNEVOC network, which supports technical and vocational education and training in 136 countries, and the UNITWIN/UNESCO Chairs Programme which covers 113 countries. All three serve to support UNESCO's functions as a laboratory of ideas, as a standard setter, as a clearing house, as a builder of capacity in Member States and as a catalyst for international cooperation.

01023 To reach the objectives of Major Programme I, the Education Sector will undertake necessary adjustments in order to deploy its staff in line with the priority areas of the programme. Periodic training programmes will be introduced to ensure that staff professional knowledge and competences are appropriately updated and upgraded.

01024 The plan of action of Major Programme I aims at the implementation of resolutions 2, 3, 4, 5, 6, 7, 8 of the General Conference, the texts of which are reproduced at the beginning of the corresponding subprogrammes, of the programme of each UNESCO's education institute and of the projects relating to cross-cutting themes anchored under this major programme (i.e. paragraphs 01110, 01120, 01210, 01220, 01310, 01320, 01330, 01340, 01350, 01360, 01500), as well as of the resolutions cited hereunder:

- 9 Preparation of an international anti-doping convention in sport
- 10 Higher education and globalization: promoting quality and access to the knowledge society as a means for sustainable development
- 11 Establishment of a Regional Educational Planning Centre under the auspices of UNESCO in the United Arab Emirates
- 12 Statutes of the Intergovernmental Regional Committee for the Regional Education Project for Latin America and the Caribbean (PRELAC)
- 13 Amendments to the Statutes of the UNESCO International Institute for Capacity-Building in Africa (IICBA)

- 47 New perspectives in UNESCO's activities pertaining to the dialogue among civilizations, including in particular follow-up to the New Delhi Ministerial Conference
- 54 Implementation of 31 C/Resolution 43 concerning educational and cultural institutions in the occupied arab territories

the texts of which appear in Volume 1 of the Records of the 32nd session of the General Conference.

The plan of action also takes into account draft resolutions (DRs) relating to this major programme approved by the General Conference.

Programme I.1

Medium-Term Strategy, paragraphs 49-70, 72, 74-78

Basic education for all

01101

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$35,319,300 |
| Decentralization | 67.3% |
| ● Extrabudgetary | \$42,611,700 |
| Total, Activities | \$77,931,000 |

In 1946 the Member States included the commitment to education for all in the preamble to UNESCO's Constitution. Half a century later this fundamental goal remains elusive. Indeed, 41 countries moved away from it during the decade of the 1990s. In 2000 over 160 countries, meeting in Dakar, reaffirmed their commitment to make education for all a reality and set specific goals and deadlines with a strategy for achieving them.

The Dakar Forum asked UNESCO to coordinate international efforts to make progress towards EFA. This task is now a vital function of the education programme and Programme I.1 addresses it directly. Subprogramme I.1.1 targets the six EFA goals and includes UNESCO's contribution to stemming the HIV/AIDS pandemic and coping with its impact on education systems.

In assisting progress towards the EFA goals, UNESCO will give full support to initiatives that focus attention and energy on particular goals. These include the EFA Flagship programmes such as the United Nations Girls' Education Initiative (UNGEI). The Organization will also work in partnership with UNICEF on its accelerated programme for gender parity in 25 countries. UNESCO has been designated as lead agency for both the United Nations Literacy Decade and the United Nations Decade of Education for Sustainable Development.

Subprogramme I.1.2 supports EFA strategies at all levels. UNESCO and its international partners made good progress in coordinating their work during the 2002-2003 biennium. The High-Level Group on EFA, convened each year by the Director-General, is playing an increasingly significant advocacy role. The annual independent *EFA Global Monitoring Report*, now viewed as authoritative by all partners, is an important tool for sustaining political commitment. UNESCO is working closely with the World Bank and other partners in implementing the Fast-Track Initiative focused on universal primary education. The Initiative is an operationalization of the concept of a development compact, introduced by the 2002 Monterrey Conference on Financing for Development. This will be a key vehicle for delivering on the promise made in Dakar that no country with a credible plan seriously committed to achieving EFA will be thwarted for lack of resources. UNESCO will advocate flexibility in FTI criteria to enable countries at serious risk of not achieving EFA and those in highest need to benefit from assistance under the Initiative, and assist in preparing sound EFA plans for mobilizing financial support for those countries.

UNESCO's support will be reinforced in favour of countries with low enrolment and retention rates of girls in primary and secondary education, high adult illiteracy rates and poor teaching conditions.

By building on these and other developments UNESCO and its partners will help to ensure substantial progress towards EFA in many countries over the 2004-2005 biennium.

I.1.1 Basic education for all: targeting key goals

0111

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$21,413,000 |
| Decentralization | 68.9% |
| ● Extrabudgetary | \$23,735,700 |
| Total, Activities | \$45,148,700 |

0110

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action in order to:
- (i) support Member States' efforts to ensure the right to education, especially for girls, to provide equal opportunities for all in primary and secondary education, and to improve the quality of education;
 - (ii) promote lifelong learning through literacy and non-formal education, especially for women and girls, focusing on the Organization's lead role in the United Nations Literacy Decade (2003-2012);
 - (iii) promote a new approach to quality education as outlined in the Delors report, Learning: The Treasure Within, and promote education for sustainable development through the Organization's lead role in the United Nations Decade of Education for Sustainable Development (2005-2014);
 - (iv) enable UNESCO to play its global role as a source of knowledge and information on HIV/AIDS and promote changes in learning environments to prevent the spread of the pandemic, particularly in Africa;
 - (v) emphasize and strengthen support for achieving the education for all (EFA) goals, especially in the E-9 countries and Africa;
- (b) to allocate for this purpose an amount of \$21,413,000 for programme costs, and \$279,200 for indirect programme costs at Headquarters.

Main line of action 1. Making the right to education a reality for all children

0111

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$ 5,369,800 |
| ● Extrabudgetary | \$17,614,300 |
| Total, Activities | \$22,984,100 |

(This MLA targets Dakar Goal 2: *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality* and Goal 1: *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.*)

Background. Primary education is the foundation for sustainable human development. The EFA goal of ensuring that by 2015 all children have access to and complete free and compulsory quality primary education is also a Millennium Development Goal and the main focus of the Fast-Track Initiative for funding. Almost all countries have legislated compulsory primary education, with 47 stating that it must be free; 191 States have ratified the Convention on the Rights of the Child. It is time to follow through on these commitments. However, many countries, particularly in Africa, face a

dual challenge. How can they expand their education systems to reach over 40 million out-of-school children while also improving their quality? The challenges posed by the lack of qualified teachers and of learning materials are further exacerbated by the ravages of HIV/AIDS and the constraints of dire poverty.

Research shows that providing early childhood care and education (ECCE) dramatically improves the performance of children in primary school. Expanding ECCE for the most vulnerable and disadvantaged children should be a priority, yet public spending here is minuscule and not pro-poor. National education policies frequently do not include parent education and administrative frameworks ignore the many private providers.

Strategy. UNESCO will provide more effective support for primary education and ECCE. By working with international partners, UNESCO will help Member States to optimize the benefits from greater investments in basic education. Priority will go to those policies and practices that promote overall school performance, equity through pro-poor spending, better access for excluded groups (girls, children with special needs, street and working children, children from ethnic minorities and children in post-conflict situations), and parent education about ECCE. Advocacy will focus on the vital roles of communities, parliamentarians and schools in getting children into school and keeping them there.

To improve the quality of education, UNESCO will contribute to capacity-building in educational planning and administration, training of teachers in formal and non-formal education, educational supervision and management, ECCE provision, guidance and counselling, curriculum development (notably for rural areas) and learning materials development.

To embed improvements, UNESCO will cooperate with national institutions and ensure access to materials through wide dissemination, assisted by new information technologies. Targeted research and an inventory of the constitutional, legislative and policy frameworks for basic education in Member States will inform policy-making and planning. UNESCO will broaden its partnership with non-governmental organizations (NGOs) and professional associations. Countries within the Fast-Track Initiative for external support to EFA will receive special attention so that they can achieve early success.

Expected results at the end of the biennium

- ◆ Policies expanding equitable access and improving quality in primary education and ECCE, and ensuring the education of excluded children introduced and developed.

Performance indicators:

- number of countries having ratified the Convention against Discrimination in Education and number of countries having taken measures to implement it;
- number of countries that introduced policies/measures aimed at expanding access and improving quality in primary education, ECCE, guidance and counselling, and the education of excluded children;
- number of priority countries in sub-Saharan Africa that modernized and enforced national legislation on free and compulsory education;
- beneficiary groups of those policies/measures;
- number of countries where UNESCO is an active partner of ministries for the definition of national strategies;
- number of countries engaged in curriculum development and learning material production programmes.

- ◆ More and better trained educational personnel, particularly in developing countries, with mechanisms for monitoring their performance and providing support and professional development.

Performance indicators:

- number of educational institutions where training materials, manuals, toolkits, etc., developed by UNESCO are disseminated and utilized by teachers and educators;
- number of educational personnel trained.

Main line of action 2. Ensuring gender equality in EFA

01112

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$3,123,600 |
| ● Extrabudgetary | – |
| Total, Activities | \$3,123,600 |

(This MLA targets Dakar Goal 5: *Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.*)

Background. The first deadline for Education for All set by the Dakar Framework for Action and the Millennium Development Goals falls in 2005. It is the target date for eliminating gender disparities. Even though investment in girls' education yields high economic and social returns, the *EFA Global Monitoring Report 2003/4* reveals that 33 nations are at risk of not meeting this goal, even by 2015. A quarter of the countries in sub-Saharan Africa moved away from it during the 1990s.

The challenges are complex, because there are gender biases in the attitudes and behaviour of teachers, parents and society at large as well as stereotyping in textbooks and curricula. Girls are often discouraged from pursuing further study, particularly in scientific and technological fields. Faster progress towards the 2005 target is necessary. Budgetary provision must follow policy commitments. Girls need gender-responsive instructional materials and curricula, particularly in science and technology, that create learning environments free of bias.

Strategy. UNESCO will focus resources on eliminating gender gaps in primary and secondary education by pursuing the following strategies, paying special attention to girls in difficult circumstances: (a) advocacy, through partnership and networking, for girls' education and gender parity; (b) ensuring that gender perspectives, based on research and analysis, illuminate education policy and practice; (c) supporting the provision of gender-responsive educational services, including guidance and counselling for school-age girls, teacher training and the production of learning materials; and (d) promoting options for the further education of girls in science and technology and bias-free learning environments.

UNESCO will undertake the following activities with special attention to countries at greatest risk of not meeting the gender parity target: (a) an advocacy campaign linking the United Nations Girls' Education Initiative (UNGEI), EFA and the United Nations Literacy Decade (2003-2012), and supported by regional networks and interregional cooperation; (b) a review of methodologies for measuring gender parity and equality in education; (c) research into the root causes of gender inequality in education; (d) support for guidance and counselling and other programmes promoting girl-friendly learning environments and teacher training; and (e) production of resource materials, teachers' guides and manuals, and policy recommendations for enhancing girls' participation in science and technology education. UNICEF's campaign to accelerate progress towards gender parity in 25 countries will receive special support.

Expected results at the end of the biennium

- ◆ Awareness raised regarding gender equality for EFA.

Performance indicators:

- *campaigns and media coverage and other public events at national, regional and international levels;*
- *networks and partnerships developed and supported.*

- ◆ Research-based recommendations and guidelines on gender responsive learning environments and on improved retention and achievement in primary and secondary education.

Performance indicators:

- *degree of UNESCO's involvement in initiating and/or supporting research and surveys for the development of policies and guidelines concerning gender equality in EFA;*
- *number of gender-responsive education policy documents, programmes and plans – based on sound research – which have been developed with UNESCO's involvement;*

- number of countries where UNESCO is an active partner in the development of gender-inclusive science and technology education programmes.
- ◆ Measurable progress towards gender parity and equality in primary and secondary education.
Performance indicators:
 - trends in gender gaps in enrolment in primary and secondary education, especially in the priority countries in sub-Saharan Africa, the Arab States and South Asia;
 - number of guidance and counselling and other gender-responsive education programmes for school-age girls organized in target countries;
 - trends in participation of boys and girls in science and technology education programmes.

Main line of action 3. Promoting lifelong learning through literacy and non-formal education

01113

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$6,387,000 |
| ● Extrabudgetary | \$ 760,000 |
| Total, Activities | \$7,147,000 |

(This MLA targets Dakar Goal 3: *Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes* and Goal 4: *Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.*)

Background. Literacy is the basic foundation of learning. It is the key to all forms of formal and non-formal education. It gives access to knowledge and information, it transmits religious, political and cultural practices, and it helps people find productive livelihoods. Literacy as a public good will be the key focus of the United Nations Literacy Decade, which will be a core element in the campaign to achieve Education for All. Unless a much greater effort is made, 79 countries will not be able to halve their illiteracy rate by 2015. Given the limitations of the existing formal education system and with over 800 million illiterate adults and over 100 million children out of school, a majority of whom are women and girls, the question is not whether to promote non-formal education (NFE) but how to identify and develop the most effective mechanisms for reaching the unreached.

Strategy. UNESCO will develop sustainable models of literacy and NFE, informed by good practice, and extend their impact through demonstration projects and policy briefs. This will nurture a better understanding of the various literacies. Policy dialogue with government and with civil society will promote wider appreciation of the role of NGOs in literacy and NFE in the framework of lifelong learning. The emphasis will be on girls and women especially in the regions in greatest need: sub-Saharan Africa, South Asia and the E-9 countries.

The first two years of the United Nations Literacy Decade will focus on “Gender and literacy”, specific attention being given to promoting gender equality in literacy, in areas such as policy, curriculum and materials development, research, monitoring and evaluation.

The following strategies will be used: (a) taking a leadership role in the United Nations Literacy Decade; (b) advocacy for literacy and NFE with government, civil society and the private sector as part of the United Nations Literacy Decade; (c) dialogue aimed at enhancing the political commitment of Member States to literacy and NFE; (d) improving methods for assessing literacy and monitoring and evaluating NFE with emphasis on more evidence-based planning and programme development; (e) identifying and promoting good practices, including action research, in the most needy regions; (f) developing prototype literacy/NFE technical resource packages for NFE educators; (g) developing gender-sensitive and integrated approaches to learning in order to help priority groups to earn a living; and (h) encouraging interdisciplinary approaches to community learning by promoting community learning centres, the use of mass media (radio and television) and ICT-based education delivery systems, especially in rural areas, to reach isolated

populations. These strategies will be carried out in close partnership with other agencies. Technical resources will be inventoried in a systematic manner.

Expected results at the end of the biennium

- ◆ Member States assisted in the formulation of their own targets and actions for the United Nations Literacy Decade, in cooperation with all partners and stakeholders.
Performance indicators:
 - number of countries where UNESCO is an active partner in the elaboration of national strategies within the framework of the United Nations Literacy Decade;
 - overall trends, disaggregated by gender, in literacy rates.
- ◆ International agencies and national governments mobilized for the forging of global commitments towards literacy for all.
Performance indicator:
 - qualitative assessment at government and international donors levels concerning common commitment towards literacy for all.
- ◆ Education policies recognize and reflect appropriately the role of NFE in the framework of lifelong learning.
Performance indicator:
 - number of countries where literacy and NFE are taken into account in education policies.
- ◆ Literacy and NFE monitoring and evaluation methodologies improved.
Performance indicator:
 - indicators agreed upon and established for monitoring and evaluating literacy and NFE programmes taking into account a gender perspective.
- ◆ Literacy and life skills programmes responsive to the needs of contemporary societies developed especially in the priority countries.
Performance indicator:
 - number of countries and communities involved in the development of such life skills programmes and sustainable livelihood programmes.

Main line of action 4. Improving the quality of education

01114

Activities

| | |
|--------------------------|--------------------|
| ● Regular budget | \$5,480,600 |
| ● Extrabudgetary | \$3,635,700 |
| Total, Activities | \$9,116,300 |

(This MLA targets Dakar Goal 6: *Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*)

Background. Education is a right and the improvement of all aspects of the quality of education is an EFA goal. The definition of quality education is dynamic and, in its largest sense, is understood by UNESCO to include academic achievement, but to go well beyond that to address the other purposes of education. Strong links are ensured with other EFA goals and initiatives and platforms such as the Millennium Development Goals, the United Nations Decade for Human Rights Education (1995-2004), the Decade for Education in Africa (1997-2006), the United Nations International Decade for the Culture of Peace and Non-violence for the Children of the World (2001-2010), the United Nations Literacy Decade (2003-2012), and the United Nations Decade of Education for Sustainable Development (2005-2014).

Strategy. Informed by its experience, relevant Executive Board debates and the Ministerial Round Table on Quality Education (3-4 October 2003), UNESCO will focus on two core tasks:

1. *Sustaining a debate on quality education in a global context, taking local conditions into account:* in accordance with the findings of the 2003 Ministerial Round Table, UNESCO will “facilitate further studies and exchange of views for a better understanding of educational quality and on strategies to achieve basic school standards and quality education in Member States facing different challenges”. The Organization will lead in developing a shared understanding of rights-based approach to quality education and promote improvements to the quality of education worldwide in its areas of competence at all levels of education – primary, secondary, vocational and higher – based on the expanded vision outlined in the Jomtien Declaration and affirmed in the Dakar Framework for Action and other existing United Nations instruments. This will entail the creation of practical guidance tools as well as a reflection on the nature of indicators of quality used in national and international comparisons, and on the relative importance placed on quantitative and qualitative indicators. Efforts will be made to ensure data disaggregation, particularly by sex, and the development of meaningful gender-sensitive indicators of a quality education that equips learners for the present and prepares them for the future. Benchmarking through surveys, research and studies will be carried out on the contribution of education to the fulfilment and practice of human rights measured through universal access and completion as well as rights-based and learner-centred curricula and teaching/learning processes. The *EFA Global Monitoring Report 2005* on quality education (see para. 01123) will be a major contribution to that end. UNESCO will also take advantage of its role as lead agency in the United Nations Decade of Education for Sustainable Development (2005-2014) to promote broad partnerships and integrate economic, ecological and social dimensions of sustainable development into the EFA agenda and in line with the Millennium Development Goals (MDGs). In response to requests by the Executive Board and a meeting by ministers and senior officials responsible for physical education and sport, UNESCO will also prepare, in cooperation with other stakeholders concerned, an international anti-doping convention, which will require extrabudgetary resources.
2. *Promoting key areas of quality education:* as noted by the Ministerial Round Table “quality education requires us to redefine the parameters of education in such a way as to cover certain basic knowledge, values, competencies and behaviours that are specifically attuned to globalisation but reflect the beauty and richness of our diversity expressed in different forms of belief, spirituality, culture and language. The challenge is to develop education systems that balance local, national and global aspirations in the context of our common humanity”. UNESCO will give priority to the promotion of mutual understanding, tolerance and dialogue through education for peace, human rights and gender equality, democracy, conflict-resolution and reconciliation. It will assist in the development and revision of textbooks, teaching materials’ curricula, related teaching methods and teacher training, in particular in post-conflict areas, paying special attention to the removal of stereotypes and to the promotion of gender equality. It will also contribute to developing language methods and programmes to foster inclusiveness; linguistic diversity will be promoted intersectorally as a means to enhance mutual understanding, tolerance, diversity and peace, and as a vehicle for empowering individuals.

Capacity development and support to Member States will be a key feature, based on consultation, collaboration with partners and the fostering of carefully selected innovations. Special attention will be given to fostering education and training for the more effective management of freshwater resources, using the full resources of UNESCO-IHE Institute for Water Education, and to developing healthy school environments, including through the context of the FRESH initiative. UNESCO will also conduct activities to promote school health and physical education and sport, as vehicles for acquiring important life skills and for learning to live together. In its action, UNESCO will emphasize the role and status of teachers and use the full potential of the Associated Schools Project network.

Expected results at the end of the biennium

- ◆ Shared approaches and strategies to quality education developed through broad-based dialogue.

Performance indicators:

- quality education, that includes gender equality, promoted as an integral part of EFA;
- number of countries/organizations engaged in assessing and redefining quality in an educational context;

- international implementation scheme for the Decade of Education for Sustainable Development approved by the United Nations General Assembly and guidelines developed for countries;
- a draft Convention on anti-doping in sport prepared for adoption by Member States including UNESCO concerns for fair play, ethics in sports, education and information.
- ◆ Key areas of quality education better reflected into educational policies and frameworks.
Performance indicator:
 - number of countries assisted, with particular emphasis on education for peace and human rights, gender equality, tolerance and intercultural and interreligious dialogue (development and revision of textbooks, teaching materials, curricula, related teaching methods and teacher training, in particular in post-conflict areas);
- ◆ Member States capacities developed in selected areas in support of quality education.
Performance indicators:
 - number of LDCs with improved teacher training programmes;
 - capacities developed to monitor and measure educational quality;
 - framework and guidance tools developed in several key areas of quality education (including linguistic diversity);
 - quality education promoted in schools through the Associated Schools Project Network.

Main line of action 5. Focusing on education and HIV/AIDS

01115

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$1,052,000 |
| ● Extrabudgetary | \$1,725,700 |
| Total, Activities | \$2,777,700 |

Background. Education for All will not be achieved without arresting the spread of HIV/AIDS. Well over 2 million children and adolescents under age 15 have HIV/AIDS because their mothers were infected. Young people, particularly girls, are especially vulnerable: half of all new infections concern the 15-24 age cohort. Infection by the virus makes people likely to have their human rights violated through discrimination. Helping the large and rapidly growing population of AIDS orphans is a challenge to the solidarity of humankind. Preventive education remains one of the most effective means for controlling the pandemic and/or mitigating its effects.

There is a good understanding of the importance of preventive education and a number of approaches have been shown to be effective, but the educational response is not yet sufficiently broad. There must be greater focus on the nature of education (flexibility, non-discrimination, coping and caring responses, and other aspects of quality) and how it can reinforce the positive outcomes of preventive education through both formal and non-formal approaches. The potential of the pandemic to wipe out the modest educational gains from the past three decades is not fully understood, and certainly has not been addressed.

Strategy. In line with UNESCO's *Strategy for HIV/AIDS Preventive Education*, UNESCO will play its global role as a key source of knowledge and information on HIV/AIDS while supporting specific actions to combat the pandemic and make learning opportunities accessible and relevant to individuals, communities and nations affected by the pandemic. It will do this by supporting UNAIDS global strategies, promoting the use of normative measures such as those on the rights and responsibilities of teachers, and reinforcing government and other partners' involvement at national and regional levels. UNESCO will work with civil society to support Member States in preventing and mitigating the spread of HIV/AIDS.

To accomplish this UNESCO will implement five strategic thrusts: (a) improving understanding of the problem through data, research, assessment and sharing of good practice; (b) promoting changes in all learning environments, both formal and non-formal, so they reach out to attract and support learners in non-discriminatory and supportive ways; (c) curbing the pandemic through preventive education that

emphasizes life skills and other approaches such as school health and that focuses on teachers, curriculum and youth involvement; (d) mobilizing networks for wider reach and improved social dialogue, in particular, youth networks teachers and educators, administrators, planners, UNITWIN UNESCO Chairs/Programme networks, Associated Schools Project network (ASPnet), etc.; and (e) maintaining global clearing houses related to the impact of HIV/AIDS on education.

Expected results at the end of the biennium

- ◆ Preventive education promoted in all learning environments, both formal and non-formal, including in curricula and teacher-training programmes, particularly in Africa.
Performance indicators:
 - number of countries where preventive education is integrated in the curricula;
 - number of teachers trained in preventive education approaches;
 - number of educational programmes, projects and activities to combat the pandemic in both formal and non-formal settings.
 - percentage of the population (by age and gender) in target countries reached through these programmes.
- ◆ Evidence-based policy formulation and practice change as a result of impact studies.
Performance indicators:
 - capacities built to collect facts and figures on the pandemic of relevance to education;
 - changes in educational policy and practice to respond to the pandemic.
- ◆ Changes and adaptations within education systems to ensure that HIV/AIDS affected and infected can realize their right to education.
Performance indicators:
 - validated educational methods and good practices identified and disseminated concerning non-discriminatory access to education for HIV/AIDS affected and infected;
 - evidence that education systems have adapted to respond to the constraints placed on them by the pandemic, including a caring and coping response.
- ◆ Coordinated and concerted preventive education campaigns and advocacy across networks to stop the pandemic.
Performance indicators:
 - evidence of joint and/or coordinated activities across networks;
 - number of people from target countries involved in the networks.

I.1.2 Supporting EFA strategies

0112

| | |
|--------------------------|---------------------|
| Activities | |
| ● Regular budget | \$13,906,300 |
| Decentralization | 65.2% |
| ● Extrabudgetary | \$18,876,000 |
| Total, Activities | \$32,782,300 |

01120

The General Conference
Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) strengthen national capacities to develop evidence-based policy reform plans and education legislation, to implement them and to manage the resources of basic education systems efficiently;
- (ii) support EFA action plans by organizing EFA forums and collective consultations of civil society organizations, ensure the coordination of funding mechanisms and other EFA initiatives, and emphasize the Organization’s advocacy role to maintain political momentum and commitment;

- (iii) promote policy dialogue and information exchange at the regional and subregional levels, and publish the annual *EFA Global Monitoring Report*;
 - (iv) continue supporting the E-9 initiative and regional mechanisms such as parliamentary forums and the New Partnership for Africa's Development (NEPAD);
- (b) to allocate for this purpose an amount of \$13,906,300 for programme costs, and \$226,800 for indirect programme costs at Headquarters;

Main line of action 1. Planning for the implementation of EFA

01121

| Activities | |
|--------------------------|---------------------|
| ● Regular budget | \$ 9,965,100 |
| ● Extrabudgetary | \$16,710,000 |
| Total, Activities | \$26,675,100 |

Background. The Dakar Framework for Action states that the “heart of EFA activity lies at the country level”. National policies and plans for EFA should be prepared through democratic and transparent processes within the framework of broad-based national EFA forums and existing sectoral or national development plans. Existing regional and subregional mechanisms and forums should be utilized to support in-country efforts. Countries with unfocused strategies and countries in crisis and reconstruction will need particularly strong support to achieve progress towards education for all. National consultation mechanisms need strengthening, particularly as regards civil society participation. Ownership at country level of EFA processes should be fostered and national capacity enhanced.

Strategy. At the national level, UNESCO will provide systematic and high quality policy advice in cooperation with the World Bank, UNICEF, UNDP, bilateral agencies and NGOs. One aim is to strengthen national capacity to develop policy reform plans and education legislation, and to manage the resources of basic education systems efficiently. Another is to support innovations for reaching the unreached and disadvantaged. UNESCO will facilitate the full participation of all relevant ministries and national civil society organizations in the EFA process.

Within the framework of the ongoing decentralization process, UNESCO field offices will play a more active role in coordination and consultation with other development partners in countries, especially during donor consultations and round tables. UNESCO's regional bureaux will take the lead in strengthening EFA partnerships, building on each comparative advantage. Regional networks will provide technical support to governments through multi-skilled teams in defining implementation strategies and translating EFA plan priorities into action at national and subnational levels. UNESCO will facilitate and prepare regional and subregional EFA coordinators' meetings, policy briefs and guidelines. It will continue promoting EFA programmes in the E-9 countries and supporting initiatives such as Parliamentary Forums and New Partnership for Africa's Development (NEPAD). At the regional level, UNESCO will also continue to serve as coordinator and mobilizer of resources for the development and implementation of EFA strategies, including the Regional Education Project for Latin America and the Caribbean (PRELAC) 2002-2017.

Building on past experience, UNESCO will deploy additional and sustained efforts in countries and regions affected by crisis, disaster, political instability, war, reconstruction and transition. Inter-agency flagship programmes will be a resource available to countries. Support to countries in post-conflict situations, particularly in Africa, will be reinforced through UNESCO's Programme of Education For Emergencies and Reconstruction (PEER), an evaluation of which will appear in early 2004. The Inter-Agency Network for Education in Emergencies (INEE) will maintain a broad and information-rich base to allow experts, practitioners and government officials to better meet the education needs of countries in crisis. UNESCO, in collaboration with its international partners, will accompany countries' strategic planning and implementation processes. It will promote and facilitate national policy dialogue and participatory consultation for revision or updating of the EFA strategies. UNESCO will assist civil society networks in capacity-building to engage fully with the EFA process, through the Collective Consultation of NGOs (CC/NGO).

Expected results at the end of the biennium

- ◆ Fully integrated national EFA plans within national development strategies and Poverty Reduction Strategy Papers (PRSPs).

Performance indicator:

– number of countries where national EFA plans are integrated with national development strategies and PRSPs.

- ◆ Development and implementation of EFA national plans supported and monitored and plans adjusted in line with the EFA Framework for Action.

Performance indicators:

– progress reports on the integration of EFA National Plans available;

– number of countries where national education plan is adjusted in line with EFA.

– number of countries at risk and most in need that developed EFA national plans.

- ◆ National capacities developed in countries in transition and countries in crisis and reconstruction to meet educational challenges.

Performance indicators:

– number of target countries where human resources at ministry level are trained to meet educational challenges;

– non-formal, technical/vocational secondary and higher education promoted, notably in Afghanistan, the Middle East, East Africa and the Great Lakes region;

– networking among the principal partners providing educational response strengthened through reinforced capacity of INEE;

– number of non-formal TVET and entrepreneurship programmes developed to provide ex-combatants with skills for peaceful livelihoods.

- ◆ More inclusive and participative national planning processes.

Performance indicator:

– number of NGOs and civil society organizations involved in the planning process.

Main line of action 2. Sustaining political and financial commitment

01122

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$3,353,200 |
| ● Extrabudgetary | – |
| Total, Activities | \$3,353,200 |

Background. The Dakar World Education Forum mandated UNESCO to coordinate EFA partners and maintain their collaborative momentum through the work of the High-Level Group, intended as a lever for political commitment and resource mobilization, and the production of an annual *Monitoring Report*. The Working Group on EFA is an international mechanism for exchange on EFA that prepares the work of the High-Level Group. Both groups bring together representatives of the stakeholders that met in Dakar. They facilitate dialogue and partnerships, notably with donors, the G-8 and the Global Campaign for Education, and through inter-agency flagship programmes.

The strong “systematic, coherent and coordinated” international response called for by the Dakar Forum has not yet been fully achieved. In the face of the enormous challenges of developing, financing and implementing national plans, the international community must work in unison in order to achieve EFA goals by 2015. The E-9 group of countries, which has the largest number of illiterates and almost half of the world’s out-of-school children, was singled out for special attention.

Strategy. UNESCO will play an increasingly proactive role in furthering the Education for All agenda, with particular emphasis on the E-9 countries. It will raise the profile and impact of the High-Level Group by making it more outcome-oriented and by inviting individuals of the highest standing as participants. Guided by the findings of the *Monitoring Report*, the High-Level Group and the Working Group will, at political and technical levels, formulate responses to pressing issues as they emerge and draw attention to significant achievements and blockages in progress towards EFA.

In mobilizing funds, UNESCO will liaise with the Fast-Track Initiative secretariat, donors and selected countries. It will provide advice on the selection of countries, assist countries to prepare proposals for assistance and advocate for support to countries outside the Initiative including the adoption of flexible criteria. A strong and coherent advocacy and communication strategy will underpin this work. At the international level, UNESCO will work in close collaboration with partners such as the Global Campaign for Education, UNICEF and the World Bank.

Regional and national/cluster offices will work with NGO networks and partner agencies in carefully targeted advocacy campaigns, adapted to the needs of each region and involving major media. Relevant and up-to-date information will be widely disseminated through *Education Today*, the EFA e-bulletin, information kits, EFA brochures and meeting reports. The EFA website will be improved. EFA week, organized with partners, will increasingly become a key occasion for lobbying for EFA.

Advocacy activities will be given a particularly high profile in E-9 countries. UNESCO offices located in these countries will be provided with special support to assist them to realize EFA goals. The existing cooperation mechanisms will be further strengthened for improved sharing of information and experience among E-9 countries.

Funding activities in and for E-9 countries: A synoptic overview

A decade ago the nine most populous countries with high illiteracy rates (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) were recognized as a special priority target group for UNESCO. These nine high-population countries, whose performance affects the world education picture significantly, met in New Delhi in 1993 and launched the E-9 Initiative to affirm their joint commitment to achieving education for all. The Initiative aimed to stimulate, strengthen and harness the political will of this group of Member States.

Over the following decade, UNESCO targeted these nine countries, supporting them in their efforts to achieve EFA goals through the Organization's regular and extrabudgetary resources while also encouraging collaboration among them through biennial ministerial meetings, technical workshops, joint publications and the sharing of best practice and experience. Since the World Education Forum in Dakar, the EFA High-Level Group has met twice in E-9 countries (Nigeria and India) and the two meetings scheduled for the 2004-2005 biennium are to be held in Brazil and China.

As the E-9 Initiative enters its second decade UNESCO has substantially increased its regular programme budget support benefiting these countries for activities throughout Major Programme I. The education budgets allocated directly to the UNESCO offices in the E-9 countries exceed US \$4 million. Another US \$3 million in the budgets of UNESCO Headquarters, the regional offices for education and education institutes/centres will support education activities benefiting these countries. Out of this US \$7 million, US \$1.2 million is earmarked for activities, such as bilateral exchanges, that will strengthen the collaboration among the E-9 countries. More generally, UNESCO will give special support to speed progress towards the goals of the Dakar Framework for Action relating to gender, primary education and literacy.

The budget figures above are only partial and do not include regional and subregional activities that will have a direct or indirect beneficial impact on one or more of the E-9 countries. Neither do they include, for example, funds for capacity-building in the E-9 countries through training provided by the International Institute for Educational Planning, nor the financing of new UNESCO Chairs.

The E-9 countries are a priority target group for UNESCO's Major Programme I and the expected outcomes and performance indicators for measuring these outcomes are listed in the main lines of action in document 32 C/5 Approved. Following the E-9 ministerial meeting in Cairo in 2003, networking and cooperation among education policy-makers and senior officials in E-9 countries will be intensified in order to accelerate the attainment of the EFA goals.

Expected results at the end of the biennium

- ◆ High priority accorded to EFA by the international development community with an international consensus on a consistent and coherent agenda covering all six Dakar goals.

Performance indicator:

– new international agenda reflects and/or takes into account all six EFA goals.

- ◆ The international EFA partnership strengthened and broadened through the High-Level and the Working Groups on EFA.

Performance indicators:

– summits and ministerial meetings referring to the EFA goals;

– global, regional and subregional meetings held under the EFA partnership;

– participation in the meetings of the High-Level Group and Working Group for EFA.

- ◆ Evidence of progress in E-9 countries to meet EFA goals.

Performance indicators:

– resources mobilized in support of EFA;

– trends in national allocations in support of EFA;

– political commitment reflected in declarations and policy statements of Member States;

– evidence of implementation of agreements reached by target countries;

– number of countries presenting results for EFA goals in national MDG reports.

Main line of action 3. Monitoring progress and evaluating EFA strategies

01123

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$ 588,000 |
| ● Extrabudgetary | \$2,166,000 |
| Total, Activities | \$2,754,000 |

Background. Monitoring and evaluation of progress towards EFA are central to the maintenance and reinforcement of political will, the identification of needs, the setting of priorities, the mobilization of resources and the effectiveness of action taken. The EFA 2000 Assessment revealed that monitoring and evaluation were weak in many Member States. UNESCO has the responsibility to monitor global progress towards the EFA goals, and to help design evaluation mechanisms to measure the impact of policies and strategies in achieving the Dakar goals.

Strategy. Working with its specialized institutes, especially the UNESCO Institute for Statistics (UIS), UNESCO will strengthen its collaboration with its partners to ensure the quality and impact of the annual *EFA Global Monitoring Report*. This report, published annually by UNESCO on behalf of EFA partners, will be widely translated and circulated, and used to stimulate discussion and debate around its findings. It will be an independent, analytical and authoritative appraisal of EFA progress, providing a mechanism for mutual accountability between EFA partners.

For the purpose of global monitoring, the EFA Observatory, hosted within UIS, will improve the quality of data collected in each country and reinforce national capacities of data collection and analysis in the educational arena. Close collaboration will be continued with UIS to develop better EFA indicators, particularly in areas such as literacy, non-formal education, quality of education, life skills, early childhood care and education, and political commitment.

UNESCO will collaborate with the World Bank to identify gaps that must be bridged to meet the EFA goals. These include gaps in policy, process, capacity, data and financing. For purposes of accountability, the *EFA Global Monitoring Report* will document the commitment and activities of the international community in support of countries.

Expected results at the end of the biennium

- ◆ Major trends in policy, process, capacity and financing for achieving EFA analysed and reported each year.

Performance indicators:

- two annual EFA Global Monitoring Reports produced and widely disseminated as a UNESCO flagship activity;
 - contributions/reflection of findings of EFA Global Monitoring Reports in national MDG reports;
 - number of Member States referring to the EFA Global Monitoring Reports when defining and updating their National EFA plans;
 - number of donor agencies, NGOs, etc., referring to the EFA Global Monitoring Reports.
- ◆ Enhanced national capacities for data collection and analysis.

Performance indicators:

- number of countries that have improved their data coverage and data reliability;
 - capacity training provided to Member States to collect data (with UIS).
- ◆ Indicators for measuring progress towards EFA improved, especially in the area of literacy, non-formal education, quality, life skills and early childhood care and education.

Performance indicator:

- internationally agreed upon indicators for which comparable data for each requested category are available.

Programme I.2

Medium-Term Strategy, paragraphs 49-56, 71-73, 75-81

Building learning societies

01201

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$ 6,846,500 |
| Decentralization | 55.4% |
| ● Extrabudgetary | \$58,968,500 |
| Total, Activities | \$65,815,000 |

It is right that UNESCO and its international partners should focus the bulk of their efforts on helping those developing countries that have yet to achieve the most basic EFA goals. Nevertheless, no country can be fully satisfied with its level of achievement of all six Dakar goals. Furthermore, all countries face new challenges to their education systems as they participate more fully in the information era and the emerging knowledge economy. In this context all Member States are united by the desire to become learning societies.

Programme I.2 will address a number of widely shared educational challenges. In some cases, such as the expansion and improvement of teacher training, these activities also support EFA directly. Others, such as the renewal of secondary education and the reform of universities, are vital to ensuring an enabling environment for education for all throughout life.

Concern over secondary and higher education is widespread in view of their significance for sustainable national socio-economic development in emerging knowledge economies, and learning and information-intensive societies. Educational authorities in many countries worry that the content and methods of secondary education fit neither the backgrounds that students come from nor the working world that they will want to enter. As well as advising on the renewal of secondary education generally, UNESCO will use its Revised Recommendation concerning Technical and Vocational Education (2001) to help Member States improve education and training in this key area. The Education and Natural Sciences Sectors will work together towards making science education more attractive and effective.

In higher education UNESCO will also focus on three areas. A process for assisting in the general reform of institutions and systems is showing good results. This will be expanded by a specific focus on the impact of globalization on higher education. Because of its universality, UNESCO provides a well-accepted forum for debating this sensitive issue. Thirdly, work on the expansion and improvement of teacher education that was initiated in Africa in the 2002-2003 biennium will be continued.

Finally, UNESCO has three important networks of institutions, the Associated Schools Project Network, the UNEVOC centres and the UNITWIN/UNESCO Chairs Programme. These programmes were evaluated and adjusted in recent years. They will now be used much more proactively as vehicles for promoting UNESCO values, for testing new ideas, and as a source of intellectual dynamism that will strengthen all UNESCO programmes, especially EFA.

I.2.1 Beyond universal primary education

0121

| | |
|--------------------------|---------------------|
| Activities | |
| ● Regular budget | \$ 4,737,800 |
| Decentralization | 56.1% |
| ● Extrabudgetary | <u>\$57,687,500</u> |
| Total, Activities | \$62,425,300 |

01210

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action in order to:
- (i) support Member States in improving the quality of post-primary education, promoting the expansion, diversification and improvement of secondary education, and strengthening policy-making, planning and monitoring of science and technology education at the secondary and higher education levels, particularly in developing countries and in countries in transition;
 - (ii) strengthen the capacities of education policy-makers to reform technical and vocational education to meet the needs of citizenship and the world of work and to apply the Revised Recommendation concerning Technical and Vocational Education (2001);
 - (iii) assist Member States and institutions to reform their higher education systems in line with the recommendations of the World Conference on Higher Education (WCHE) and the Higher Education Partners' Meeting (WCHE+5);
 - (iv) provide policy advice and assistance to Member States and teacher-training institutes to improve the status and training of teachers, in particular in Africa in the context of NEPAD to meet the needs of education for all, and promote the use of ICTs for teacher training;
- (b) to allocate for this purpose an amount of \$4,737,800 for programme costs, and \$88,400 for indirect programme costs at Headquarters.

Main line of action 1. Renewing secondary education

01211

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$ 600,000 |
| ● Extrabudgetary | <u>\$ 723,200</u> |
| Total, Activities | \$1,323,200 |

Background. General secondary education has an enormous impact on the critical period of adolescence, when important life choices for the future and career orientations are made. Its expansion contributes to poverty alleviation. However, today, about 450 million adolescents are enrolled at secondary level while more than one billion of them are potentially concerned. In many countries access to secondary education is inequitable, particularly for girls and young women. Globalization, the evolution to knowledge societies, the changing world of work, HIV/AIDS, drug abuse and adolescent violence all pose challenges. Numerous Member States seek UNESCO's help in planning for the reform, expansion and diversification of their secondary education systems.

Strategy. UNESCO will pursue a three-fold strategy. First, it will promote and facilitate policy dialogue on new trends in secondary education and on the policy reform required for the further expansion, diversification and improvement of secondary education, and on the crucial role of secondary education

in the EFA process. Second, UNESCO will promote a holistic and integrated approach to the renewal and reform of learning contents to improve relevance and quality. Third, it will identify and disseminate information about good practice and innovation in secondary education through various networks, notably national and regional programmes such as Asia-Pacific programme of Educational Innovation for Development (APEID) in Asia/Pacific and the Regional Forum for Secondary Education Reform in Latin America. Policy dialogue and information exchange in the Arab States region will be enhanced by the organization of a regional conference as a follow-up to the International Conference on Secondary Education for a Better Future, held in Muscat, Oman, in December 2002”.

Drawing on the outcomes of this Conference and other recent international and regional meetings (Africa, Asia/Pacific, Latin America) on secondary education reform and the education of adolescents, UNESCO will make policy recommendations to Member States, addressing a range of salient issues. Some are the changing role of teachers and head teachers, the new orientations for learning contents, the use of ICTs and distance education, youth counselling and guidance, life skills, bridges between general secondary and vocational education, the transition to higher education, and quality assessment. Girls’ and young women’s access to secondary education will receive special attention, especially in developing countries and those badly afflicted by HIV/AIDS.

UNESCO will reinforce its partnerships with other bodies and its leadership role in the Inter-agency Consultative Group on Secondary Education and Youth Affairs. It will publish and disseminate accounts of selected good practices and innovations in support of its advice and technical assistance to Member States.

Expected results at the end of the biennium

- ◆ Policy dialogue encouraged and advice provided to Member States within the context of EFA concerning secondary education reform.

Performance indicators:

- number of position papers/recommendations about the main challenges facing secondary education disseminated;
- number of countries where the dialogue among the parties involved concerning EFA and secondary education reform is engaged;
- number of meetings/workshops conducted.

- ◆ Education decision-making better informed and curriculum renewal facilitated by research and studies identifying new trends and challenges in secondary education.

Performance indicators:

- research findings, guidelines and best practices concerning secondary education in target countries produced and disseminated for target countries;
- number of countries planning (or having engaged in) the revision of their curricula.

Main line of action 2. Promoting education and capacity-building in science and technology

01212

| | |
|--------------------------|---------------------|
| Activities | |
| ● Regular budget | \$ 550,900 |
| ● Extrabudgetary | \$18,399,700 |
| Total, Activities | \$18,950,600 |

(This MLA is conceived as a joint intersectoral initiative involving the Education Sector and the Natural Sciences Sector: see MP II, para 02214).

Background. Promoting capacity-building and education in science and technology, at every educational level, constitutes an indispensable part of every country’s efforts to achieve sustainable development. As emphasized at the World Conference on Science (Budapest, 1999), all citizens, young and old, should possess adequate scientific knowledge and skills in the twenty-first century. Given the noticeably diminishing

interest of both youth and adults in the basic sciences, technology and engineering studies and careers, it is imperative to make education in science and technology more attractive and relevant.

Strategy. This intersectoral initiative will focus on strengthening Member States' capacities in policy-making, planning and monitoring of national programmes at school and higher education levels. UNESCO will continue to encourage and assist Member States in developing effective programmes in line with EFA goals in the formal and non-formal sectors, focusing on gender-sensitive, socioculturally and environmentally relevant policies, curricula, training, teaching/learning materials, methods and good practices. Special emphasis will be laid on motivation and the provision of basic knowledge, life skills (including ethics), preparation for scientific and technological careers and the world of work in the interest of poverty reduction, environmental protection and sustainable development. Education for sustainable development with special emphasis on environmental education and increased use of ICTs will be key components of this strategy.

A four-pronged strategy will first strengthen the capacity and the knowledge base of decision- and policy-makers, curriculum planners and developers, specialists and teachers by providing policy, training and curricula guidelines. This will focus particularly on the transition from secondary to higher education, the role of student mentoring and the strengthening of regional networks for higher education in basic sciences and engineering. Second, one strategy will promote the adaptation of existing programmes to local contexts through national pilot projects involving local institutional and human resources, especially in developing countries. Special attention will be paid to increasing girls' participation and a special award will be created to stimulate teachers. Third, it will encourage science researchers/specialists to share information with science educators through, *inter alia*, the International Network of Government Officers in Science & Technology Education (INGOSTE) and *Connect*. Clearing-house services will be enriched with exemplary teaching/learning materials and best practices. Finally, the strategy will also promote public awareness and understanding of science and technology, as well as making it more attractive through strengthened partnerships with science journalists and science museums, and non-formal modes such as contests, fairs, exhibitions and camps.

Expected results at the end of the biennium

- ◆ National capacities for policy-making, implementation plans and curriculum planning strengthened as regards the development and management of science, technology and engineering education.
Performance indicators:
 - number of countries where UNESCO is an active partner in the strengthening and implementation of STE programmes and policies;
 - number of countries where policy-makers and curriculum planners in STE are trained.
- ◆ Teachers trained and empowered to better adapt national programmes to local needs.
Performance indicators:
 - examples of new methodologies/approaches as a result of pilot projects;
 - number of teachers trained to better adapt national programmes to local needs.
- ◆ More extensive exchange of information and experiences among the science and technology education community at all levels.
Performance indicators:
 - number of users of INGOSTE, Connect and other facilities/networks;
 - number and range of documents available on the networks;
 - number of access hits on the networks.
- ◆ Increased understanding of and interest in science, technology and environmental issues among students – especially girls and young women – and the general public.
Performance indicators:
 - number of students, disaggregated by gender, in science and technology disciplines in target countries;
 - number of countries where UNESCO has strengthened gender-sensitive approaches in STE;
 - number and type of initiatives aimed at popularizing science and technology disciplines in target countries.

Main line of action 3. Reforming technical and vocational education and training

01213

| Activities | |
|--------------------------|---------------------|
| ● Regular budget | \$ 925,600 |
| ● Extrabudgetary | \$37,474,500 |
| Total, Activities | \$38,400,100 |

Background. The ever-increasing number of children completing basic education as a result of the EFA initiatives will require opportunities for further learning and work. Young people and adults need the life skills to engage in income-generating livelihoods and should acquire an interest in lifelong learning with a commitment to responsible citizenship. This will require substantial reform of education policy, especially in developing countries, so that programmes provide the knowledge, competencies, skills and attitudes required in today's formal and informal workplaces. The UNESCO normative instrument on technical and vocational education and training (TVET), revised in the light of the Second International Congress on Technical and Vocational Education (Seoul, 1999), is a valuable resource for such reform. In addition, sharper focus of the ongoing policy dialogue on TVET is required to achieve progress towards the international development goals.

Strategy. The upstream component of the strategy will be the capacity-building drive to support policy reform for adapting TVET to the needs of the larger numbers seeking work. The aim is to boost the ability of education policy-makers to implement the Revised Recommendation concerning Technical and Vocational Education (2001) which UNESCO published alongside the ILO's statement on human resources training and development. UNESCO's TVET programme will be implemented in close co-operation with ILO. In this context, a new joint UNESCO-ILO programme to conduct reviews of national learning and skills policy in selected countries will generate more specific recommendations and promote closer cooperation between Ministries of Education and Labour. Evaluation tools for monitoring the implementation of policy reforms will be developed and stakeholders trained to use them.

The downstream element of the strategy will focus on action that facilitates the implementation of reformed TVET policies. This will include developing modular resource material, sharing innovations and best practices, and establishing accreditation systems. Resource material designed for policy-makers, curriculum developers and trainers will focus on cross-cutting issues that have an impact on skills vital in the workplace such as entrepreneurship, environmental consciousness and ICTs. Material on career guidance and counselling will be developed and disseminated to assist in ensuring the optimal utilization of resources. The aim is to revitalize TVET and raise its status by emphasizing quality, relevance to the workplace, gender equality and also the vocational rehabilitation of young people with disabilities. The strategy will advocate flexible delivery mechanisms for non-formal learners such as out-of-school youth and former combatants.

The full educational resources of UNESCO will be deployed with the UNESCO-UNEVOC Centre (Bonn) playing a pivotal role in training, information dissemination and networking. Inter-governmental and non-governmental partners will contribute towards achieving synergy. Special attempts will be made to involve business sector partners in this work.

Expected results at the end of the biennium

- ◆ Strengthened capacities among education policy-makers, particularly in LDCs, to implement and monitor TVET policy reform and to conduct national learning and skills policy reviews.

Performance indicators:

- trained personnel of ministries of education for adapting national TVET programmes to local needs;
- number of countries taking into account the Revised Recommendation concerning Technical and Vocational Education (2001) in national policies;
- number of countries where a TVET reform process is initiated;
- number of national learning and skills policy reviews conducted.

- ◆ TVET programmes better adapted to the world of work.

Performance indicators:

- number of countries where the policy reform process is based on consultations among all parties concerned, Ministries of Education and Labour in particular;

- number of countries where a TVET policy reform process has been designed and implemented;
- consultations carried out among all parties concerned, Ministries of Education and Labour in particular.
- ◆ Vocational skills training for sustainable livelihoods promoted, with particular emphasis on youth in poor urban and rural areas.
Performance indicators:
 - number of countries where vocational skills training for sustainable livelihoods, especially those targeting youth, poor and rural areas, are integrated into the national policy;
 - number of workshops conducted with UNESCO's assistance.

Main line of action 4. Promoting diversity and cooperation in higher education

01214

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,089,800 |
| ● Extrabudgetary | \$ 76,100 |
| Total, Activities | \$1,165,900 |

Background. A review of the implementation of the recommendations of the World Conference on Higher Education (WCHE, Paris, 1998) in 2003 identified the major trends in higher education which have occurred since. These provide the context for the future evolution of higher education, reaffirming its role in sustainable development and its continuing need for reform. Reform must satisfy the requirements of development and respond to the opportunities offered by globalization. Developing countries need help to access the knowledge society and foster a research capacity. Thanks to new technologies, distance learning has become a more powerful tool for lifelong learning. The implications of people and information moving across borders need further attention.

Strategy. The worldwide drive towards the revised WCHE Strategy will help Member States to pursue the reform of higher education, of both systems and institutions. Key aims are to enhance access, quality, curriculum development and research in order to maximize the contribution of higher education to development and EFA. The intellectual capacity of UNITWIN/UNESCO Chairs Programme will be fully engaged in this endeavour.

Globally and regionally, research findings on higher education, research and knowledge production relevant to local context will be identified and disseminated. The UNESCO Forum on Higher Education, Research and Knowledge will disseminate research findings and case studies through journals, position papers and policy briefs using ICTs as appropriate. The regional conventions on the recognition of qualifications will be reviewed in the light of new developments in higher education. Empowering students will be a key principle. Capacity-building for quality assurance and accreditation will have a special focus on Africa.

Cooperation with NGOs, in particular those participating in the UNESCO/NGO Collective Consultation on Higher Education, will be strengthened and private sector involvement in the higher education agenda will be encouraged. Better information tools for students will be provided by the 33rd edition of *Study Abroad*.

Expected results at the end of the biennium

- ◆ More countries engaged in higher education reform in line with the recommendations of the WCHE Follow-up Committee.
Performance indicator:
 - number of countries reforming their higher education systems and institutions, in line with the revised WCHE strategy.
- ◆ International cooperation in higher education broadened, with a particular view to building up research capacity in higher education in developing countries.

Performance indicators:

- number of participants/countries in the UNESCO Forum on Higher Education, Research and Knowledge;
 - number of documents and research papers produced and distributed;
 - type of cooperation projects, including research-exchanges, launched with UNESCO's assistance.
- ◆ Reviewed regional conventions on the recognition of qualifications in all regions to facilitate academic mobility.

Performance indicators:

- number of regions where the conventions on the recognition of qualifications have been reviewed by stakeholders;
- number of countries involved in each review in each region.

Main line of action 5. Supporting teachers and educational personnel

01215

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,571,500 |
| ● Extrabudgetary | \$1,014,000 |
| Total, Activities | \$2,585,500 |

Background. In 2002-2003 UNESCO launched a project to improve teacher-training institutions in Africa and another to develop teachers' professional standards in Asia and the Pacific. It also set up an intersectoral working group to examine the use of open and distance learning technologies to train teachers at scale and issued guidelines in this regard. Publications have raised the alarm about the growing shortage of teachers and the salaries, working conditions and poor training that have contributed to a steady decline in their status. Indicators suggest that a minimum of 15 million new teachers will be needed by 2015 although the ravages of HIV/AIDS may make this figure an underestimate.

Strategy. Policy advice will be made available to Member States to help them renew teacher policy and teacher-training institutions. In this context UNESCO will encourage governments to use its two international norms (1966 ILO/UNESCO Recommendation concerning the Status of Teachers; 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel) to improve the training and status of teachers, head teachers and heads of teacher-training institutions.

The advice and interventions of the previous biennium on national capacity-building for lead teacher-training institutions in Africa will be continued and evaluated. To respond to the interest in open and distance learning and ICTs, UNESCO will produce policy-and-practice guidelines on salient applications. It will help countries to mount teacher-training programmes at scale, promoting a diversity of courseware and delivery mechanisms. To this end UNESCO will work with a range of partners, including the private sector.

The pilot activity in social dialogue initiated by UNESCO, ILO and Education International will be expanded. The aim of social dialogue is to ensure teacher input into EFA planning and poverty reduction strategies in order to raise educational quality. This will also provide UNAIDS consortia with guidelines for dealing with and preventing the spread of HIV/AIDS in the educational workplace.

Teachers' associations will be encouraged to become active partners in the preparation of the comprehensive report of the world situation with regard to academic freedom, called for in the Recommendation concerning the Status of Higher-Education Teaching Personnel (1997). For the United Nations Literacy Decade UNESCO will provide guidelines on the de-stereotyping of social studies curricula and literacy education. It will engage governments and teachers' NGOs in tackling the problem of giving better training and professional status to teachers in the non-formal sector.

UNESCO's approach to all these policy issues will stress regional cooperation such as the Regional Education Project for Latin America and the Caribbean (PRELAC, 2002-2017) as well as the use of UNITWIN/UNESCO Chairs Programme. To assist policy-making on EFA, statistical indicators on teachers will be improved. This will help UNESCO and ILO to advise on working conditions, and levels of

qualifications and training. World Teachers' Day and other media activities will raise awareness of the importance of teachers to the future of humankind.

Expected results at the end of the biennium

- ◆ National and international policies strengthened to raise the professional standards and status of teachers and to involve them in social dialogue regarding EFA.

Performance indicators:

- number of countries where measures are taken to improve working conditions, status and professional standards (salaries, teacher-training, pupil/teacher ratio);
- number of countries where teachers associations are effectively consulted in the elaboration of education policies.

- ◆ Increased national capacities for training teachers, particularly in selected lead African teacher-training institutions, and for designing teacher-education materials.

Performance indicators:

- number of teacher-training colleges and universities providing teacher-training programmes in target countries;
- percentage of teacher-educators directly and indirectly trained especially in target countries;
- ICT capacities of African teacher-training institutions and centres upgraded and related information-sharing promoted on the use of ICT for education.

- ◆ Wider use of distance education teacher-training courseware.

Performance indicators:

- number of teacher-educators benefiting from distance education training courses;
- CD-ROMs multimedia teacher-training materials and modular teacher-training courses produced and distributed.
- number of partnerships and initiatives for the dissemination of teacher-training courseware developed.

I.2.2 Education and globalization

0122

Activities

| | |
|--------------------------|--------------------|
| ● Regular budget | \$2,108,700 |
| Decentralization | 53.8% |
| ● Extrabudgetary | \$1,281,000 |
| Total, Activities | \$3,389,700 |

01220

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) assist Member States, institutions and other stakeholders, particularly at the higher education level, to respond to the challenges of globalization by supporting the development of international guidelines and norms, and by providing a discussion forum on quality assurance, accreditation and recognition of qualifications;
- (ii) strengthen the use of the three education networks, the Associated Schools Network, the UNITWIN/UNESCO Chairs Programme and the UNEVOC network as innovative and effective modalities of programme delivery, especially as regards UNESCO's function as a catalyst for international cooperation;

(b) to allocate for this purpose an amount of \$2,108,700 for programme costs, and \$42,200 for indirect programme costs at Headquarters.

Main line of action 1. Responding to opportunities and challenges

01221

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$465,600 |
| ● Extrabudgetary | \$ 81,000 |
| Total, Activities | \$546,600 |

Background. The impact of globalization on education is hotly debated, particularly at tertiary level. The ICT revolution, the rise of for-profit providers, the spread of transborder education through distance learning and the liberalization of educational trade through the World Trade Organization are key issues. Member States no longer have sole control of education and institutions have lost their monopoly on decision-making. This poses challenges related to access, equity, intellectual property, brain drain/gain and quality, which evoke broader issues of national education standards and objectives, cultural diversity, poverty and sustainable development. UNESCO, with its constitutional commitment to universal intellectual and ethical values, has a duty to facilitate efforts of the international educational community to address these issues.

Strategy. UNESCO will review its own normative instruments and basic texts to promote them as a reference framework for the agenda of globalization in education. It will promote multidisciplinary research on how knowledge production is affected by globalization, examining concepts of public and private good, providing evidence on the impact of borderless education on widening access, student, teacher and researcher mobility and the supply of virtual education, and studying the implications of trade agreements on academic freedom, research and intellectual property. This will support the development of international guidelines and norms for harnessing the opportunities and minimizing some of the threats of globalization.

It will also support the drafting of national policy frameworks covering all levels of education. The Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education will help to build capacity for this purpose, with the aim of empowering the education community at system and institutional levels to make informed decisions in relation to new trade agreements, such as the General Agreement on Trade in Services (GATS) and the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS). These could affect educational diversity and intellectual property rights as well as initiatives such as open courseware and borderless education through e-learning. In the formulation of its policies and approaches, UNESCO will engage in a broad discussion on these issues with other partners, addressing in the process ethical, educational, cultural and economic issues and dimensions, and, also in this context, the specific implications for higher education.

Innovative thinking about brain drain and brain gain will be encouraged. These activities will focus particularly on developing countries and countries in transition with emphasis on countries in Africa and South-East Europe.

Expected results at the end of the biennium

- ◆ Educational decision-making informed by policy guidelines and position papers on opportunities and challenges of globalization in education.

Performance indicators:

- number of workshops held with UNESCO's assistance;
- guidelines and research findings on globalization in education widely disseminated;
- examples of policy reform process engaged taking into account these guidelines and research findings.

- ◆ New mechanisms in place at national, regional and international levels, for achieving a better balance between brain drain and brain gain.

Performance indicators:

- concrete examples of such new mechanisms;
- information available on brain drain and brain gain trends in various regions and/or target countries.

- ◆ Wider availability of quality open courseware.

Performance indicator:

- number of open courseware collected and available.

Education and ICTs

At the 2000 World Education Forum in Dakar participants undertook to harness new information technologies (ICTs) to help achieve the EFA goals. The rapid development of ICTs accompanies the transition to an increasingly knowledge-based global community. Bridging the “digital divide” between and within countries is a strategic challenge that UNESCO’s education programme attempts to address.

During the 2002-2003 biennium UNESCO established an Intersectoral Working Group on Open and Distance Learning focused on teacher education. Projects for ICTs in education were launched in all regions, notably in Africa and the Asia/Pacific region. These projects delivered capacity-building of teachers and educators, the development of supporting ICT policies, a clearing house and indicator activities. Other activities include the newly launched UNESCO Global Forum on Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education, a UNESCO initiative to promote open education resources in cooperation with the Massachusetts Institute of Technology and cross-cutting projects aimed at promoting effective use of ICTs in education.

For the 2004-2005 biennium, UNESCO aims to provide advice to Member States on the optimal use of ICTs to meet needs across the educational spectrum. Activities, amounting to 800,000 dollars, will show the use of ICTs to improve the sharing of information and promote access to opportunities at all levels of education and will identify interdisciplinary approaches to community learning using ICTs, in close cooperation between the Education and the Communication and Information Sectors (see MPV, paras 05121-05123). They will also support international EFA strategies by enhancing access to ICTs and by capacity-building in educational software development in order to promote cost-effective ICT-mediated distance education. In higher education the work will address issues of quality and the recognition of qualifications in ICT-assisted learning. In the field of teacher education, UNESCO will produce policy and practice guidelines on high-demand topics and increase national capacity in the design of teacher-education materials and mechanisms using ICTs.

UNESCO’s actions in relation to ICTs in teaching and learning will feature intersectoral activities, as further described under Major Programme V, and close cooperation with field offices, institutes and relevant partners. There will be greater involvement in the various inter-agency ICT initiatives such as the United Nations ICT Task Force, the Global Knowledge Partnership and the High-Level Summit Organizing Committee for the World Summit on the Information Society.

Main line of action 2. Global networks supporting EFA, human rights education and education for a culture of peace

01222

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$1,643,100 |
| ● Extrabudgetary | \$1,200,000 |
| Total, Activities | \$2,843,100 |

Background. Over the years UNESCO has created three important educational networks. The Associated Schools Programme Network, which began in 1953, now includes more than 7,000 institutions (kindergartens, schools, teachers’ colleges) in 171 countries. The UNEVOC network, led by the Bonn Centre and dating from 1992, unites UNEVOC centres in 136 countries to promote good practice in technical and vocational education and training. Some 500 UNESCO Professorial Chairs in 113 countries have been created since 1992. Many have links across the world in the UNITWIN/UNESCO Chairs Programme. Most are in disciplines that echo the main themes in UNESCO’s programme. Recent evaluations of these networks reveal that they have the potential to make a more dynamic contribution to UNESCO’s programme in the spirit of decentralization. In particular these networks provide a unique opportunity for furthering the EFA agenda.

Strategy. These three networks constitute worldwide platforms on which UNESCO can pursue, in a practical way, its key functions as laboratory of ideas, standard-setter, clearing house, capacity-builder and catalyst for international cooperation.

The focus of the **Associated Schools Project Network (ASPnet)** will be to improve the quality of education by making available new curriculum materials and by testing innovative educational practices worldwide, contributing thereby to progress towards EFA goals. The curriculum materials will reflect core themes in the work of UNESCO and the wider United Nations system, notably those linked to the Millennium Development Goals. Topics for resource materials will include: *Feeding Minds, Fighting Hunger* (with FAO), HIV/AIDS and sustainable development (with United Nations partners). Curriculum on World Heritage Education and intercultural dialogue will draw on the work of all UNESCO sectors. Special attention will be given to extending the use of practices and techniques that enable teachers and pupils to resolve conflicts, both in and out of school.

The **UNEVOC Network** will emerge from a period of consolidation resulting in a structure of major and subsidiary centres, the clarification of the roles of centres at each level and the closure of non-performing centres. Through collaboration with UNESCO's field offices the UNEVOC network will be the primary mechanism for promoting the Revised Recommendation concerning Technical and Vocational Education (2001) in a decentralized manner. In this way it will assist countries in making progress towards the skills training agenda of EFA.

The **UNITWIN/UNESCO Chairs Programme** has achieved the critical mass to contribute powerfully to UNESCO's role as an intellectual leader. Non-performing Chairs have now been closed. The World Forum of UNESCO Chairs held in 2002 strengthened the links between the Chairs and their programme sectors. The Programme will pursue three goals, while ensuring better geographical and sector balance. First, it will improve higher education institutions in developing and transition countries by developing Chairs as centres of excellence with dynamic links to academic groups in other countries. Second, higher education institutions in cooperation with all programme sectors and field offices will take advantage of the Chairs' networks to refine and strengthen the intellectual underpinnings of their activities, notably in support of EFA. Third, a new initiative, *Academics across Borders*, will be launched in order to reinforce academic solidarity globally.

Expected results at the end of the biennium

- ◆ A defined and active role for the three networks within UNESCO's decentralization strategy, with programme sectors and field offices making substantially greater use of the networks in their activities especially as regards EFA.

Performance indicators:

- *action plans for the three networks include EFA issues;*
- *new curriculum materials and innovative practices disseminated and tested through ASPnet;*
- *number of subregional ASPnet cluster networks set up in support of EFA;*
- *number of ASPnet pupils involved (disaggregated by sex and age);*
- *number of UNEVOC centres given refresher training;*
- *new EFA-oriented research, knowledge-exchange, networks and training activities via the UNESCO Chairs-UNITWIN Networks Programme;*
- *Academics across Borders initiative launched;*
- *geographical and sectoral coverage of UNITWIN Chairs network improved.*
- ◆ Stronger appreciation of Member States as regards the multidisciplinary role of these networks in providing examples of good practice, in improving education and in giving intellectual underpinning to policy.

Performance indicator:

- *requests from Member States to reinforce and expand the network.*

UNESCO education institutes

UNESCO International Bureau of Education

0131

Financial allocation: \$4,591,000
 Extrabudgetary resources: –

01310

The General Conference,

Acknowledging the report of the UNESCO International Bureau of Education (IBE) for the 2002-2003 biennium,

Recognizing the important role that IBE, a UNESCO institute specializing in educational contents, methods, structures and curriculum development processes, plays in the realization of Major Programme I,

1. *Requests* the IBE Council, in accordance with the Bureau's Statutes and the present resolution, when approving the Bureau's budget for 2004-2005:
 - (a) to ensure that IBE goals and activities are in consonance with UNESCO's strategic objectives and priorities in the field of education;
 - (b) to consolidate and strengthen the three basic programmes of IBE, namely:
 - (i) capacity-building for curriculum development in Member States, with particular emphasis on conflict and post-conflict situations and intercultural dialogue;
 - (ii) management and development of resource banks of documents and good practices and an observatory of trends in the field of curriculum development;
 - (iii) promotion and renewal of international education policy dialogue and enhancement of the skills of those involved in policy dialogue in the field of education;
 - (c) to continue cross-cutting activities and programme support, namely:
 - (i) cooperation and technical assistance, at the request of Member States, for the renovation of their education systems with a view to improving the quality of education for all;
 - (ii) management of a clearing house in the domain of HIV/AIDS prevention curricula;
 - (iii) dissemination of up-to-date information through its publications and website;
 - (d) to organize, from 8 to 11 September 2004, the 47th session of the International Conference on Education (ICE) of UNESCO, on the theme of "Quality education for all young people: Challenges, trends and priorities", taking into account the positive experience acquired at the 46th session;
 - (e) to continue to mobilize the human and financial resources necessary for IBE to accomplish its mission;
2. *Authorizes* the Director-General to support the activities of IBE by providing a financial allocation under Major Programme I of \$4,591,000;
3. *Expresses its gratitude* to the Swiss authorities, Member States and other agencies which have made intellectual and financial contributions to IBE activities during previous biennia, and invites them to continue their support;
4. *Invites* Member States, international organizations and other agencies:
 - (a) to take full advantage of the operational capacity of IBE to support Member States in developing and strengthening their education systems;
 - (b) to contribute financially and by other appropriate means to the effective implementation of IBE activities in the service of Member States, in line with its mission, with the priorities of Major Programme I and with UNESCO's strategic objectives for 2002-2007.

01311

Background. The International Bureau of Education (IBE) is UNESCO's specialized institute on curriculum policy, contents and methods. IBE concentrates on three key functions: capacity-building for the renovation of educational contents, teaching/learning methods, structures and methodologies for curriculum management in Member States; collecting, analysing and diffusing information, experiences and best practices; and promoting policy dialogue in these areas.

01312

Strategy. Directed towards the priorities of Major Programme I, IBE's programme will particularly contribute to promoting and implementing the right to education (I.1.1, MLA 1), to improving the quality of education (I.1.1, MLA 4), to the monitoring of progress and evaluation of the international EFA strategy (I.1.2, MLA 3), and will support the renewal of secondary education and teacher training (I.2.1, MLAs 1 and 5). It will continue to have a very strong focus on field activities, including decentralized regional and national capacity-building exercises. In keeping with UNESCO's Medium-Term Strategy (31 C/4), IBE will work in close collaboration with UNESCO's field network and Headquarters to address the priority needs of excluded groups or geographic regions.

The capacity-building programme will support efforts at international, regional and national levels to improve the quality of education in the context of EFA, focusing on the renewal of content through participatory and gender-sensitive curriculum processes. It will promote action-research with institutions addressing curriculum development in post-conflict and transition countries and working on curriculum development and research in selected LDCs and E-9 countries. Extensive training activities will be carried out, with particular emphasis on activities carried out at the country-level to strengthen the capacities of young professionals and researchers in critical areas of curriculum design and planning, in collaboration with universities and other national, regional (for instance, GASERC/ABEGS, OEI) and international partners (UNICEF, GTZ, SSRC, DFID, Swiss and others).

The resource bank/observatory of trends programme will promote the collection of high-quality data and analyses related to the right to education and to the quality of education. This programme will support the international EFA strategy by providing access to quality and updated information and analysis on existing curricula, education systems and learning materials, thereby building the foundation for an international perspective and contributing to the annual *EFA Global Monitoring Report*, with special focus on cooperative cross-cultural curricular and textbook materials (e.g. Arab-Europe). These activities will be done in close collaboration with the Office of the High Commissioner on Human Rights, the United Nations Rapporteur on the Right to Education and the network of universities associated with IBE. IBE will ensure full operability and updating of its global clearing-house on curriculum development for education for HIV/AIDS prevention (MDG 8).

The policy dialogue programme will concentrate on the organization of the 47th International Conference on Education and on capacity-building for policy dialogue with a special focus on sub-Saharan Africa, in cooperation with ADEA, WBI, FPSE and others. It will also contribute to the World Summit on the Information Society.

01313

Expected results at the end of the biennium

- ◆ Capacities of institutions addressing curriculum development enhanced, with particular focus on post-conflict and transition countries and LDCs.

Performance indicators:

- training modules prepared and disseminated;
- number of country core teams for curriculum making, development and assessment trained;
- number of young professionals and researchers trained, in particular in post-conflict and transition countries;
- network of curriculum development and research bodies functioning and broadly utilized.

- ◆ Information on existing curricula, learning materials and trends for EFA updated and easily available.

Performance indicators:

- IBE databanks – *World Data on Education and Country Dossiers*; curriculum development for HIV/AIDS prevention; education for learning to live together (*RelatED*) – operational, updated and widely utilized, and dissemination of their results (including number of access hits to the databanks);
- the Internet site updated;
- trend analysis on issues related to the annual EFA Global Monitoring Report available;
- periodicals, booklets and books relevant to curriculum reform published and widely disseminated among concerned readership (including at Ministry level).

- ◆ Policy dialogue on curricular issues improved.

Performance indicators:

- results of the 47th ICE widely disseminated and used;
- a comprehensive course on capacities for policy dialogue on curricular issues prepared and tested.

UNESCO International Institute for Educational Planning

0132

Financial allocation: \$5,100,000
 Extrabudgetary resources: \$1,374,000

01320

The General Conference,

Acknowledging the report of the UNESCO International Institute for Educational Planning (IIEP) for the 2002-2003 biennium,

Recognizing the important role of IIEP in the fulfilment of Major Programme I,

1. *Requests* the IIEP Governing Board, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2004-2005:
 - (a) to ensure that the objectives and activities of IIEP are in consonance with the strategic objectives and priorities of the education programme;
 - (b) to reinforce Member States' capacity-building for the management, planning and administration of education systems;
 - (c) to strengthen national, subregional and interregional training programmes in educational planning, administration, evaluation and monitoring in cooperation with the other UNESCO education institutes, as well as the UNESCO Institute for Statistics, regional offices for education and other field units;
 - (d) to carry out research and studies aimed at the upgrading of knowledge in educational planning and administration, and at the production, sharing and transfer of knowledge and the exchange of experiences and information in educational planning and administration among Member States;
 - (e) to execute operational projects in its field of competence;
2. *Authorizes* the Director-General to support the operation of the Institute by providing a financial allocation under Major Programme I of \$5,100,000;
3. *Expresses its gratitude* to the Member States and organizations that have supported the Institute's activities through voluntary contributions and contractual agreements, as well as to the Government of the French Republic, which provides its premises free of charge and periodically finances their upkeep, and invites them to continue their support for 2004-2005 and future years;
4. *Appeals* to Member States to grant, renew or increase their voluntary contributions, with a view to strengthening the activities of IIEP, in accordance with Article VIII of its Statutes, so that, with additional resources and its premises provided by the French Government, it may better meet the needs of Member States in all fields of Major Programme I, and contribute to activities relating to the two cross-cutting themes of the Medium-Term Strategy for 2002-2007.

01321

Background. The International Institute for Educational Planning's (IIEP) mission is to strengthen national capacities in educational planning and administration through training, research, technical advice and publication.

01322

Strategy. IIEP's key contribution to Major Programme I (notably Programme I.1) is to reinforce the capacities of Member States to plan and manage their education systems. While pursuing Paris-based

training activities of educational personnel, IIEP will concentrate its activities and develop programmes for country-level capacity development through training, networking, research and direct support to countries. New information and communication technologies, including Internet and interactive modalities, will increase the impact of IIEP's activities.

IIEP will hold intensive courses, workshops and specialized seminars at regional and subregional levels to reinforce national capacities for the preparation, implementation, evaluation and monitoring of educational policies, programmes and plans, and develop modules and other teaching materials for use in IIEP courses and in specialized local institutions. Training materials will focus on: education sector diagnosis; educational management information systems; preparing and using simulation models in educational planning; costing and financing education; planning and managing education in an HIV/AIDS environment; and managing education in emergency situations. Special attention will be given to strengthening the abilities of Member States to implement and monitor national EFA action plans, and to monitor the quality of education in Africa and the LDCs. IIEP will continue to support the development of national research and training institutions in educational planning and management – in particular through its existing networks such as ANTRIEP in Asia, SACMEQ in Africa, FORGESTION in Latin America and through two possible new networks in French-speaking Africa and East Asia. Associated networks such as IWGE and ADEA will also receive support.

Research and studies on new issues in educational planning, management and evaluation of education systems will be identified in cooperation with National Commissions and IIEP networks and consortiums, and will be conducted mainly by national teams. They will address issues of policy and strategy such as: how to increase access and reduce school failure; articulating formal and non-formal education to promote and implement the right to education; improving school effectiveness and management in a context of decentralization; mitigating the impact of HIV/AIDS on education systems and attending to the specific needs of orphans and young people; monitoring educational quality and measuring learning achievements (I.1.1, MLAs 1, 4 and 5); expanding secondary education and fighting against inequalities, and enhancing capacities of higher and technical education in developing countries (I.2.1, MLAs 1, 3 and 4).

01323

Expected results at the end of the biennium

- ◆ National capacities in educational planning and management strengthened.
 - Performance indicators:*
 - number of key personnel trained in educational planning and management, in Paris and in target countries;
 - number of specialists trained through distance courses;
 - number of national training institutions having benefited from IIEP's training activities;
 - new modular training material kits assembled, tested and used within the framework of IIEP's various training activities;
 - regional networks in educational planning and management strengthened.
- ◆ Information on new issues in planning, management and evaluation of education systems disseminated and exchanged.
 - Performance indicators:*
 - number of subscribers to the IIEP quarterly Newsletter;
 - number of depository libraries receiving IIEP's publications;
 - clearing house on impact of HIV/AIDS on education operational, updated and widely used;
 - results of research on key issues disseminated to policy-makers and managers.

UNESCO Institute for Education

01333

Financial allocation: \$1,900,000
 Extrabudgetary resources: \$ 391,000

01330

The General Conference,

Acknowledging the report of the UNESCO Institute for Education (UIE) for the 2002-2003 biennium,
Reaffirming the recommendations contained in the Hamburg Declaration and the Agenda for the Future adopted by the Fifth International Conference on Adult Education (Hamburg, 1997),

Recognizing the renewed relevance of literacy, adult and non-formal education, and lifelong learning underscored by the World Education Forum (Dakar, April 2000) in the Dakar Framework for Action,

1. *Invites* the Governing Board of UIE to strengthen, during the 2004-2005 biennium, the Institute's catalytic role in promoting the follow-up to the Fifth International Conference on Adult Education (CONFINTEA V) and its distinct contribution to the implementation of the Dakar Framework for Action and the United Nations Literacy Decade, giving priority in particular to:
 - (a) mobilizing inter-agency cooperation and partnerships for the implementation of adult education and lifelong learning policies as an integral component of national development plans;
 - (b) enhancing national capacities to provide diverse formal and non-formal forms of adult and continuing education opportunities for all;
 - (c) stimulating studies and research designed to foster innovative approaches for attaining the goal of learning throughout life by means of various forms of knowledge and skills acquisition and strengthening the linkage to basic education;
 - (d) further developing its clearing-house services in the field of adult education and lifelong learning;
 - (e) undertaking state-of-the-art studies on literacy and the use of local languages in multilingual contexts;
2. *Further invites* the Governing Board of UIE to ensure that the objectives and activities of UIE are in consonance with the strategic objectives and priorities for the education programme;
3. *Welcomes* the decision of the 166th session of the Executive Board to change the legal status of UIE (166 EX/Decision 6.3), and invites the Director-General to support the Governing Board of UIE in implementing the new Statutes;
4. *Authorizes* the Director-General to support the Institute by providing a financial allocation of \$1,900,000 under Major Programme I;
5. *Expresses its gratitude* to the German Government, which gives a substantial financial contribution and provides its premises free of charge, and to the Member States and foundations that have supported the UIE programme with voluntary contributions, and invites them to continue their support in 2004-2005 and future years;
6. *Appeals* to Member States to grant or renew their support in order to enable UIE to meet the expectations expressed at the Hamburg Conference in 1997 and to implement activities relating to the follow-up to the Dakar Forum and the United Nations Literacy Decade (2003-2012), as outlined in the Institute's strategic medium-term plan.

01331

Background. The UNESCO Institute for Education (UIE) focuses mainly on adult and continuing education, literacy and non-formal basic education in the perspective of lifelong learning.

01332

Strategy. The CONFINTEA V conference outcomes, the Dakar Framework for Action and the United Nations Literacy Decade will provide the framework for UIE's work. UIE's key modalities of operation will include: action-oriented research; policy dialogue; partnership building and inter-agency cooperation;

capacity-building and networking; documentation and publication. Core areas of activity in favour of adult and lifelong learning will include: mainstreaming gender issues; reviewing adult and lifelong learning policies; developing new approaches to non-formal education; researching, systematizing and disseminating culture-specific lifelong learning practices; promoting community-based literacy and life skills programmes for disadvantaged young people and adults, and undertaking state-of-the-art studies on literacy and the use of local languages in multilingual contexts. Other exploratory activities will be pursued in the following areas: learning approaches for HIV/AIDS prevention, for building democracy, encouraging critical citizenship and promoting sustainable development. UIE will thus contribute to the achievement of Subprogramme I.1.1, MLAs 1, 2, 3, 4 and 5, with a focus on Africa, LDCs and E-9 countries.

UIE will support the Inter-agency Strategic Group on Lifelong Learning and coordinate the ADEA Working Group on Non-Formal Education. *International Adult Learners Week*, the ALADIN Network and the Internet platform for cross-country exchange on literacy will help UIE build a culture of learning. *The International Review of Education* and other publications will serve to collect and disseminate diverse and new perspectives and approaches to literacy and learning.

01333

Expected results at the end of the biennium

- ◆ National capacities for policy formulation, monitoring and evaluation in adult education and lifelong learning developed in Member States.

Performance indicators:

- number of integrated programmes and National EFA Action Plans designed with an adult education and lifelong learning perspective;
- number of capacity-building expert meetings held at regional and subregional levels;
- number of participants (individuals and organizations) in international networks actively promoting adult and lifelong learning.

- ◆ Improved and broadly accessible data base on policies, concepts and practices concerning adult education and lifelong learning.

Performance indicators:

- research findings and publications widely disseminated;
- access hits to the website and number of publications available on the site.

- ◆ Innovative approaches in key areas for lifelong learning and adult education (gender, literacy, non-formal education, HIV/AIDS, citizenship, sustainable development) identified and disseminated.

Performance indicators:

- policy relevant guidelines formulated and disseminated;
- number of relevant meetings held at international, regional and subregional levels.

UNESCO Institute for Information Technologies in Education

0134

Financial allocation: \$1,100,000

Extrabudgetary resources: –

01340

The General Conference,

Acknowledging the report of the UNESCO Institute for Information Technologies in Education (IITE) for the 2002-2003 biennium,

Recognizing the important role of information and communication technologies (ICTs) in providing education of quality for all throughout life and the specific contribution which could be made by IITE to the cross-cutting theme “The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society”,

1. *Requests* the IITE Governing Board, in accordance with the Institute's Statutes, and taking into account the follow-up to the Dakar World Education Forum, to give special attention in the 2004-2005 biennium to:
 - (a) ensuring harmonization of the orientations and activities of IITE with the strategies and priorities of the education programme;
 - (b) reinforcing national capacities of Member States for the application of ICTs in their education systems;
 - (c) launching national, regional and subregional training programmes on the use of ICTs in education, in collaboration with the ministries of education and UNESCO's field offices, in particular, of the subregional programme "Enhancement of the education systems of the Commonwealth of Independent States (CIS) Member States on the basis of information and communication technologies";
 - (d) undertaking research and studies aimed at the development and upgrading of the IITE information system for facilitating the exchange of experience and information on ICT usage in education among Member States;
 - (e) implementing operational projects in its field of competence;
2. *Authorizes* the Director-General to support the Institute by providing a financial allocation of \$1,100,000 under Major Programme I;
3. *Takes note* with approval of the intention of IITE to intensify collaboration with both the Education and the Communication Sectors;
4. *Expresses its gratitude* to the Government of the Russian Federation, which gives a substantial financial contribution to the Institute and provides its premises free of charge;
5. *Appeals* to Member States, international organizations, donor agencies, foundations and the private sector to grant or renew their support to enable IITE to implement and expand the programme activities envisaged for the 2004-2005 biennium.

01341

Background. The UNESCO Institute for Information Technologies in Education (IITE) aims at strengthening national capacities in the application of information and communications technologies (ICTs) in education, through research, training and clearing house activities, with a major focus on Central and Eastern Europe, the Baltic States and the Commonwealth of Independent States (CIS).

01342

Strategy. As its contribution to Major Programme I in 2004-2005, IITE will develop and propose to Member States various modes of ICT usage for primary and secondary levels, in technical and vocational education and training, and in higher education. The strategy will focus on research and training in the development of information environments for education (including distance education, digital libraries, Internet and multimedia in education) and the improvement of the quality of education through ICT usage (I.1.1, MLAs 1 and 4). It will extend the use of ICT in helping people learn to live together. IITE will take account of the differential access to ICTs between and within Member States in developing and adapting training materials and courses to minimize the danger of excluding people from learning societies. It will respond to requests from Member States for training teacher trainers, educational personnel and researchers and for consultations with decision-makers (I.2.1, MLA 5). IITE will further develop networks of ICT specialists and institutions and its World Wide Web Portal to foster the international exchange of information, the dissemination of innovative practices and the support of ICT applications for teaching and learning.

01343

Expected results at the end of the biennium

- ◆ Educational policy formulation and strategies for the application of ICTs improved
Performance indicators:
 - number of Member States where UNESCO is an active partner for the elaboration of national policies;
 - position papers, guides and recommendations prepared and disseminated.
- ◆ Capacities for ICT usage in education increased.
Performance indicators:
 - number of key education personnel trained (disaggregated per country);

- training materials prepared and disseminated;
- new techniques for using ICTs in support of learning to live together prepared and applied;
- number of countries where curricula and teaching/learning methods are renewed.
- ◆ Access to information on ICT usage in education enlarged.
Performance indicators:
 - IITE's Educational Portal developed and used (number of hits);
 - networking of national focal points and ICT specialists and institutions strengthened;
 - results on key issues, training and information materials published and disseminated.

UNESCO International Institute for Capacity-Building in Africa

0135

Financial allocation: \$2,000,000
Extrabudgetary resources: –

01350

The General Conference,

Acknowledging the report of the UNESCO International Institute for Capacity-Building in Africa (IICBA) for the 2002-2003 biennium,

Taking into account the needs of developing countries in Africa, in terms of building up and improving their capacities for educational development and reform,

1. *Requests* the IICBA Governing Board, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2004-2005:
 - (a) to reinforce national capacities for teacher education and other areas of educational development in Africa;
 - (b) to strengthen the utilization of information and communication technologies in teacher-training programmes through cost-effective modalities adapted to the user's resources;
 - (c) to link educational development more closely to economic planning and development in Africa, and to cooperate for this purpose with the relevant regional and subregional organizations, such as the African Union (AU), the Economic Community of West African States (ECOWAS) and the Southern African Development Community (SADC);
 - (d) to create networks of institutions in Africa to facilitate exchanges of skills and experience;
2. *Invites* the Governing Board to ensure a harmonization of the orientations and activities of IICBA with the strategic objectives and priorities of the education programme;
3. *Authorizes* the Director-General to support the Institute by providing a financial allocation of \$2,000,000 under Major Programme I;
4. *Expresses its gratitude* to Member States and organizations that have supported the Institute's establishment and programmes;
5. *Appeals* to Member States to renew and increase their voluntary contributions, with a view to enabling IICBA to contribute to the substantive improvement of teacher education and other educational institutions in Africa.

01351

Background. The goal of the UNESCO International Institute for Capacity-Building in Africa (IICBA) is to help African Member States to develop their capacities to provide quality education and fostering educational leadership in Africa.

01352

Strategy. IICBA will focus on strengthening the capacities of teacher-education institutions to provide quality basic education for all in line with the Dakar goal of universal primary education by the year 2015. It will concentrate on state-of-the-art pre-service and in-service training to primary- and secondary-school teachers in Member States. It will do this by facilitating access both to short-term

courses responsive to immediate needs and distance education degree courses aimed at upgrading and updating whole teacher education departments (I.2.1, MLA 4). IICBA will be a forum for the sharing of information, knowledge and experiences among and between institutions and education systems. It will identify the educational, technical and professional needs of regional, national and local level African education programmes and systems and facilitate ways of addressing those needs. Through its networks, IICBA will make it easier for African educational establishments to access the latest research and development information on Africa. It will develop teaching/learning materials on HIV/AIDS for use by teachers in the classroom and provide courses to enable teachers to utilize these materials effectively (I.1.1, MLA 5). IICBA will contribute to the uptake of electronic media for networking in education by developing electronic libraries, video and interactive teaching/learning materials for use by teachers. IICBA will facilitate the development of reliable indicators for measuring the achievement of quality education and of effective capacity-building in the region. In partnership with institutions such as the African Union (AU), Forum for African Women Educationalists (FAWE), the Association for the Development of Education in Africa (ADEA), IICBA will work to strengthen educational leadership, with particular emphasis on improving educational policies and strategies and developing female educational leaders (I.1.1, MLA 2).

01353

Expected results at the end of the biennium

- ◆ Capacities of teacher-education institutions in Africa strengthened
 - Performance indicators:*
 - number of primary- and secondary-school teachers trained (short-term courses and distance education degree courses; disaggregated by sex);
 - networking with institutions and key decision-makers active in the field of education for Africa strengthened;
 - reliable indicators for measuring the achievement of quality education and of effective capacity-building in the region developed;
 - teaching/learning educational materials for classroom use on HIV/AIDS developed and disseminated;
 - mathematics and science learning at upper primary and lower secondary levels assessed.
- ◆ Information, knowledge and experiences shared among and between institutions and education systems in Africa.
 - Performance indicators:*
 - number of electronic libraries set up with UNESCO's assistance;
 - number of educational videos and interactive teaching learning materials used by trained teachers.

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

0136

Financial allocation: \$2,200,000

Extrabudgetary resources: –

01360

The General Conference,

Acknowledging the report of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) for the 2002-2003 biennium,

Convinced of the important role which IESALC has to play in the transformation of higher education in Latin America and the Caribbean,

1. *Invites* the Governing Board of IESALC to give priority to the following objectives in the Institute's programme:
 - (a) to contribute to the renewal of higher education in Latin America and the Caribbean through regional follow-up to the World Conference on Higher Education and through assistance to Member States in formulating higher-education policies;

- (b) to develop and reinforce inter-university cooperation, including the establishment of specialized cooperation networks focusing on research, planning, management and evaluation in the field of higher education;
 - (c) to act as a clearing house and reference centre supporting Member States and institutions in the improvement of higher education;
2. *Invites* the Governing Board to ensure a harmonization of the orientations and activities of IESALC with the relevant objectives and strategies of the education programme;
 3. *Authorizes* the Director-General to support the Institute by providing a financial allocation of \$2,200,000 under Major Programme I;
 4. *Expresses its gratitude* to the Venezuelan Government, which provides the premises of IESALC free of charge;
 5. *Appeals* to Member States, international organizations, donor agencies, foundations and the private sector to grant or renew their support to enable IESALC to implement the programme activities envisaged for the 2004-2005 biennium.

01361

Background. The mission of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) is to implement UNESCO's programme for higher education in Latin America and the Caribbean.

01362

Strategy. In the 2004-2005 biennium, IESALC will help systems and institutions meet new challenges in the development of higher education in the region by improving its quality, its relevance and its contribution to sustainable human development.

IESALC's strategy involves the development of monitoring instruments to provide information and guidance to Member States on the major trends and innovations in higher education, through an extensive information system covering the main trends in higher education systems (I.2.1, MLA 4). This brings together national reports on higher education, thematic studies, and sectoral and research reports on specific topics. In this way IESALC provides technical assistance to Member States and their higher education institutions to help them resolve their main problems. It promotes cooperation in the field of higher education among national governments of the region, among regional and subregional NGOs, national associations and councils of higher education institutions, and consistently encourages the direct involvement of the academic community in research and technical assistance projects.

01363

Expected results at the end of the biennium

- ◆ Enhanced regional cooperation in the field of higher education.
Performance indicators:
 - number/type of cooperation agreements among governments of Member States, and their higher education institutions at the subregional and regional levels;
 - number/type of non-governmental organizations and higher education institutions and associations involved in the IESALC network.
- ◆ Information and research findings on higher education for the region widely disseminated.
Performance indicators:
 - Observatory of Higher Education about research results, technical cooperation projects and trends and prospects expanded and widely used;
 - number of publications published and disseminated.
- ◆ Capacities for higher education in Member States of the region developed.
Performance indicators:
 - number of Member States where IESALC is an active partner in the formulation of higher education policies;
 - number of Member States and higher education institutions where IESALC is an active partner in improving evaluation and accreditation processes.

Projects relating to cross-cutting themes

0150

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$1,960,000 |
| ● Decentralization: | 75.5% |

01500

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action to execute to completion the projects relating 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*;
- (b) to evaluate and monitor the implementation of the various projects, and to assess their impact;
- (c) to ensure intersectoral cooperation within UNESCO and coordination with other United Nations agencies and funds in order to enhance the coherence and learning process in the execution of approved projects;
- (d) to allocate for this purpose an amount of \$1,960,000 for programme costs.

01501

The projects listed hereunder and their corresponding budgetary allocations have been anchored under Major Programme I in view of their main thematic subject and orientation pertaining to education. These projects were conceived on an intersectoral and interdisciplinary basis by teams involving at least three sectors and/or field offices for each project. Special arrangements will again be made for the administration of these projects. Their substantive activities will be planned and implemented jointly by members of the respective intersectoral teams. A summary of all projects relating to the two cross-cutting themes is provided at the end of Part II.A (paragraph 08001). Significant efforts will be made to seek extrabudgetary resources from potential donors in order to maximize the impact of these projects.

◆ Eradication of poverty, especially extreme poverty

01510

| | |
|---------------------|-----------|
| Regular budget | |
| ● Activities: | \$820,000 |
| ● Decentralization: | 86.0% |

Enhancing the socio-economic skills of deprived youth in the Arab States

01511

| | |
|----------------|-----------|
| Regular budget | |
| ● Activities: | \$300,000 |

Objectives. The goal of this project is to improve the socio-economic skills of marginalized youth in Egypt, Lebanon, Sudan, the Palestinian Autonomous Territories and Jordan through continuing education and training. While the focus will be on developing economic and business skills and facilitating entry into employment sector, other topics include citizenship, cultural identity, gender, leadership, community service, preventive health and environment education and HIV/AIDS preventive education. The project will work together on such issues with concerned UNESCO sectors and initiatives such as the cross-cutting project “ICTs fighting HIV/AIDS”. The overall objective is to provide the deprived youth with employment opportunities and social skills to serve their local communities needs.

Expected results at the end of the biennium. Educational and training tools for building social and economic skills for marginalized youth developed; governmental and NGO staff trained on the developed modules; economic opportunities provided for selected extremely poor youth; local community needs served in the selected countries.

Technology-related vocational training for marginalized girls: schools and learning centres as community catalysts for poverty reduction

01512

Regular budget
● Activities: \$100,000

Objectives. The project aims at empowering poor and marginalized girls by helping them to acquire appropriate technological knowledge and skills, which meet their basic needs and open the door to better job opportunities. The project will focus on the following objectives: (i) to further build the capacity of education planners and providers in order to develop strategies to re-integrate poor, out-of-school girls into technical and vocational training (TVT) activities; (ii) expand pilot training activities launched in Asia; (iii) to establish sustainable training models by linking the training activities with a micro-finance scheme; (iv) to integrate the issues in national development/education policies; and (v) to extend the project from schools to learning centres.

Expected results at the end of the biennium. Girls trained and support and follow-up mechanisms developed to facilitate the girls' (self) employment; capacity of education planners and providers developed; sustainable partnerships between governments and NGOs established in order to ensure the outreach of TVT to the final target group; comprehensive policy guidelines on the integration of poor adolescent girls to relevant TVT formulated and included in national development plans, PRSP and EFA national plans.

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

01513

Regular budget
● Activities: \$300,000

Objectives. The overall goal of this project is to empower adolescent girls in South Asia, considering them as potential actors for social change. The first phase in the last biennium focused on mechanisms necessary for the delivery of various activities towards mobilizing the community and enhancing the adolescent girls' capabilities. The main objectives for this biennium are (i) to further improve girls and women's livelihoods through reinforced life skills training and income generation in each project site; (ii) to train adolescent girls in technical and basic non-formal scientific education, especially focusing on adolescent girls living in depressed rural areas; (iii) to strengthen the established multimedia community centres; and (iv) to use the feedback of the peer monitoring and evaluation for adjusting and improving the project activities.

Expected results at the end of the biennium. Adolescent girls's participation in community matters and awareness about their own rights improved; local authorities sensitized to the specific needs of adolescent girls and measures taken to improve their living, working and health conditions; adolescents recognized as an important population group by policy-makers and policies responding to their needs reflected in the national and international plans; important educational interventions developed integrating literacy, NFE on science health and legal issues, life and income-generating skills with access to ICT and microfinance; adolescent boys interested in learning included in the project.

Non-formal education and environmental management for indigenous communities in Indonesia

01514

| | |
|----------------|-----------|
| Regular budget | |
| ● Activities: | \$120,000 |

Objectives. Through an intersectoral approach of education, natural sciences, social and human sciences as well as culture and communication, the project aims to empower local communities, especially the indigenous Mentawaians living on Siberut Island but also migrants from West Sumatra, to achieve sustainable use of natural resources and environment conservation in the context of rapid societal change, while maintaining their cultural integrity and social values. The project will focus on (i) developing an environmentally sound and adapted education and training system; (ii) improving local participation and socio-economic conditions, especially basic functional literacy; and (iii) advocating needs and rights of local communities in relation to education, socio-economic development, conservation, natural resource management and health care.

Expected results at the end of the biennium. A broad-based long-term partnership built up between the indigenous community and Siberut NP, local governments, NGOs and private sector towards sustainable management of the Siberut Biosphere Reserve; environment degradation, biodiversity loss and erosion of indigenous cultural and social values slowed down or put on halt; Community Learning Centre in support to the identified Umas (traditional Mentawai settlements) and local government designed and implemented; a working model of interdisciplinary intervention of UNESCO established as reference to other similar areas in Indonesia and South-East Asia; a publication documenting the experience of UNESCO activities in Siberut produced and disseminated.

◆ The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society

01520

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$1,140,000 |
| ● Decentralization: | 67.9% |

New opportunities for children and young people with disabilities

01521

| | |
|----------------|-----------|
| Regular budget | |
| ● Activities: | \$200,000 |

Objectives. This project aims to harness the benefits of ICTs to the service of children and young people with disabilities in developing countries. The objective is to improve their daily life and open up job opportunities for them. The focus will be on communication skills including ICT-enhanced sign language, Braille and Pictograms. Existing methodologies, working tools and materials will be adjusted and adapted into national “languages”.

Expected results at the end of the biennium. ICT tools for children and young people with disabilities developed and adjusted; new skills of teachers working with disabled children on the basis of these tools developed.

Methodologies for digital libraries

01522

Regular budget
● Activities: \$300,000

Objectives. The project aims to give an overview of current and future technologies and applications for digital libraries including ethical, social, pedagogical, organizational and economic aspects as well as their impact on learning. This analysis will be used to develop methodologies for the establishment of digital libraries in UNESCO's fields of competence and to elaborate specialized training courses on the use of digital libraries for educational authorities, teacher trainers, educators, researchers and students. The project will also address the issue of multinational usability of digital libraries.

Expected results at the end of the biennium. Instruction materials elaborated and experience disseminated through a set of face-to-face and online workshops; pilot project for the creation of a multinational digital library for education purposes in earth sciences implemented; lessons learned document and recommendations prepared and disseminated.

Higher education open and distance learning knowledge base

01523

Regular budget
● Activities: \$260,000

Objectives. This project aims to contribute to the provision of quality higher education Open and Distance Learning (ODL) in developing countries and countries in transition. In 2002-2003, an innovative prototype of open-source "Expert System" software was developed for decision-makers. The software enables quality assurance of higher education ODL provision and supports informed decision-making and capacity-building. The main objectives for this phase are (i) to complete the knowledge base with region specific content, (ii) to extend the content areas of the system; and (iii) to maintain and further develop the software tool.

Expected results at the end of the biennium. Capacities of decision-makers and major regional associations concerning quality assurance of higher education ODL strengthened; innovative open-source software application in support of both decision-making and capacity-building in quality assurance of higher education ODL developed and available for free distribution to all UNESCO Member States.

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

01524

Regular budget
● Activities: \$210,000

Objectives. The project is conceived to enable African countries to access and use satellite data, information and communication technologies including Internet and geographic information systems to monitor, assess and manage ecosystems and water resources. It is building on the work of the last biennium that included developing the UNESCO-Africa network on remote sensing for management of ecosystems and water resources, fostering outreach and reinforcing national capacities. Now the project will focus on (i) consolidating the achieved results and findings; (ii) strengthening national and regional capacities through full implementation of projects; (iii) developing subregional, regional, South/South and North/South cooperation for enhancing the transfer of remote-sensing technology applied to sustainable management of ecosystems and water resources in Africa.

Expected results at the end of the biennium. National and regional capacities for accessing and using remotely sensed data from satellites reinforced; UNESCO Bilko Module (training in use and interpretation of remotely sensed imagery) developed for the African region; Action/Position Plan for the NEPAD Strategy on the application of remote sensing to sustainable development produced; number of satellite receiving stations in Africa and access to remotely sensed data by African scientists increased; sets of maps concerning areas of fragile ecosystems produced utilizing remotely sensed data; information having important environmental significance disseminated among local communities.

ICTs for the promotion of literacy, especially in E-9 countries

01525

Regular budget

- Activities: \$170,000

Objectives. The project aims to sensitize policy-makers, media professionals and community leaders, especially in E-9 countries, on the importance and catalytic role of literacy for socio-economic development through ICTs and to develop capacity-building of organizers and field personnel of literacy programmes through innovative ICT-based literacy training.

Expected results at the end of the biennium. ICT-based model for literacy training developed and tested; literacy practitioners trained; awareness of decision makers on literacy and empowerment of illiterate poor increased through ICTs.

Cooperation with extrabudgetary funding sources

01601

UNESCO will further strengthen the new strategies for cooperation with funding sources that were developed through 2002-2003. These strategies are based on suggestions and recommendations from several Member States, in particular the Nordic countries. The need to develop extrabudgetary activities more in line with the regular programme was clearly recognized, as well as a need for significant qualitative improvement of the monitoring and evaluation of operational activities. The integration and complementarity of extrabudgetary activities and regular programme activities will be improved through the ongoing overall strategy for monitoring and evaluation of the EFA-related projects during this biennium.

01602

Based on the new policy, which follows a programmatic approach and strongly links activities from the two sources of funds, several key donors have agreed to give UNESCO a higher degree of responsibility in the selection of themes and of countries eligible for support through extrabudgetary resources. Thus, UNESCO will be in a position to ensure that activities are demand-driven by the beneficiary countries, and that extrabudgetary funds are contributed in line with the regular programme priorities, thereby ensuring that these funds play a more strategic and dynamic role in the work of the Organization, and that they are distributed fairly and democratically to Member States. The Organization is thus provided with an improved tool for active partnership in sector-wide approaches in Member States.

01603

UNESCO's overall priority in its Programme and Budget for education remains the follow-up to the World Education Forum in Dakar (April, 2000) through the Basic Education for All Programme and the alignment of all activities to implement the Dakar Framework for Action. This is also true regarding extrabudgetary fund-raising. Hence, a crucial challenge for the Organization will be to ensure that UNESCO's programmes and projects are well coordinated nationally and regionally and with international initiatives such as the Fast-Track Initiative, UNICEF's accelerated girls' initiative, and the Millennium Development and EFA Goals. The field offices will play a crucial role in this respect as the key change-agents for country-based development assistance and upstream policy advice.

01604

UNESCO will seek to develop new partnership arrangements with the public and private sector, based upon experiences gained with existing partnerships and alliances established over the past few years through international networks. Clearer strategies will be elaborated aimed at ensuring that the private sector becomes a more active partner in specific priority programme activities, rather than merely a source of funding.

01605

Cooperation for Development (CFD) activities will be pursued. The training of staff in project identification, formulation and management is a priority, and will be emphasized under the programme approach in EFA as well as under the other education programmes. In the context of the United Nations Development Assistance Framework (UNDAF) and Common Country Assessment (CCA) schemes, and in line with the Monterrey Compact, UNESCO will participate actively with development partners – multilateral and bilateral – in responding to national development needs through the development of coordinated – and even joint – programmes and/or sector investment approaches.

01606

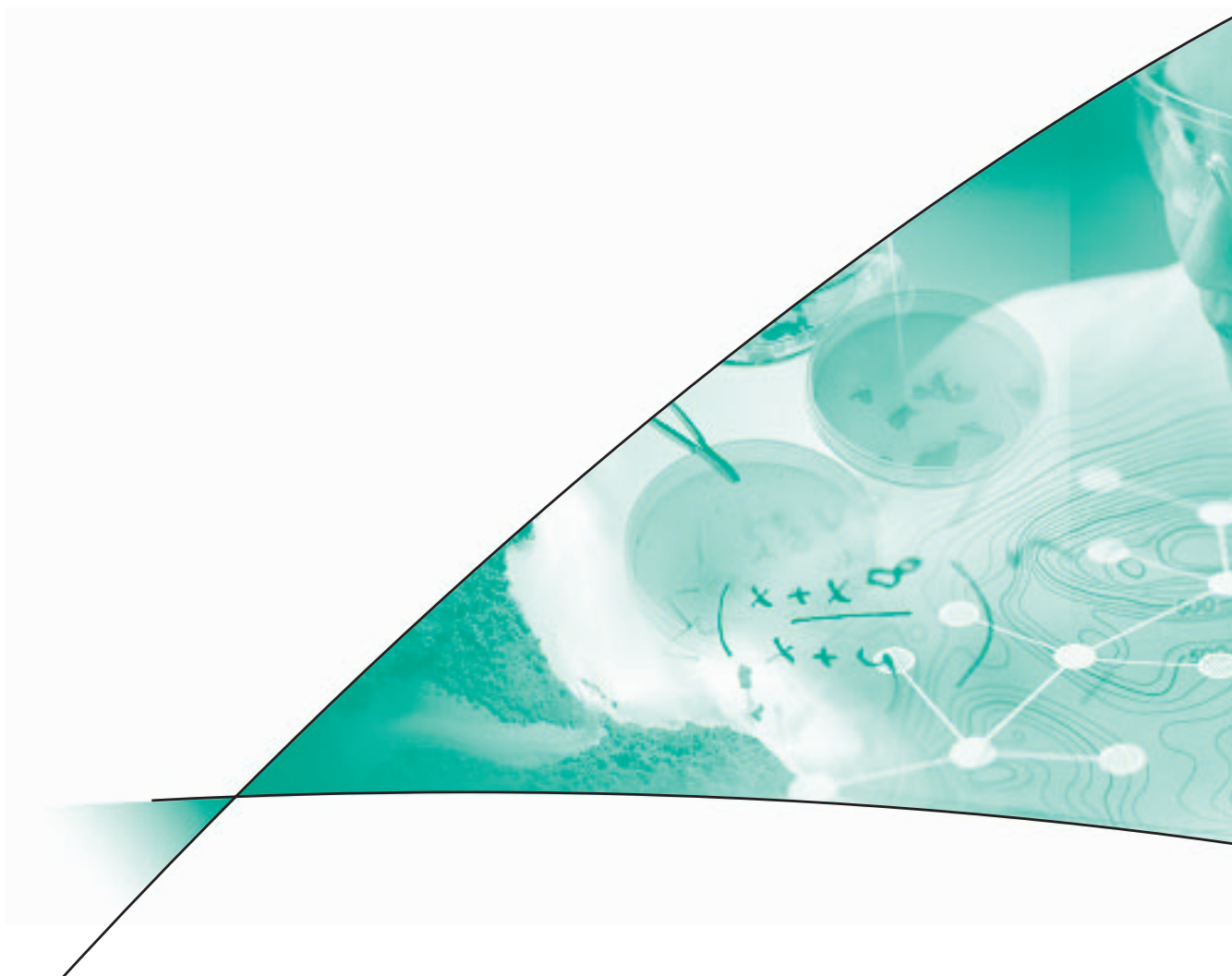
UNESCO's education institutes will negotiate the voluntary contributions and project-bound support to their programmes and budgets directly with the Member States and extrabudgetary funding sources concerned, in accordance with the criteria established for Category I Institutes. The institutes are partners in the overall priority of EFA and key agents for implementing aspects of the EFA programme in accordance with their fields of competence.



United Nations Educational,
Scientific and Cultural Organization

Major Programme II

Natural sciences



MAJOR PROGRAMME II

Natural sciences

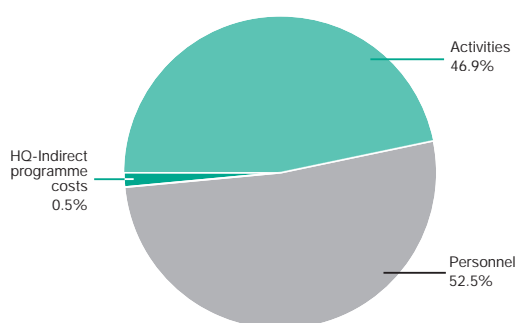
02001

| | Regular Budget | | | Total Appropriation 2004-2005 | Extra- budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|--------------------|----------------|------------|--------------------------------|-------------------------------------|---|---------------------------------|
| | Programme | | | | | |
| | Personnel | Activities | HQ-Indirect Programme Costs | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Major Programme II | 30 594 300 | 27 336 500 | 300 900 | 58 231 700 | 39 250 400 | 97 482 100 |

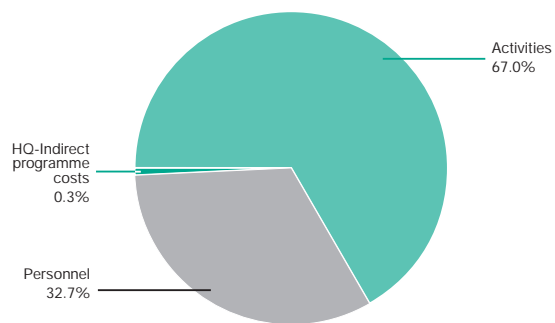
1. Funds already received or firmly committed.

DISTRIBUTION OF RESOURCES

REGULAR BUDGET



REGULAR BUDGET + EXTRABUDGETARY

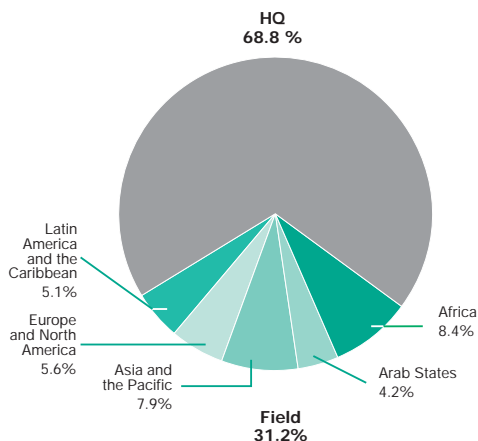


02002

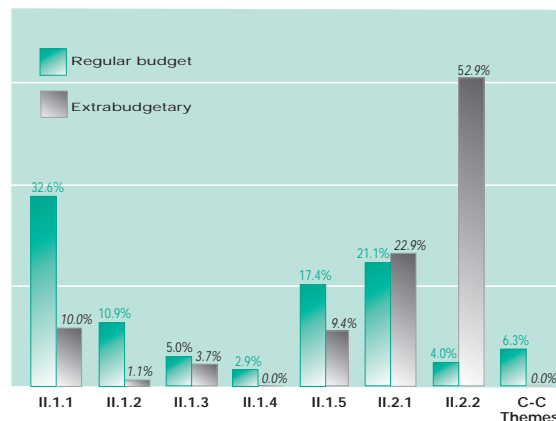
| Major Programme II | | Regular Budget Activities | Extra-budgetary Resources ¹ | Total Resources for Activities |
|---|---|---------------------------|--|--------------------------------|
| | | \$ | \$ | \$ |
| Programme II.1 | Science, environment and sustainable development | | | |
| Subprogramme II.1.1 | Water interactions: systems at risk and social challenges | 8 909 500 | 3 776 000 | 12 685 500 |
| Subprogramme II.1.2 | Ecological sciences: developing stewardship by people for nature | 2 972 000 | 434 000 | 3 406 000 |
| Subprogramme II.1.3 | Earth sciences: improving the understanding of the solid earth and enhancing disaster prevention | 1 355 500 | 1 390 000 | 2 745 500 |
| Subprogramme II.1.4 | Towards sustainable living in small islands and in coastal regions | 800 000 | – | 800 000 |
| Subprogramme II.1.5 | UNESCO Intergovernmental Oceanographic Commission | 4 743 900 | 3 560 000 | 8 303 900 |
| Total, Programme II.1 | | 18 780 900 | 9 160 000 | 27 940 900 |
| Programme II.2 | Capacity-building in science and technology for development | | | |
| Subprogramme II.2.1 | Capacity-building in the basic and engineering sciences | 5 755 300 | 8 690 000 | 14 445 300 |
| Subprogramme II.2.2 | Science and technology policies for sustainable development | 1 090 300 | 20 080 400 | 21 170 700 |
| Total, Programme II.2 | | 6 845 600 | 28 770 400 | 35 616 000 |
| Projects relating to cross-cutting themes | | | | |
| ♦ | Eradication of poverty, especially extreme poverty | 1 050 000 | – | 1 050 000 |
| ♦ | The contribution of communication and information technologies in the development of education, science and culture and the construction of a knowledge society | 660 000 | – | 660 000 |
| Total, Projects relating to cross-cutting themes | | 1 710 000 | – | 1 710 000 |
| 32 C/5 - Total activities, Major Programme II | | 27 336 500 | 37 930 400 | 65 266 900 |

1. Funds already received or firmly committed.

DISTRIBUTION OF REGULAR BUDGET RESOURCES FOR ACTIVITIES – HEADQUARTERS AND FIELD



DISTRIBUTION OF REGULAR AND EXTRABUDGETARY RESOURCES FOR ACTIVITIES



Natural sciences

02003 The key role science has to play in providing a solid underpinning for sound decision- and policy-making on sustainable development was underlined by the World Summit on Sustainable Development (WSSD – Johannesburg, 2002). The findings and recommendations stemming from this summit – like those of the World Conference on Science (WCS – Budapest, 1999) before them – have guided UNESCO in shaping its science programmes.

02004 Major Programme II continues to pursue strategic objectives 4 to 6 set out in the Medium-Term Strategy for 2002-2007 (31 C/4 Approved), whilst at the same time addressing 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*. Programme II.1 seeks to improve human security through a better management of the environment and to integrate environmental dimensions into national development frameworks and strengthen the role of Civil Society Organizations including those working on women’s issues in promoting sustainable development. Programme II.2 seeks to enhance human and institutional capacities in science and technology to allow the widest possible participation in the knowledge society, and to adapt science policy to societal needs. In doing so, both programmes also pursue the Millennium Development Goals (MDGs), in particular those related to the eradication of poverty, gender, environmental sustainability and the development of a global partnership for development. The development of a new international collaborative initiative in favour of the basic sciences will be foreseen within Programme II.2 during 2004-2005. Throughout Major Programme II the ethical principles and norms of scientific research and its applications will be addressed, reflecting strategic objective 4 of the Medium-Term Strategy, and reinforcing links with the principal priority of Major Programme III, the ethics of science and technology.

02005

Water and associated ecosystems continue to represent the principal priority for Major Programme II, in recognition of the urgency and timeliness of addressing freshwater issues through the promotion of scientifically sound decisions for the sustainable use of freshwater and its associated biodiversity resources. This is also in response to the policy recommendations for water resources management for human needs as emphasized by the MDGs and the new international goal adopted at WSSD to halve the number of people without access to water and sanitation by 2015. The principal priority “Water and Associated Ecosystems” has been reinforced and will be assigned 46% of the overall amount of the resources allocated to programme activities (*excluding the cross-cutting theme projects*) under Major Programme II, as compared to 36.4% in 31 C/5 Approved. This shift in resources is also being accompanied by the beginnings of a shift in staffing resources to the area of programmatic priority. Further, water-related activities have been considerably decentralized to focus on essential priorities at the national and regional levels, not only through the International Hydrological Programme, but also through other specific environmental programmes and activities. Undoubtedly, this confirms UNESCO’s

leading position within the United Nations system on water issues. The UN-wide World Water Assessment Programme, for which UNESCO takes the lead role among 24 United Nations bodies and programmes, has received special reinforcement and will continue to receive significant support from UNESCO's freshwater programme benefiting both from regular and extrabudgetary resources. Within the principal priority, special focus and budgetary reinforcement has also been accorded to activities related to ecohydrology and the role of water for human needs.

02006 Budgetary reinforcement has furthermore been accorded to the programmes of the Intergovernmental Oceanographic Commission (IOC) in the follow-up of WSSD.

02007 The other priorities pursued by Major Programme II, as reflected in the structure, are:

- (a) capacity-building in the basic and engineering sciences, including the fostering of a culture of maintenance, and in the formulation of science policies;
- (b) protection of the environment and sustainable use and management of natural resources, including emphasis on renewable sources of energy and special focus on small island developing States.

02008 Particular efforts have been made within Major Programme II to increase interdisciplinary activities and intersectoral cooperation. Taking as a starting point the successful main line of action on land-water interactions – jointly developed by the International Hydrological Programme and the Man and the Biosphere Programme – two innovative and topical cross-sectoral MLAs are now included in Major Programme II:

- ◆ “Promoting education and capacity-building in science and technology”, a joint initiative between the Natural Sciences and the Education Sectors.
- ◆ “Enhancing the linkages between biological and cultural diversity”, a joint activity between the Natural Sciences and the Culture Sectors.

02009 Additionally, other interdisciplinary and intersectoral activities are being promoted across Major Programme II, notably in activities related to small islands and coastal regions, in natural disaster preparedness and prevention, and in science policy and ethics work. A new MLA will promote and strengthen earth-observing systems from space, geo-referenced databases and relevant indicators for an improved understanding and management of environmental systems. Cooperation between the five intergovernmental and international environmental programmes of UNESCO will be reinforced in areas of common concern, e.g. with the Volga River/Caspian Sea Basin initiative continued with extrabudgetary support.

02010 Major Programme II, without IOC, shows an overall planned decentralization increase from 37.8% in document 31 C/5 to 40.8% in document 32 C/5. IOC is excluded because of its particular decentralization arrangements and practices that utilize specially designed regional mechanisms and do not decentralize programme resources through UNESCO field offices. In addition, IOC field-level activities are mainly funded from extrabudgetary resources. Overall, judging from experience, decentralization rates tend to increase over time as the implementation of the programme progresses during a biennium.

02011

WSSD follow-up by the Natural Sciences

The scientific and environmental programmes of Major Programme II will contribute to the follow-up to the WSSD Plan of Implementation (Johannesburg 2002). UNESCO's IHP will help to attain a halving of the number of people without access to safe water and sanitation by 2015 and will seek to strengthen national capacities so as to assist countries to elaborate and implement national policies for integrated water resources management and water efficiency. Promotion of the use of renewable energies will be fostered through UNESCO's continuing contribution to the World Solar Programme. Programmes in earth sciences will contribute to achieving safer human settlements through selected activities devoted to natural disaster reduction and the application of modern geodata techniques, including remote sensing. The Coastal Regions and Small Islands (CSI) programme will build linkages within and among small island States of the Pacific, Caribbean and Indian Oceans, in order to fulfil priorities identified through the 2004 review of the United Nations Programme of Action for SIDS (Barbados+10). In response to the Plan of Implementation of WSSD regarding the oceans and the specific role of IOC, the Commission's programmes will help strengthen and build national and local capacities in marine science and promote the sustainable management of oceans and their resources. Following up to the High-Level Round Table organized during WSSD on the interactions and interdependence of cultural diversity and biodiversity, an intersectoral initiative will bring together the Culture Sector with that of the Natural Sciences, in particular MAB and the Coastal Regions and Small Islands Platform. The major thrust will be to develop comprehensive strategies enhancing synergies among social, cultural and biological aspects of diversity. Furthermore, in accordance with WSSD recommendations, assistance will be provided to developing countries in formulating their national policies, strategies and programmes in science and technology.

02012 The plan of action of Major Programme II aims at the implementation of the programme resolutions adopted by the General Conference, the texts of which are reproduced at the beginning of the corresponding subprogrammes and of the Projects relating to cross-cutting themes anchored under this major programme (i.e. paragraphs 02110, 02120, 02130, 02140, 02150, 02210, 02220 and 02500), as well as of the resolutions cited hereunder:

- 15 Creation of an international basic sciences programme
- 16 Proclamation of 2005 as international year of physics
- 17 UNESCO's support for the Earth Charter
- 18 Strengthening of the research project on the fight against AIDS, in particular to develop a paediatric vaccine eliminating the transmission of HIV from mother to child
- 19 Establishment of an International Centre on *Qanats* and Historic Hydraulic Structures in Yazd, Islamic Republic of Iran
- 20 Statutes of the International Geological Correlation Programme
- 48 Sustainable development of small island developing States: further implementation and review of the Barbados Programme of Action (Barbados + 10)

the text of which appears in Volume 1 of the Records of the 32nd session of the General Conference.

The plan of action also takes into account draft resolutions (DRs) relating to this major programme approved by the General Conference.

Programme II.1

Medium-Term Strategy, paragraphs 93-113

Science, environment and sustainable development

02101

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$18,780,900 |
| Decentralization | 23.5% |
| ● Extrabudgetary | \$ 9,160,000 |
| Total, Activities | \$27,940,900 |

The present state of the global environment and its prospects in the coming years remain a matter of serious concern to Member States. The Millennium Summit (New York, 2000), the World Summit on Sustainable Development (WSSD – Johannesburg, 2002) have highlighted environmental issues as priority areas for action. Addressing the challenge of environment and natural resources management – a key to human security, which is one of the strategic objectives of document 31 C/4 – will be a daunting task for UNESCO's five science programmes IGCP, IHP, IOC, MAB and MOST. Efforts will be made to harmonize further the policies of these five scientific and environmental programmes, enabling them to contribute better to the objectives of the principal priority of Major Programme II. Whilst capitalizing on their comparative advantages, they will further concentrate their activities with a view to contributing to the achievement of the WSSD Plan of Implementation. Collaboration and cooperation among these undertakings will be fostered under the guidance of the Steering Group of the five Chairpersons. Activities and joint projects will pay particular attention to *water and associated ecosystems* as principal priority for Major Programme II. In this context, the development of coupled water, land and biodiversity management strategies for ecological, social and economic sustainability, in line with WSSD's focus on the key issue of water resources, from provision to sanitation, will be pursued through a joint main line of action. This MLA will bring together the resources of the IHP and MAB programmes at national, regional and global levels to implement the activities in the framework of the ecohydrology approach.

Related activities will be designed and carried out in synergy and cooperation with relevant United Nations entities and programmes, with other international programmes including those of ICSU and with actions promoted by other relevant NGOs.

II.1.1 Water interactions: systems at risk and social challenges

0211

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$ 8,909,500 |
| Decentralization | 23.5% |
| ● Extrabudgetary | \$ 3,776,000 |
| Total, Activities | \$12,685,500 |

02110

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) fulfil the biennial objectives set for the principal priority of the Natural Sciences Sector, water and associated ecosystems, in the framework of the sixth phase of the International Hydrological Programme (IHP), by investigating jointly with the other scientific programmes and sectors of UNESCO the means of minimizing threats to vulnerable water resource systems, including emergency situations, taking into account the social challenges and interactions, and developing integrated catchments or watershed approaches to land and water and marshland management which emphasize sustainability and security in line with World Summit on Sustainable Development (WSSD) recommendations and relevant Millennium Development Goals (MDGs); the interdisciplinary approach initiated during the 2002-2003 biennium (31 C/5) will be further developed;
- (ii) improve the understanding of the physical and geo-biochemical processes that affect water resource systems; strengthen the research and capacity-building networks in the field, in cooperation with Member States, regional bodies, field offices and other partners; develop improved techniques, indicators and databases for water resource assessment at different scales;
- (iii) formulate policy recommendations for water resource management for human needs as emphasized by WSSD and required for the attainment of relevant MDGs; and provide leadership in the implementation of the United Nations system-wide World Water Assessment Programme (WWAP);
- (iv) develop an enhanced understanding and awareness of vulnerabilities and causes of water conflicts, and develop cooperative approaches and tools to assist in preventing or reducing them through successful water resource management approaches;

(b) to allocate for this purpose an amount of \$8,909,500 for programme costs and \$83,000 for indirect programme costs at Headquarters.

Main line of action 1. Global change and water: advancing hydrological sciences for improved assessment

02111

Activities:

| | |
|--------------------------|--------------------|
| ● Regular budget | \$2,530,000 |
| ● Extrabudgetary | \$ 30,000 |
| Total, Activities | \$2,560,000 |

Background. WSSD extended the water-related goals of the MDGs by adopting a new time-bound international goal which stipulates that the number of peoples without access to safe drinking water and

adequate sanitation should be halved by 2015. This clearly establishes the fulfilment of human needs as one of the overriding objectives. Thus, pertinent approaches coupling scientific endeavours to their application in improving the conditions of society must be supported and developed. WSSD also confirmed the need to initiate action leading to a comprehensive assessment of the world's freshwater resources. Particular attention will therefore be given to strengthening the capacity and the long-term mandate of the United Nations system-wide World Water Assessment Programme (WWAP) led by UNESCO. WSSD also stressed that issues related to the impact of global change on water resources availability, including those induced by both human and natural process interactions, needs to be addressed with particular attention to the study, assessment and management of freshwater resources in Africa. The first three themes of IHP-VI provide the essential substantive scientific support to respond to this requirement, especially the initiatives on groundwater, Hydrology for the Environment, Life and Policy (HELP) and Flow Regimes from International Experimental and Network Data (FRIEND).

Strategy. WWAP and its series of *World Water Development Reports* will pay particular attention to monitoring progress made in meeting the growing demand for water resources. The activities of the sixth phase of IHP (2002-2007) will continue to focus on hydrological processes, assessment of availability and use of water resources and watershed and aquifer dynamics.

IHP cooperation with Member States, United Nations system agencies, intergovernmental and non-governmental partners will be strengthened for the implementation of these activities. Joint actions with other international scientific endeavours of UNESCO (MAB, IGCP, IOC, MOST, WHC and CSI) will be pursued, creating opportunities for intra- and intersectoral cooperation. This, in particular, calls for innovative approaches that minimize risks to vulnerable water-related ecosystems. The principles adopted by, and included in, the international conventions on combating desertification and on wetlands will serve as important orientation points. The inter-agency initiative ISARM (Internationally Shared Aquifers Resources Management Programme), led by UNESCO, and implemented jointly with FAO and UNECE, JIIHP (Joint International Isotopes in Hydrology Programme), carried out jointly by IAEA and UNESCO, and the cross-cutting initiatives FRIEND and HELP will provide transdisciplinary platforms for launching integrated efforts incorporating surface-groundwater-ecohydrological interactions. These programmes will also contribute to the study of physical and social processes and to the formulation of integrated water resources management approaches and policy-relevant recommendations.

A coordination framework will be established to collect data related to extreme events (floods and droughts) within vulnerable basins, targeting the formulation of mitigation schemes. To this end the enhancement of modelling capabilities of processes at the interfaces of the hydrologic cycle, and a comprehensive assessment of human-watershed-aquifer interactions, will be undertaken in coordination with IHP National Committees, WMO and international NGOs. Specific attention will be given to water quality processes, dry lands and mountain hydrology and to the hydrological impacts of climatic change, including the use of HELP basins. In implementing the programme full and open access to hydrological data and information for all will be promoted.

Expected results at the end of the biennium

- ◆ Assessment of water-related stress under various socio-economic conditions in selected river basins and aquifers completed.

Performance indicators:

- number of assessments carried out;
- number of pilot basins established through WWAP and HELP.

- ◆ Second World Water Development Report prepared.

- ◆ Global capacities built to monitor groundwater resources availability and related management issues addressed.

Performance indicators:

- global framework established through the International Groundwater Resources Assessment database;
- World Hydrogeological Map (WHYMAP) prepared;
- number of contributing national and regional centres and their geographical distribution.

- ◆ Policies for improved coordination among countries sharing transboundary aquifer systems (ISARM) elaborated, management of shared groundwater resources improved.

Performance indicator:

- number of countries participating, implementing and adhering to the policies.

- ◆ River basin management improved.
Performance indicators:
 - number of *HELP* river basins and regional data sets established and operational;
 - number of river basins and regions covered by UNESCO *FRIEND* project;
 - number of countries utilizing *FRIEND* concept.
- ◆ Methodologies for the mitigation of the effects of floods and droughts improved.
Performance indicators:
 - a set of concrete methodologies developed and disseminated;
 - number of national and regional institutions utilizing the produced methodologies.

Main line of action 2. Water for human needs

02112

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$2,152,500 |
| ● Extrabudgetary | \$ 120,000 |
| Total, Activities | \$2,272,500 |

Background. WSSD, agreeing on a new water-related Millennium Development Goal (MDG), also called in its Plan of Implementation for Integrated Water Resources Management and Water Efficiency Plans to be implemented by all countries by 2005.

Recognizing that the lack of sustainable access to safe drinking water is directly linked with poverty, WSSD recommended an enhanced people-oriented approach to water management and development with emphasis on human needs. In this regard, an interdisciplinary approach to water resources management in arid, urban and coastal zones was also recognized by WSSD as a critical issue for sustaining economic prosperity and the well-being of many national economies. Likewise, surface and aquifer contamination was identified as a major problem, underlining the importance of groundwater management to meet the water needs of society.

The 3rd World Water Forum (Kyoto, Japan) in March 2003 demonstrated through various panels, exhibitions, sessions and multi-partner activities how the concepts and commitments of the 2nd World Water Forum of The Hague (2000), the Bonn Conference (2001) and the WSSD recommendations can be translated into concrete action in the area of water management. UNESCO's contribution was based on in the priorities emphasized in the five themes of IHP-VI and the implementation of WWAP.

Strategy. Building upon work performed in the 2002-2003 biennium, IHP will continue to contribute to the MDGs and to the implementation of the recommendations of WSSD. High priority will be given to the crucial role of water in poverty alleviation, setting innovative practices and identifying best strategies to enable less developed countries to enhance their capabilities to secure sustainable and safe water supplies.

UNESCO will actively contribute to the enhancement of United Nations water-related system-wide and bilateral cooperation and coordination. IHP cooperation with Member States, United Nations system agencies, intergovernmental and non-governmental partners will be a key feature in this effort. The UNESCO/IHP intergovernmental mechanism will also support the formulation of action to achieve sustainable development goals, including through collaboration with other international programmes of UNESCO (MAB, IGCP, IOC, MOST, WHC and CSI).

Plans to formulate water management strategies for arid and semi-arid zones, urban areas and coastal zones will be initiated by the UNESCO/IHP regional centres, which will be given an active role in many regional and transregional actions, and in cooperation with the Regional Centre for Training and Water Studies in Arid and Semi-arid Zones (RCTWS) in Egypt and the Regional Center for Urban Water Management in Iran (RCUWM). Both are category II UNESCO centres. The integration of sound approaches to groundwater management will be an essential feature in these efforts. The efficient use of energy/water interactions and the applicability of new technologies for urban drainage and sanitation and for wastewater recycling, such as bio-remediation, will be examined. Suitable urban and peri-urban water management strategies, institutional frameworks and participatory processes in the context of poverty alleviation will be explored.

As WSSD follow-up, UNESCO and IAEA will jointly implement the Type II Partnership Initiative on Science and Technology Application of Isotope Techniques for Sustainable Water Resources and Coastal Zone Management (SWARCOZM).

The study of social processes involved in the generation of water conflicts and approaches to prevent and resolve these situations will be part of a continued and ongoing effort. Both ethical and sustainability imperatives underline the importance for UNESCO to pursue its “From Potential Conflict to Cooperation Potential: Water for Peace” (PC → CP: WfP) project in a subsequent phase. Next to the further elaboration of methods and principles of international (shared) water management and incorporation of the project results in educational material and capacity-building the next phase will also address potential water conflicts among different users, or between users within the same jurisdictional area. The proven model of IGO-NGO partnerships will be further strengthened and extended. The value assigned to water by different social groups will be taken into consideration in the design of water management strategies.

Expected results at the end of the biennium

- ◆ Knowledge base established and capacities built for water resources management, particularly in arid and semi-arid areas.
Performance indicators:
 - number of knowledge networks created and operational for development and implementation of regional policies;
 - training courses and technical meetings conducted.
- ◆ Capacities for management of water resources in urban and rural areas improved.
Performance indicators:
 - appropriate guidelines for urban water management strategies, with emphasis on developing countries, developed and disseminated;
 - number of developing countries using the guidelines.
- ◆ Integrated river basin management improved through approaches incorporating social and institutional aspects.
Performance indicators:
 - different approaches developed and disseminated;
 - number and type of countries using the approaches.
- ◆ Understanding of the role of groundwater in satisfying human needs enhanced.
Performance indicators:
 - training materials on groundwater resources management developed and disseminated;
 - wise practices on artificial recharge systems identified and documented;
 - number of national and regional institutions adopting the training material;
 - number of countries where training facilities on artificial recharge have been created.
- ◆ Capacities of developing countries and guidelines for efficient management of water resources in coastal zones and mountainous areas improved.
Performance indicator:
 - guidelines improved and disseminated to a number of countries.
- ◆ Methodologies on water conflict resolution and cooperation improved.
Performance indicators:
 - methodologies drafted and widely disseminated;
 - number of countries following the approaches and methodologies.
- ◆ Development of partnership with the United Nations agencies, development agencies, intergovernmental organizations in water management enhanced.
Performance indicator:
 - number of effective partnership established.

Main line of action 3. Water education and capacity-building for sustainable development and security

02113

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$2,627,000 |
| ● Extrabudgetary | \$3,526,000 |
| Total, Activities | \$6,153,000 |

Background. By resolution 57/254, the United Nations General Assembly proclaimed the ten-year period beginning on 1 January 2005 the “United Nations Decade of Education for Sustainable Development”. The Assembly further designated UNESCO as lead agency for the promotion of the decade and requested it to develop a draft implementation scheme. IHP will contribute to this global challenge. During the period 2002-2003, WWAP, IHP and MOST contributed to the better management of shared water resources through the project “From Potential Conflict to Cooperation Potential: Water for Peace” (PC > CP: WfP), jointly with Green Cross International.

Strategy. Building on the achievements and preparatory work during the first two years (2002-2003) of IHP-VI, the second biennium will focus on institutional strengthening of water educational capacities worldwide in order to contribute to the United Nations Decade and to sustainable development and human security. Through intersectoral cooperation with ED, IHP will also strengthen the links between the water-related UNESCO chairs.

Major efforts will be made to bring about stronger cooperation and task sharing between the UNESCO-IHE Institute for Water Education and the UNESCO associated centres in human capacity-building in the various aspects of integrated water resources management (see box IHE, page 96). The network of institutions will be strengthened through support to PoWER (Partnership for Water Education and Research) launched by the UNESCO-IHE Institute. It is expected that the proposed Central Asian Network (WaterCAN), a follow-up activity to UNESCO’s initiative in the Aral Sea Basin, will become operational during the biennium.

The Global Observatory for Units Teaching, Training and Ethics of Water (GOUTTE of Water) in which UNESCO is a main partner will facilitate, in close cooperation with the Subcommission on Freshwater of COMEST (see also MP III.1.2), the networking of institutes engaged in the implementation of the ethical, educational and awareness-raising aspects of water management. This forum will be developed in order to facilitate quality control of human capacity-building. Existing alumni networks will be strengthened to assist this process.

In preparation for the United Nations Decade on Education for Sustainable Development (2005-2014), human capacity-building institutions will focus on all three pillars of sustainability – social, environmental and economic – in line with the recommendation of IHP Theme Advisory Boards. In order to strengthen the capacity of IHP-related educational institutions, an IHP scholarship programme will be initiated for teaching staff providing sabbatical and on-the-job training placements at leading academic institutions such as the UNESCO-IHE Institute for Water Education and UNESCO related centres. A major international water educational conference in 2004 will be devoted to these issues to assess preparedness and guide educational policies and practices for the decade. The web-based UNESCO water portal – a part of the UNESCO knowledge portal – will increasingly serve as a channel for information dissemination, exchange of information and a medium for distance learning. It will also be instrumental in the follow-up of the International Year of Freshwater (2003).

The importance of water in the creation, development and sustainability of human civilizations will be further explored and documented in close cooperation with the Culture Sector and networks of water historians and anthropologists.

Expected results at the end of the biennium

- ◆ Education capabilities for sustainable water resources management enhanced.

Performance indicators:

- number of personnel trained;
- curricula and training models developed;
- number of institutions assisted.

- ◆ Effectiveness of water educational networks at the regional and global levels improved.
Performance indicators:
 - *Global Observatory for Units Teaching, Training and Ethics of Water (GOUTTE) established and operational;*
 - *number of countries actively participating in the network.*
- ◆ Methodologies for quality control and monitoring of the transfer of knowledge into practical applications improved, particularly in least developed countries.
Performance indicators:
 - *number and distribution of countries utilizing the methodologies;*
 - *number and geographical distribution of countries benefiting from practical applications.*
- ◆ Methodologies for water conflict resolution and cooperation established and integrated into education programmes at university level.
Performance indicators:
 - *methodologies developed and disseminated;*
 - *number of universities utilizing the methodologies and integrating them into their curricula.*
- ◆ Modules and tools for the integration of cultural dimension into water resources management developed.
Performance indicators:
 - *number of countries by region adopting the modules and utilizing the tools;*
 - *World Water Portal prototype and Water Portal for the Americas established and operational;*
 - *number of subscribers by region and number of hits.*

UNESCO-IHE Institute for Water Education

Background. The 31st session of the General Conference authorized the Director-General to begin negotiations with the Government of the Netherlands to effect the transfer of IHE to UNESCO; a process that was completed in mid-2003 with the appointment of a 13-member Board of Governors and the arrival of the first Director of the UNESCO-IHE Institute of Water Education.

Established in 1957 as a national institute, IHE developed over the years from a focus on hydraulic engineering to becoming an international education centre providing a host of postgraduate courses and tailor-made training programmes in the fields of water, environment and infrastructure; conducting applied research; implementing an institutional capacity-building and human resource development programme, participating in policy development, and offering advisory services worldwide.

UNESCO-IHE is the only institution in the United Nations system that is fully accredited to offer MSc. and Ph.D. degrees. Since its founding, IHE has trained some 15,000 mid-level professionals from more than 120 countries, 99% of whom return to their countries of origin to positions of responsibility in the public, private and NGO sectors.

UNESCO-IHE, as an integral part of the Organization, is governed by a 13-member Governing Board appointed by the Director-General, and enjoys functional autonomy within the Organization. Funding is provided exclusively from extrabudgetary sources. Considerable new resources are expected to be raised during the biennium. Regular programme funds will be applied to certain specific activities, notably the provision of fellowships and the organization of a major international meeting on water education and capacity-building in December 2004, in anticipation of the United Nations Decade on Education for Sustainable Development to begin in 2005.

Strategy. During the 2004-2005 biennium, every effort will be made to capitalize on the integration of the Institute within UNESCO, thereby reinforcing UNESCO's overall work on water and associated ecosystems as a principal priority of the Organization. UNESCO-IHE will continue its work of long-standing, with the overall mandate to:

- ◆ strengthen and mobilize the global educational and knowledge base for integrated water resources management; and
- ◆ Contribute to meeting the water-related capacity-building needs of the developing countries and countries in transition.

In striving to contribute to the implementation of the Millennium Development Goals and the targets fixed in the Johannesburg Plan of Implementation at WSSD, UNESCO-IHE will provide essential services to the whole of the United Nations system, in order to address the critical capacity-building needs seen as a major constraint to the achievement of these international agreements. UNESCO-IHE's own strengths will be reinforced by strong and direct linkages with IHP as well as other programmes within UNESCO dealing with environment and sustainable development, and with the United Nations World Water Assessment Programme. UNESCO-IHE will serve increasingly as a galvanizing and integrating force within the emerging new institutional landscape consisting of regional and international centres associated with UNESCO in the field of water. UNESCO-IHE will also participate actively in the work of the United Nations Commission on Sustainable Development, which will focus in 2004-2005 on water, sanitation and human settlements.

During the 2004-2005 biennium, UNESCO-IHE expects to benefit from extrabudgetary resources amounting to about \$48,000,000 for its own regular activities. This amount is not included in the figure of the overall extrabudgetary resources in document 32 C/5 since only funds already received or firmly committed are reported.

Expected results at the end of the biennium

- ◆ Expanded education, training and research in water and sustainable development, primarily targeted to developing countries.

Performance indicators:

- some 800 MSc, MS Eng or PhD degrees awarded in environmental science, water management, municipal water and infrastructure, water science and engineering;
- some 400 professionals awarded MSc degrees in six jointly implemented programmes at partner universities in Africa, Latin America and the Middle East;
- some 600 mid-career or senior experts trained to upgrade or refresh their knowledge and skills, through short and group (tailor-made) training courses conducted for periods of one week to two months.

- ◆ Increased capacity-building through numerous long- and short-term international cooperation programmes to strengthen indigenous capacities of local water-related organizations

Performance indicator:

- several hundred developing country persons trained in staff development, facilities improvement, research and development support, education and curriculum development, training methods and tools upgrading and managerial systems and skills enhancement.

- ◆ Partnerships reinforced to share and develop knowledge and information, and to conduct joint activities in education, research and capacity-building

Performance indicators:

- cooperation established and reinforced among 16 partners in the Partnership for Water Education and Research (PoWER) programme;
- bilateral partnerships reinforced among 20 key public, private and civil society institutions.

- ◆ Increased participation of UNESCO-IHE academic staff in various international, regional and local networks, and professional associations

Performance indicator:

- Strengthened contribution of UNESCO to about 20 such networks.

Main line of action 4. Land-water interactions: towards sustainable development

02114

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$1,600,000 |
| ● Extrabudgetary | \$ 100,000 |
| Total, Activities | \$1,700,000 |

Background. This MLA continues the development of coupled water, land and biodiversity management strategies for ecological, social and economic sustainability, in line with WSSD's focus on the key issue of water resources, from provision to sanitation. It is a joint MLA which brings together the resources of the IHP and MAB programmes at national, regional and global levels to implement the activities in the framework of the ecohydrology approach.

Strategy. The MLA will focus on identifying and testing options for wisely managing and conserving source and sink ecosystems and for reverting the increasing lack of available "ecological water" – water needed by ecological systems to maintain biodiversity, ecological processes and evolutionary capacity. Continuing especially the development of the ecohydrology approach, methodologies will be developed to reduce the vulnerability of hydro- and related ecosystems and improve the efficiency of water management.

Specific attention will be given to the relationship between ecological and hydrological systems, to gain a better understanding of the processes of the water cycle at different scales, leading to the development of sustainable water resources management. Research for environmentally sound management will be focused on ecosystems that have differential distributions of water in space and time (e.g. arid and semi-arid ecosystems, tropical swamp forests, montane ecosystems) and thus pose both problems and opportunities for human development. Restoration of degraded ecosystems is a key element in better natural resource management. Studies will be undertaken of hydrological and ecological dynamics, set in the socio-economic context, to ensure a comprehensive and comparative approach (see SIMDAS in box, page 99).

Urban ecosystems will be examined, particularly regarding integration of urban aquatic habitats and urban water development and management strategies. The increasingly critical relationship between water, land and tourism will be explored using specific sites in the biosphere reserve and world heritage networks.

River basins and component ecosystems, including underlying aquifers, need to be analysed in their entirety to ensure wise water management. MAB national networks will engage in cooperative activities with IHP national networks in a special effort to understand the dynamics of selected river basins of global significance. Research to underpin integrated coastal area management will be undertaken through inter-programme cooperation, especially in coastal areas. In mountain areas, a global study on the impact of global climatic change on the biophysical environment and the socio-economic conditions of mountain people and ecosystems will be implemented, also following up on the agreements reached at the Summit held in Bishek during the International Year of Mountains, 2002.

Expected results at the end of the biennium

- ◆ Research and capacity-building networks constituting an information, data- and knowledge-base for the sustainable management of water resources as a key component of poverty reduction strengthened.

Performance indicators:

- sound scientific information, data and methodologies produced and disseminated;
- number of specialists trained;
- number of networks created and number of participants by region.

- ◆ Ecohydrology and ecosystem approaches for integrated water resource management in various ecosystems, including at the river basin scale, developed.

Performance indicators:

- ecohydrology approach developed and applied for different hydroclimatic zones;
- number of countries having tested the ecohydrology approach.

- ◆ Ecohydrology approach incorporated into the work programmes of the Convention on Wetlands (Ramsar, Iran, 1971), the Convention on Biological Diversity and the United Nations Convention to Combat Desertification.

- ◆ Hydro-informatics tools for integrated modelling and operational management of water-based systems improved.
Performance indicators:
 - number and type of tools developed;
 - extent of utilization of various tools at national and regional levels.
- ◆ Innovative institutional arrangements for managing hydrological and related ecological systems in biosphere reserves/World Heritage sites/Ramsar wetland sites promoted and used.
Performance indicator:
 - number of sites having put in place relevant innovative institutional arrangements.
- ◆ Methodologies and techniques for impact assessment in the context of water resources and relevant ecosystems reviewed and disseminated.
Performance indicator:
 - A set of concrete methodologies and techniques reviewed and disseminated.
- ◆ Scientific capacity-building, didactic material for the rehabilitation of degraded land and water ecosystems developed.
Performance indicator:
 - number of countries benefiting from didactic material to combat desertification.
- ◆ Research results about interlinkages between climate change and sustainable development in montane regions documented and disseminated.
Performance indicators:
 - number of countries participating in a global study on the impact of global change on montane environment;
 - number of relevant research studies documented and disseminated.



Sustainable Integrated Management and Development of Arid and Semi-arid Regions of Southern Africa (SIMDAS)

Background. SIMDAS was created in support of the development of activities in the Southern African Development Community (SADC) subregion as a follow-up to the WSSD (Johannesburg, 2002) and the Third World Water Forum (Kyoto, 2003). The programme was developed by scientists and other water-related stakeholders from SADC countries. Stakeholders from SADC countries, including governments, educational institutions, NGOs and local communities will implement SIMDAS, with help and guidance jointly from IHP and MAB Headquarters and appropriate field offices. SIMDAS is a multidisciplinary undertaking, around the central theme of water, that spans all of UNESCO's fields of competence, including the cross-cutting themes related to extreme poverty eradication and the contribution of ICTs to the development of a knowledge society. SIMDAS will greatly contribute to the United Nations World Water Assessment Programme (WWAP), hosted by UNESCO. SIMDAS will also contribute to UNESCO's commitment to NEPAD, by using science and technology to address problems such as diseases, energy insecurity, communication and environmental problems in Africa. Activities will contribute towards achieving the Millennium Development Goals, in particular towards integrating the principles of sustainable development into country policies, increasing the number of people with access to safe drinking water, contributing to the reduction of child mortality and promoting gender equality.

Strategy. The aim of SIMDAS is to conduct multidisciplinary studies in arid and semi-arid areas of southern Africa and integrate the results into a coherent master programme of long-term sustainable development and social transformations in both urban and rural areas of SADC countries. SIMDAS will emphasize the development of community-based projects, focusing in particular on the role of rural women. Long-term capacity-building will be stepped up through the creation of postgraduate programmes. All SIMDAS projects are designed to provide decision-support at all levels, nationally and

regionally in SADC countries, in particular through the development of a network of databases, connected to a central database housed by the SADC secretariat. SIMDAS projects and activities will cover a broad range of topics concerning sustainable development in southern Africa.

Under SIMDAS, SADC countries, in close collaboration with UNESCO's IHP and MAB programmes and field offices, will:

- define strategies for the supply of water to rural and urban areas within semi-arid and arid regions of southern Africa, using both underground and surface water from the Congo river and Zambezi river systems to ensure proper water quantity and quality. Particular emphasis will be placed on capacity-building in water sciences, strengthening of water networks and sharing experience and knowledge through ICTs;
- study biodiversity loss caused by humans (including the impact of tourism) and promote the involvement of local communities in the protection and management of ecosystems;
- promote the identification and establishment of biosphere reserves including transboundary reserves;
- assess energy resources in southern Africa, taking into account critical scientific parameters such as the huge hydroelectric resources available and the need for regional interconnection of electric networks, alternative sources such as solar energy and the potential impact of new sources. The project will contribute towards the NEPAD objective of ensuring access to energy for at least 35% of the African population within 30 years;
- study the environmental health of the SADC countries and develop specific actions aimed at fighting the damaging effects of chemicals on soil, agriculture, ecosystems and animal and human life, whether the sources of chemical pollution are natural, such as the generation of mineral dust, or caused by human activities (such as additives and pesticides in agriculture, and chemicals caused by mining activities).

Expected results at the end of the biennium

- ◆ Increased capacities and involvement of women in water sciences, ecological sciences and environmental health in SADC countries

Performance indicators:

- 28 Masters/PhD researchers trained in water sciences, 28 Masters/PhD researchers in ecological sciences, 28 masters/PhD researchers in energy sciences and 28 Masters/PhD researchers in environmental health at the end of the project trained in centres of excellence (evenly divided between SADC countries, half being women);
- regional networks in water sciences, in ecological sciences and in environmental health using PhD graduates as backbones of centres in each country, created;
- sites for biosphere reserves, including transboundary identified and steps towards their establishment undertaken.

- ◆ Assessment made, in SADC countries, of water resources (in particular in the Congo and Zambezi water basins), ecosystem resources, energy resources and environmental health issues

Performance indicators:

- regional data sets for water resource, ecological resources, energy resources and environmental health established and operational;
- technical reports on:
 - all water resources options and their respective costs;
 - existing biosphere reserves in terms of biodiversity and geodiversity;
 - all energy options and their respective costs submitted to SADC secretariat and to Member States;
 - the establishment of baseline data relevant to environmental health in each SADC country;
- hydrological map of SADC and database;
- critical assessment of the real socio-economic impact of biosphere reserves and their contribution to poverty alleviation in each SADC country;
- proposing interconnection schemes to be established for efficient use of the hydroelectric power available in the region (extension grid);
- development of SADC-wide guidelines for environmental health.

II.1.2 Ecological sciences: developing stewardship by people for nature

0212

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$2,972,000 |
| Decentralization | 50.0% |
| ● Extrabudgetary | \$ 434,000 |
| Total, Activities | \$3,406,000 |

02120

The General Conference

Authorizes the Director-General

(a) to implement, in particular through the Man and the Biosphere (MAB) Programme, the corresponding plan of action in order to:

- (i) enable Member States, using the World Network of Biosphere Reserves, to apply the ecosystem approach for the integrated management of land, water and biodiversity, and promote conservation and sustainable use in an equitable manner;
- (ii) build institutional and personal capacities for promoting adaptive management and quality economies for the sustainable use of land, water and biodiversity, to improve human-environment interactions;
- (iii) enhance the scientific and sociocultural basis for an integrated approach to conservation and sustainable management of land, water and biodiversity, including through interprogramme collaboration;

(b) to allocate for this purpose an amount of \$2,972,000 for programme costs, and \$41,200 for indirect programme costs at Headquarters.

The activities in the following two MLAs constitute the main axes of the Man and the Biosphere (MAB) Programme, as agreed by the MAB International Coordinating Council at its 17th session of the ICC (March 2002), and taking account of the results of an in-depth evaluation of the MAB Programme.

The World Network of Biosphere Reserves is the main tool to implement MAB activities: MLA 1 deals with natural resource management and development issues, while MLA 2 deals with advancing the scientific basis, capacity-building and communications. The World Network of Biosphere Reserves is rapidly increasing in quality and quantity with more than 430 sites in some 95 countries, functioning through regional networks. It represents a unique instrument for promoting cooperation in resource use and management among countries, especially for transboundary ecosystems. Overall, the activities contribute to MDG 7 aimed at ensuring environmental sustainability.

Main line of action 1. Biosphere reserves: approaches to sustainable development

02121

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$1,286,000 |
| ● Extrabudgetary | \$ 184,000 |
| Total, Activities | \$1,470,000 |

Background. Biosphere reserves are places to test and develop ways of sustainable living through integrated management of natural resources and the conservation of biodiversity, contributing to

poverty alleviation and enhancing living conditions of rural communities in particular. They provide demonstration sites for the ecosystem approach endorsed and being developed by the Convention on Biological Diversity (CBD) and a key component in the WSSD Plan of Implementation.

Strategy. Using the World Network of Biosphere Reserves (WNBR), the Man and the Biosphere Programme will continue to develop an approach to conservation and sustainable use based on an integrated approach to land, freshwater and marine ecosystems. The focus will be on providing more support to small island States, and the establishment of transboundary biosphere reserves; promoting adaptive management and quality economies; and creating partnerships between all sectors of society, with a new effort to involve the private sector.

The MAB Programme will contribute to providing the short and long-term security and economic viability for eradicating extreme poverty and hunger (MDG 1) and MDG 7 on environmental sustainability and contribute to the implementation of these goals through activities under its World Network of Biosphere Reserves, and to the environmental goals of NEPAD. In poor rural areas in particular, biosphere reserves can help to alleviate poverty by facilitating access to and sharing of benefits deriving from natural resources, thus promoting sustainable living and stemming the exodus towards urban centres. Green belt biosphere reserves can assist megacities and urban people by protecting vital ecosystem goods and services such as water and food supplies.

By providing an instrument for joint management of transboundary ecosystems, biosphere reserves can promote cooperation on shared resources, including water and biodiversity, and hence can serve to mitigate conflicts, in the process enhancing environmental and human security – a strategic objective for UNESCO's science programmes.

Another major focus will be to provide science-based advice for the implementation of the ecosystem approach, by using and expanding the WNBR. This will be pursued through the regional MAB networks using regional and cluster offices as a means of inducing global action. Linkages will be developed through joint activities with the multilateral environmental agreements (MEA) and efforts will be made to integrate eco-tourism better into the strategies for biosphere reserve management.

Assistance will be provided to Member States to improve the functioning of their biosphere reserves through the periodic review process, and to establish new (including transboundary) biosphere reserves, particularly in Africa, also as a contribution to NEPAD. Key results from the World Parks Congress (Durban, 2003) will be used to anchor the World Network of Biosphere Reserves in national policies for biodiversity conservation at the landscape scale, as will be the results of the Conference of the Parties (COP VII) of the CBD (2004) devoted to protected areas. Pertinent recommendations emanating from the International Years of Ecotourism, Mountains, and Freshwater – observed in 2002 and 2003 – will also be implemented.

Expected results at the end of the biennium

- ◆ Sustainable use of natural resources promoted.

Performance indicators:

- number of new sites included in the World Network of Biosphere Reserves (WNBR);
- number of transboundary biosphere reserves and wetland sites among the new sites;
- recommendations of periodic review concerning existing sites implemented.

- ◆ Access to and sharing of benefits derived from natural resources improved.

Performance indicators:

- number of sites where alternative development projects or policies have been put in place;
- impact of such policies on local incomes and benefits, employment opportunities, and reduction of migration to cities.

- ◆ Progress achieved towards biodiversity targets under the WSSD Plan of Implementation and under the WEHAB (Water, Energy, Health, Agriculture, Biodiversity) initiative of the United Nations Secretary-General.

Performance indicators:

- number of species and ecosystems for which conservation status has improved;
- number of national biodiversity action plans having integrated biosphere reserves;
- number of areas conserved or wisely managed;
- guidelines on linkages between objectives of biosphere reserves and multilateral environmental agreements, including the Ecosystem Approach, produced and disseminated.

- ◆ Operation of regional and thematic MAB networks improved.
Performance indicators:
 - number of regional and thematic meetings held;
 - number of regional and thematic networks consolidated.
- ◆ Selected biosphere reserves developed as demonstration sites for sustainable living and results disseminated.
Performance indicators:
 - number of demonstration sites having implemented policy guidance on quality economies, including ecotourism and other sustainable use activities;
 - experience of demonstration sites documented and disseminated.

Main line of action 2. Helping to reduce biodiversity loss: science and capacity-building in the service of ecological sustainability

02122

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$1,486,000 |
| ● Extrabudgetary | \$ 250,000 |
| Total, Activities | \$1,736,000 |

Background. The WSSD Plan of Implementation has set a goal for reducing biodiversity loss by 2010, thus creating another new time-bound international development goal. Research and capacity-building, at institutional and individual levels, will be crucial for achieving this goal. Securing the participation of local communities in conserving and managing ecosystems and ensuring good ecological stewardship remains a central tenet of MAB, especially for wetlands and coastal systems.

Strategy. The complexity of ecosystem conservation and the sustainable management and use of natural resources can only be addressed through collaboration with scientific partner programmes in UNESCO, the ICSU global change community, biodiversity-related conventions, and United Nations partners in ecosystem management. Special attention will be given to the field of eco-hydrology, covering ecosystem types with different water cycles ranging from deserts to tropical forests, wetlands and marshlands (Polesia region).

There will be a focus on the research and capacity-building required for the development of economies based on local products so as to provide benefits to local communities, including through ecotourism. A global network will be developed integrating research and training institutions in developing and developed countries and aimed at sharing knowledge and experience. This network will focus on issues of human use of natural resources, including especially freshwater, in an ecosystem context – thus contributing directly to MDG 7. Special attention will be paid to the role of women as community ecological stewards, and to the role of local and indigenous knowledge systems.

Research and capacity-building will also be conducted on innovative institutional mechanisms to manage a new generation of biosphere reserves covering large areas of land and water. Special training on conflict resolution for biosphere reserves managers will be organized in each region.

The Biosphere Reserves Integrated Monitoring (BRIM) initiative will be further developed, including the elaboration and testing of a set of policy-relevant scientific indicators for sustainable landscape management and planning, in cooperation with a range of regional and global partners. In the process, the MAB database and web access to information will also be improved.

There will be a special focus on producing an integrated science base for biodiversity, in cooperation with a wide range of partners, and strengthening the role of UNESCO as an active partner in biodiversity with the Convention on Biological Diversity, UNEP, UNDP, FAO and the World Bank. Recognizing the need for an ethical context, work on the ethics of conservation science, in cooperation with the Social and Human Sciences Sector, will be pursued. Research on the sustainability of mangrove systems will also be advanced and the Great Apes Survival Project (GRASP) will be launched as a WSSD type II partnership, especially in Africa and Asia, aimed at protecting great apes as a key species.

As measures to reinforce national capacities for ecosystem research, competitive grants will be offered for young scientists (MAB Young Scientists Research Awards), training programmes consolidated and delivered through regional and cluster offices and ad hoc training workshops, the UNESCO-Cousteau Ecotechnie Chairs network developed and reinforced, and the Global Initiative on Biodiversity Education pursued, together with CBD and extended to other conventions, in particular Ramsar, UNCCD, UNFCCC and CMS.



ERAIFT: a regional flagship MAB project

The Regional Post-Graduate Training School on Integrated Management of Tropical Forests (ERAIFT) was established on the campus of the University of Kinshasa (DRC). It was launched with the added support of UNDP in 1999 and represents a significant contribution of the MAB Programme in building capacities in Africa, as envisaged in NEPAD, and to pursue MDG 7. In 2002, the first DESS (Masters Degree) students graduated from ERAIFT.

ERAIFT responds to the need to train a new generation of African specialists and decision-makers in situ, capable of applying the ecosystem approach and contributing to forest management in Africa. Graduates, working in their own countries, will bring better knowledge and skills for on-ground management, drawing on an increasing network of fellow graduates. Substantial extrabudgetary funds from the European Commission and the Government of Belgium have enabled the school to receive a third intake of students for 2002-2005.

The MAB Programme strategy is to strengthen ERAIFT, and to use this project as a model for the development of other regional training facilities for forests and other ecological systems, including arid lands and wetlands. To this end, links have been established with the Columbia University in a joint programme on Biosphere and Society (CUBES), which is seeking to build capacity in developing countries through connecting communities. Indeed, it is also an example of active and successful North-South and South-South partnerships.

Expected results at the end of the biennium

- ◆ Capacities of Member States to apply integrated ecosystem management improved.
 - Performance indicators:*
 - methodologies for monitoring activities at site level harmonized and disseminated through the BRIM initiative;
 - contributions to number of international conferences and events;
 - guidelines for institutional mechanisms for planning and management of biosphere reserves produced and disseminated;
 - number of biosphere reserve managers trained in conflict resolution.
- ◆ Biodiversity education in connection with MEAs improved.
 - Performance indicator:*
 - number of educational materials in different languages produced and disseminated to a number of countries.
- ◆ Capacities of Member States, especially in Africa, enhanced to address environment and development issues.
 - Performance indicator:*
 - number of specialists trained by ERAIFT to apply remote-sensing techniques in integrated ecosystem management;
 - extension of ERAIFT concept to at least one other location;
 - number of MAB Young Scientists Research Awards allocated;
 - number of active Ecotechnie Chairs.
- ◆ Urban systems and the urban-rural interface incorporated into Member States conservation planning frameworks.

Performance indicators:

- number of new urban-oriented biosphere reserves nominated;
- number of biosphere reserves upgraded to include urban areas;
- publications and guidelines on urban ecological systems produced and disseminated in various languages.

Main line of action 3. Enhancing the linkages between biological and cultural diversity as a key basis for sustainable development

02123

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$200,000 |
| ● Extrabudgetary | – |
| Total, Activities | \$200,000 |

This main line of action reflects a joint initiative between the Natural Sciences Sector and the Culture Sector (see also MP IV, paragraph 04122), to which Major Programme II contributes inputs from MAB and the Coastal Regions and Small Islands Platform.

Background. Biological and cultural diversities are mutually reinforcing and interdependent. Natural systems cannot be understood, conserved and managed, without recognizing the human cultures that shape them. Together, cultural diversity and biological diversity hold the key to ensuring resilience in both social and ecological systems. This interdependence was explored at the High-level Round Table on “Cultural and biological diversity for sustainable development”, convened by UNESCO in the context of WSSD, where agreement was reached on the need to further understanding and promoting collaborative action. As a follow-up to WSSD, UNESCO decided to adopt an interdisciplinary and intersectoral approach combining the perspectives of the Culture Sector and the Natural Sciences Sector.

Strategy. Building awareness of the fundamental interdependence of biological and cultural diversity is an essential first step. The infinite variety of the natural world provides material for cultural inspiration, meaning and practice. Words, expressions, stories, legends, etc., encode human relationships with the environment. And for eons, human ingenuity has participated directly in enriching biodiversity – from the level of genes, to species, ecosystems and landscapes. But beyond this fundamental understanding, cultural and biological diversity have yet to be linked as vital and interdependent components for sustainable development and the alleviation of poverty.

This MLA therefore seeks to combine the strengths of the Culture and Natural Sciences Sectors with a view to developing a new perspective on sustaining diversities, both cultural and biological. It is aimed at the elaboration of a strategy linking the implementation of the UNESCO Universal Declaration on Cultural Diversity and the WSSD Plan of Implementation. Field activities will focus on sites within the World Network of Biosphere Reserves, World Heritage sites and island systems where unique expressions of biological and cultural diversity coincide.

The primary aim of this MLA is therefore to demonstrate that linkages and synergies between cultural and biological diversities are a key component of conservation and development. Member States will be assisted to put in place strategies for the conservation of cultural and biological diversity, thus responding, among others, to objective I of the Seville Strategy for Biosphere Reserves, United Nations Programme of Action for Small Islands Developing States (paras. 41 and 44), the Convention on Biological Diversity, and MDG 1.

Overall, the activities will seek to:

- demonstrate the interdependence of biological and cultural diversity and the need to jointly conceptualize their sustainability;
- recognize the cultural diversity of human-environment relationships and promote cultural pluralism in development strategies; and

- develop site-specific pilot actions to exemplify practical ways forward to mutually sustain the two diversities.

The main focus will be on sustaining cultural traditions, including traditional uses of land, freshwater and sea, thus directly contributing to paragraph 14 of the action plan for the implementation of the UNESCO Universal Declaration on Cultural Diversity. Research on how cultural traditions impact on, or are supported by, biological diversity will be undertaken and demonstrated. Feedback between cultural and biological diversity will be explored and analysed, and examples of wise practice for sustaining diversities will be developed.

A particular emphasis will be on linking language and its diversity with biological diversity in particular exploring parallels between endangered languages and endangered species.

Expected results at the end of the biennium

- ◆ Progress made in the knowledge of the interdependence of biological diversity and cultural diversity and its implications.

Performance indicators:

- *number of specialized knowledge networks created;*
- *number of research activities and studies initiated and their results disseminated.*

- ◆ Improved understanding of decision-makers on the linkages between biodiversity and cultural diversity, including cultural perspectives on production and maintenance of ecosystem services.

Performance indicators:

- *guidelines on incorporating cultural diversity and biodiversity conservation policies produced and disseminated;*
- *number of countries having developed and integrated cultural and biological diversity policies.*

- ◆ Improved sustainability of both cultural and biological diversity in selected sites.

Performance indicator:

- *number of projects developed in biosphere reserves, world heritage sites and in selected island systems.*

- ◆ Linkages between language diversity and biological diversity assessed.

Performance indicator:

- *number of case studies illustrating such linkages undertaken and results disseminated.*

II.1.3 Earth sciences – improving the understanding of the solid Earth and enhancing disaster prevention

0213

Activities

| | |
|--------------------------|--------------------|
| ● Regular budget | \$1,355,500 |
| Decentralization | 37.3% |
| ● Extrabudgetary | \$1,390,000 |
| Total, Activities | \$2,745,500 |

02130

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) improve and provide expertise in earth sciences through the International Geoscience Programme (IGCP) and using geo-environmental and hydro-geological knowledge and knowledge relating to other emerging scientific disciplines as an entry point for societal and political dialogue in a series of multidisciplinary initiatives, including groundwater and related ecosystem management, with special emphasis on mobilizing intellectual resources in developing countries, as well as to support existing initiatives for the promotion of geological heritage, in broad cooperation with Member States;
- (ii) develop partnerships in earth observation from space for environmental monitoring, natural resource modelling and planning of sustainable development policies; enhance institutional and human capacities of Member States in earth sciences, relevant space technology in priority programmes of Major Programme II and information technology and their applications through postgraduate and teacher-training courses, specialized workshops and multimedia educational materials, with emphasis on North-South and South-South cooperation;
- (iii) contribute more to building a “culture of prevention” facing natural and environmental disasters as a contribution to improving human security within the framework of the United Nations International Strategy for Disaster Reduction (ISDR), with emphasis on improving public awareness-raising, preventive actions, as well as encouraging disaster preparedness through risk evaluation and knowledge-building;

(b) to allocate for this purpose an amount of \$1,355,500 for programme costs, and \$18,800 for indirect programme costs at Headquarters;

Main line of action 1. Geology in the service of society: rock-water-life interactions

02131

Activities

| | |
|--------------------------|------------------|
| ● Regular budget | \$660,0000 |
| ● Extrabudgetary | \$ 60,000 |
| Total, Activities | \$720,000 |

Background. As UNESCO is the only United Nations agency dealing with geological and geophysical research and training activities, it is in a privileged position to include earth science activities into its recognized goal to treat the Earth’s environment as a single system that must be observed globally – not least as a contribution to the Organization’s strategic objective to improve human security through better

management of the environment. The International Geoscience Programme (IGCP) remains UNESCO's major instrument for comparative research, elaboration and dissemination of data in the earth sciences, run in close cooperation with the International Union of Geological Sciences (IUGS). More than 330 projects, involving several thousands of scientists all over the world, have contributed to "real world" problems related to hydro-geology, global geodynamic processes and ecosystems, biogeography, geomedicine, and natural hazards, modelling and forecasting of environmental and climate change, as well as the assessment of natural resources.

Strategy. Through about 40 projects annually IGCP continues to build a global platform for the improvement of scientific cooperation across political boundaries using geo-environmental and hydro-geological management issues as an entry point for societal and political dialogue. Special emphasis will be given to enhancing scientific, technical and human capacities in developing countries. IGCP will ensure a strict quality control of its projects through an annual critical evaluation, addressing the scientific potential and the feasibility of proposals, the qualifications of proposers, the scientific progress of the projects, and the practical significance of their results. In cooperation with other international scientific partners and programmes like ICSU's International Union of Geodesy and Geophysics (IUGG), International Geographical Union (IGU) or International Geosphere Biosphere Programme (IGBP), emphasis will be placed on projects dealing with fundamental geosciences, geo-related education, applied earth sciences, and interdisciplinarity. IGCP will offer its geohydrology, palaeohydrology, palaeoecosystem analysis, climate and geohazard expertise to joint efforts with other scientific programmes and other programme sectors by addressing among others the problems of fossil groundwater, water resources in the world's drylands, hydrogeological mapping, aquifer resource management, global karst ecosystem assessment, river basins analysis, coastal zones and continental shelf and rise interactions, as well as the protection of geological and cultural heritage.

Efforts will be made to launch or coordinate activities devoted to "Education in and popularization of earth sciences" under which national "Geoparks" with geoscience and natural history museums could provide outreach to students, out-of-school youth, and adults, in order to increase public respect and understanding for the value of geological landscapes.

Expected results at the end of the biennium

- ◆ Interaction and networking between geo-, hydro- and bio-scientists improved in solving fundamental geoscientific problems relevant to sustainable development.

Performance indicators:

- number of IGCP projects undertaken annually;
- number of capacity-building activities conducted;
- number of international conferences and workshops organized.

- ◆ Wise management practices in earth sciences promoted by activities related to applied geosciences and hydrogeology with emphasis on Africa and developing countries in other continents, women and young scientists.

Performance indicators:

- number of multidisciplinary research groups initiated;
- number of scientists, including women and young scientists involved;
- number of scientists from various developing regions and countries engaged.

- ◆ Institutional and individual capacities strengthened for hydrogeology, ancient ecosystems, desertification, climate change, coastal zones, environmental catastrophes and geological heritage.

Performance indicators:

- number of scientific publications, textbooks and training materials developed by IGCP project leaders;
- number of countries assisted.

- ◆ National and international public awareness in geo-environmental policies increased through support to current and proposed international initiatives.

Performance indicators:

- national and international outreach accomplished and interest raised in terms of media coverage related to earth sciences and society;
- international Geological Congress, 2004, in Florence co-organized;
- dedicated website created and number of hits received.

Main line of action 2. Global Partnership in Earth Observation from space for sustainable development

02132

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$440,000 |
| ● Extrabudgetary | – |
| Total, Activities | \$440,000 |

Background. The development of Global Partnerships in Earth observation through satellite and in situ measurements has proved to be an important component for improved monitoring and modelling of the Earth and its resources, facilitating better planning of socio-economic development and promoting sustainable development.

Strategy. UNESCO will expand Earth observation activities through enhanced cooperation with international mechanisms such as the Committee on Earth Observation Satellites (CEOS) and the Integrated Global Observing Strategy (IGOS) Partnership. In collaboration with international and national space agencies, specialized NGOs, academic institutions, international research programmes and intergovernmental programmes, the Sector will actively participate in thematic studies on the environment, in particular the carbon and hydrological cycle, coastal zone management and geohazard prevention studies. In addition, scientific and technical support will be provided for pilot studies on the improved use of remote sensing and GIS for the monitoring and management of MAB reserves and World Heritage sites. In the framework of the GARS (Geological Applications of Remote Sensing Programme)-PANGIS (Pan-African Network for a Geological Information System) and SANGIS (Southeast Asian Network for a Geological Information System) geo-information networks, in situ and space-based global observing systems will be strengthened, global mapping will be improved and access to environmental data will be facilitated. Scientific data will be transformed into a knowledge base for decision-and policy-makers for better assessment and management of the earth's resources.

Effective links will be developed with the United Nations agencies for the implementation of the recommendations of UNISPACE-III, especially those relevant to awareness-raising and capacity-building in space technology applications, with emphasis on the Africa region in the framework of NEPAD. Efforts will be enhanced to encourage twinning activities in the framework of the Space Education Programme (SEP) through academic exchange programmes, fellowships and summer school schemes. Awareness-raising activities will be pursued in schools and universities, offering teacher training courses in UN-affiliated Regional Centres for Space Science and Technology Education and specialized training centres in industrialized countries. Support will further be given to the development of multi-media educational materials. A Space Volunteer Corps (SVC) will be created in cooperation with the International Space University and other relevant universities to carry out volunteer teaching work in developing countries. Capacity-building in earth sciences will be continued through postgraduate training courses, and shall also be developed in the formal education system as well as through the UNITWIN/UNESCO Chairs Network.

Expected results at the end of the biennium

- ◆ Core sets of Earth observation parameters defined.
 - Performance indicators:*
 - number of earth observation partners engaged;
 - number of networks involved and decision-makers reached.
- ◆ Regional networks on data collection, exchange and global mapping created.
 - Performance indicators:*
 - number of linkages created and WSSD-Type II partnerships developed;
 - number of institutions involved in different countries.
- ◆ Awareness of the benefits of space technology enhanced in specific subregions.
 - Performance indicators:*
 - number of spatial and geodata handling networks engaged or created;
 - number of scientists involved by countries and subregions.

- ◆ Awareness raised and capacities built in space technology applications.
Performance indicators:
 - number of agreements reached with partner institutions;
 - number of training activities, workshops and seminars undertaken;
 - number of space outreach activities implemented;
 - extent and quality of media coverage received.
- ◆ Best practices in teaching space applications identified and tested in selected academic institutes in Africa, Asia and the Pacific and Latin America.
Performance indicators:
 - number of academic institutes benefiting from pilot testing of best practices in space education;
 - number of educators involved;
 - number of countries participating;
 - number of publications prepared.

Main line of action 3. Enhancing disaster preparedness and prevention

02133

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$ 255,500 |
| ● Extrabudgetary | \$1,330,000 |
| Total, Activities | \$1,585,500 |

This main line of action is designed as an intra- and intersectoral approach, involving also IOC, CLT and SHS.

Background. Disasters caused by natural hazards such as earthquakes, floods, landslides, drought, tropical cyclones and volcanic eruptions are increasingly affecting Member States. Other catastrophes caused by sudden technological accidents and unexpected events are also striking urban centres. The trend for catastrophic events poses a major threat to sustainable development and risks worsening the plight of poor populations. UNESCO is engaged in interdisciplinary action to promote wise disaster reduction practices and will pursue this action in the framework of the United Nations International Strategy for Disaster Reduction (ISDR).

Strategy. UNESCO will focus on the building of a culture of prevention in the face of natural hazards and environmental disasters, thereby contributing to improving human security. To this end, the effective use of advances in scientific knowledge and know-how to underpin preventive action and encourage disaster preparedness will be promoted. The promotion of wise disaster reduction practices will be encouraged with particular attention to poor vulnerable zones in least developed countries and in some megacities, small islands and coastal zones. Efforts will focus on capacity-building mechanisms aimed at sensitizing and educating decision-makers and municipal authorities in specific disaster mitigation strategies. Support will be given to the elaboration, dissemination and testing of information and training materials and tools on disaster prevention bearing in mind the specific requirements of the poor, urban dwellers and rural areas. Studies on drought and flood-related hazards in Africa will be supported. To further enhance local empowerment and participation of communities at risk with emphasis on women and youth involvement, attention will be paid to realizing synergies between science and technology and local and indigenous risk reduction knowledge, notably in the framework of the WSSD Type II Partnership on “Resilient Communities”. Seismology for Peace and Disaster Prevention for Peace perspectives will be promoted in selected regions (Middle East, Central America), with particular emphasis on the development of cross-border innovative mechanisms. Upon request of Member States affected, post-disaster field investigations will be encouraged in the aftermath of major disasters. Interdisciplinary approaches integrating natural and social sciences, technology and engineering will be applied in the implementation of the activities with the active involvement of the national committees of the five intergovernmental scientific

programmes (IGCP, IHP, IOC, MOST and MAB), the CSI and other relevant programmes in education, culture and information and communication.

Expected results at the end of the biennium

- ◆ Capacities of Member States for better disaster prevention improved, especially in communities at risk.

Performance indicators:

- number of tools, training and awareness materials for disaster prevention and preparedness produced and disseminated;
- number of disaster management institutions reinforced or supported;
- number of disaster management professionals trained.

- ◆ Range of approaches and applications implemented to enhance resistance of sites and structures to disasters.

Performance indicators:

- guidelines for designing disaster-resistant sites and structures, including for educational buildings and for the protection of cultural sites, developed and disseminated;
- number of ICT-based integrated systems developed and promoted for improved disaster prevention and warning.

- ◆ Risk reduction master plans for selected communities at risk developed and promoted.

II.1.4 Towards sustainable living in small islands and in coastal regions

0214

Activities

| | |
|--------------------------|------------------|
| ● Regular budget | \$800,000 |
| Decentralization | 40.0% |
| ● Extrabudgetary | – |
| Total, Activities | \$800,000 |

02140

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) assist the 40 small island Member States and Associate Members in maximizing benefits from the Organization's projects and programmes, especially in the follow-up to the 2004 International Meeting for the 10-Year Review of the Barbados Programme of Action for the Sustainable Development of Small Island Developing States (Barbados+10);
- (ii) provide assistance to small island developing States (SIDS) in the preparation of the Barbados+10 meeting, including by drawing on the Coastal Regions and Small Islands (CSI) platform and the successful CSI-led cross-cutting initiatives Small Islands Voice and Local and Indigenous Knowledge Systems (LINKS);
- (iii) advance ways and means for managing conflicts over coastal resources in small islands and continental regions, through field testing of wise-practice agreements and global, internet-based discussions on ethical codes of practice;

(b) to allocate for this purpose an amount of \$800,000 for programme costs and \$11,100 for indirect programme costs at Headquarters;

Main line of action 1. Advancing an intersectoral and interregional programme of action in Small Island Developing States

02141

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$350,000 |
| ● Extrabudgetary | – |
| Total, Activities | \$350,000 |

Background. MDGs and WSSD draw attention to the needs of Small Island Developing States (SIDS), many of which are also least developed countries. In 2004, a high-level United Nations meeting will be held in Mauritius to review progress with respect to the 1994 Programme of Action for the sustainable development of SIDS (Barbados+10). The Coastal Regions and Small Islands Platform (CSI) coordinated UNESCO's inputs to the five-year SIDS review in 1999.



Innovative programming on the Coastal Regions and Small Islands Platform Enhancing UNESCO's intersectoral capacity

Mobilizing UNESCO's comparative advantage in the intersectoral domain remains a major challenge and requires innovation in programming and implementation. The Coastal Regions and Small Islands Platform (CSI) represents such an innovation, catalysing joint action among five programme sectors in 21 field offices and Headquarters. Conceived as a platform, it serves as a test bed to explore options, overcome barriers and demonstrate solutions. Collaboration is enhanced through three modalities: field projects that address complementary facets of a single shared problem; UNESCO Chairs and university twinning arrangements that pool cross-disciplinary expertise; and a multilingual, internet-based forum that uses information and communication technologies to bridge local and global perspectives.

The Platform has also generated two cross-cutting projects included in document 31 C/5: (a) the Local and Indigenous Knowledge Systems (LINKS) project; and (b) the Small Islands Voice (SIV) project. They will provide major pillars for UNESCO inputs to the high-level meeting in Mauritius. The LINKS project promotes local knowledge as a tool to shape and achieve the MDGs of poverty eradication and environmental sustainability. It seeks to empower rural and indigenous communities in small islands by building equity in governance, enhancing cultural pluralism and sustaining biodiversity. The SIV project combines new information and communication technologies with radio, TV, print and other media to identify sustainable development priorities for civil society in small islands. These priorities serve as inputs for local action and for the Barbados+10 review and follow-up, which should provide additional means to battle environmental degradation and growing poverty.

During the current biennium, intersectoral innovation will also be pursued through joint SC and CLT actions on biodiversity and cultural diversity in island systems.

Strategy. CSI, in close collaboration with concerned field offices and Headquarters' units, will assist small islands with the identification and prioritization of national, regional and global actions in preparation for the 2004 review meeting and its follow-up. While the principal themes will be determined by the review process, the management of key natural resources, like freshwater and renewable energy, as well as the environmental impact of wastes will likely be high on the agenda. In order to build consensus interregionally, small-island projects and programmes will be linked within and across regions, in particular the Pacific, Indian Ocean and the Caribbean. Civil society inputs will be enhanced through on-the-ground activities and virtual forum discussions. Particular emphasis will be placed on building capacity by professional exchanges between islands and regions, creating and strengthening networks, including the sharing of experience and knowledge through ICTs.

Expected results at the end of the biennium

- ◆ Capacities in Member States in SIDS strengthened for contributions to the high-level United Nations review meeting (Barbados+10).

Performance indicator:

– number of island countries and regions assisted.

- ◆ SIDS assisted in following up on the agenda resulting from the 2004 review.

Performance indicator:

– number of intersectoral and interregional activities initiated;

- ◆ Linkages established between small island projects in the Caribbean, Indian Ocean and Pacific regions.

Performance indicator:

– number of projects and people networked.

Main line of action 2. Developing wise practices: building capacities for managing conflicts over coastal resources in small islands and continental regions

02142

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$450,000 |
| ● Extrabudgetary | – |
| Total, Activities | \$450,000 |

Background. Competition for resource access tends to escalate as population increases in small islands and along continental coasts. “Wise coastal practices”, informed by natural and social science expertise, as well as traditional knowledge, have been refined through the CSI core modalities: (i) intersectoral field projects, (ii) interdisciplinary university chairs and twinning networks, and (iii) a virtual forum. Assessments of these activities have led to the conceptualization of “wise practice agreements” in line with the CSI external evaluation (2001).

Strategy. Field projects will be selected to test the effectiveness of wise practice agreements which will provide a mechanism for managing conflicts at the local level. This process will aim at establishing informed and equitable stakeholder dialogue, which will be able to explore possible solutions and help avoid the recurrence of similar conflicts. Resulting agreements and lessons learned will provide the basis for a set of practical tools that can be applied to coastal dispute situations elsewhere. The internet-based forum *Wise Coastal Practices for Sustainable Human Development* will continue to serve as a global virtual laboratory for sharing experiences and refining wise practices. Since differences in value systems, with their inherent moral and ethical dimensions, lie at the heart of many problems facing small islands and coastal regions, the development of interregional “ethical codes of practice” for donors and investors in coastal development will be pursued in line with the Organization’s standard-setting function.

Expected results at the end of the biennium

- ◆ National capacities reinforced to manage conflicts over coastal resources and social, economic and cultural values.

Performance indicator:

– number of sites where wise practice agreements were tested and assessed.

- ◆ Ethical codes of practice for donors and investors in coastal development drafted and discussed through the global virtual forum.

Performance indicators:

– number and origin of inputs to the forum discussion;

– number of active visitors to the forum website;

– number of external websites linked to the global virtual forum.

II.1.5 UNESCO Intergovernmental Oceanographic Commission

0215

| | |
|-------------------------------|--------------------|
| Activities | |
| ● Regular budget | \$4,743,900 |
| Decentralization ¹ | – |
| ● Extrabudgetary | \$3,560,000 |
| Total, Activities | \$8,303,900 |

02150

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) improve scientific knowledge and understanding of oceanic and coastal processes with a view to assisting Member States in the design and implementation of sustainable policies for the ocean and coastal zones, through the organization and coordination of major scientific programmes, responding to the mandate of United Nations Law of the Sea (UNCLOS), Chapter 17 of Agenda 21/United Nations Conference on Environment and Development (UNCED), the Barbados Plan of Action for the Sustainable Development of Small Island Developing States, the Plan of Implementation of WSSD, the Global Conventions on Climate Change and Biodiversity, the relevant MDGs and the regional conventions and programmes;
- (ii) organize the collection of ocean and coastal observations, the modelling and the production of forecasts needed for the management and sustainable development of the open and coastal ocean as well as the hinterland, particularly by implementing the Global Ocean Observing System (GOOS) and its related pilot projects and regional components, and by increasing the capacities and participation and full involvement of developing countries;
- (iii) further develop the capability of Member States to use ocean data, particularly through the International Oceanographic Data and Information Exchange (IODE) system through the development of ocean data and information networks (ODIN) in the different regions, following the model already being implemented in Africa (ODINAFRICA) and Latin America (ODINCARSA), in accordance with the existing United Nations conventions and UNESCO's approach regarding data and information;
- (iv) continue the follow-up to the Pan-African Conference on Sustainable Integrated Coastal Management (PACSICOM) through the development and implementation of regional coastal management projects contributing to the operational phase of the African Process in the framework of the environment component of the New Partnership for Africa's Development (NEPAD);
- (v) answer the call to IOC contained in the Plan of Implementation of WSSD to support the development of permanent capacities in ocean sciences, services and observations by Member States of IOC, particularly through WSSD Type II partnerships on oceans where IOC is identified as a partner;

(b) to allocate for this purpose an amount of \$4,743,900 for programme costs, and \$51,900 for indirect programme costs at Headquarters.

1. During preceding biennia IOC established Secretariat offices in the Caribbean region, the West Pacific region, the Central and Western Indian Ocean region and the West African region. There are programme and project offices in Australia, Brazil, Denmark and Spain. An amount of \$1,200,000 from extrabudgetary sources finances the personnel of these offices for the 2002-2003 biennium. The activities financed both from regular programme and extrabudgetary sources amount to \$800,000 for the 2002-2003 biennium. These funds are managed from Headquarters according to the IOC regional policy. The same order of figures, which represent 18% of the total IOC budget, will be maintained in 2004-2005.

Main line of action 1. Addressing scientific uncertainties for the management of marine environment and climate change

02151

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$ 885,000 |
| ● Extrabudgetary | \$ 500,000 |
| Total, Activities | \$1,385,000 |

Background. One of IOC's missions is: to catalyse and coordinate oceanographic research addressing critical uncertainties for the management of the marine environment and climate change; and to communicate the results of these investigations to the Member States of the IOC, the United Nations, and the general public. To this end, IOC is (i) addressing critical uncertainties in the coupled ocean-atmosphere system that drives climate change and variability; (ii) providing interdisciplinary approaches to research on ocean ecosystems, coupling between the geosphere and biosphere and marine environmental protection; and (iii) assisting IOC Member States to build marine scientific and technological capabilities in coastal zone management.

Strategy. The IOC Ocean Science Programme will: (i) integrate the needs and concerns of the Member States into the agendas of international, regional, and national research programmes through interactions with the global and international research programmes and partner organizations; (ii) assist regional and international coordination of research programmes, especially focusing on the participation of developing nations and training programmes by providing: limited financial assistance to scientists from developing nations to participate in international and regional research programmes; financial assistance (seed money) to research programmes; and support for expert groups to provide scientific guidance on specific topics; and (iii) as the United Nations focal point for Ocean Science, provide information on ocean science and programmes within the United Nations system, as well as information on international, regional, and national research programmes supported by the United Nations and other international organizations.

Expected results at the end of the biennium

- ◆ Scientific and technical guidance to Member States enhanced on observations and research needed to understand the ocean's role in the climate change and in the global carbon cycle.

Performance indicators:

 - international forum created;
 - scientific advice and technical guidance published and disseminated.
- ◆ Capacities of Member States for monitoring and prediction of harmful algal blooms (HABs) improved.

Performance indicators:

 - publication of scientific results on improved understanding of factors controlling harmful algal blooms;
 - adoption of national science-based strategies for monitoring and predicting blooms by a number of countries.
- ◆ Capacity of scientific and research programmes increased to assess the health of the ocean ecosystems.

Performance indicators:

 - easy to use indicators developed to assess ocean ecosystem health;
 - models developed to assess effects of human activities on ocean ecosystems.
- ◆ Capacity of coastal countries and regions to undertake Integrated Coastal Area Management (ICAM) increased.

Performance indicators:

 - set of global and regional assessments conducted;
 - number of pilot projects implemented in several regions;
 - number of measurement indicators developed;
 - technical and scientific guidelines and tools published and disseminated.

- ◆ Capacities of African Member States for regional coastal management enhanced.

Performance indicators:

- number of countries provided with scientific and technical assistance;
- number of workshops conducted;
- number of coastal managers and scientists trained;
- number of coastal projects implemented;
- number of publications with scientific and technical guidance.

Main line of action 2. Developing monitoring and forecasting capabilities for the management and sustainable development of the open and coastal ocean

02152

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,340,000 |
| ● Extrabudgetary | \$1,420,000 |
| Total, Activities | \$2,760,000 |

Background. IOC leads a partnership with WMO, UNEP and ICSU, to coordinate the implementation of a Global Ocean Observing System (GOOS), a permanent system built with contributions from Member States. GOOS responds to calls by Agenda 21 to improve the monitoring of the global environment. It is part of an Integrated Global Observing Strategy (IGOS), that is shared by United Nations agencies (UNESCO, UNEP, FAO, WMO), by ICSU, the International Geosphere Biosphere Programme (IGBP) and the world's space agencies. It has an open ocean subsystem to improve weather and climate forecasting, and a coastal one for coastal seas. The open ocean one is the oceanic component of the Global Climate Observing System (GCOS). GOOS comprises remote sensing from satellites; coastal instruments including tide gauges; buoys, drifters and other platforms; ships of opportunity (including commercial ferries); and long time series records of variability. It produces data and information meeting the needs of many users.

Strategy. The strategy includes: the implementation of pilot projects to demonstrate and validate the GOOS concept; the involvement of more developing countries in the implementation of GOOS; improving the ability of regional groups to participate in and benefit from GOOS; expanding implementation by incorporating national activities; and soliciting increased extrabudgetary support. Many of the applications of GOOS will take place through the new Joint WMO/IOC Technical Commission for Oceanography and Marine Meteorology (JCOMM).

Expected results at the end of the biennium

- ◆ Ocean and climate forecasting models resulting in production of new high resolution ocean products improved.

Performance indicator:

- *Global Ocean Data Assimilation Experiment (GODAE) and its associated Argo profiling float project fully implemented and tested.*

- ◆ Initial Global Ocean Observing System (GOOS) expanded and fully operational.

Performance indicators:

- *JCOMM fully functional;*
- *number and quality of GOOS components expanded;*
- *ocean carbon observing system initiated;*
- *network of open-ocean time series stations initiated;*
- *satellite for Ocean Salinity Measurements (SMOS) launched;*
- *number of coastal GOOS pilot demonstration projects conducted;*
- *requirements for ocean observation measurements refined.*

- ◆ Flow of climate and weather related information improved.

Performance indicators:

- forecasting of weather and El Niño events improved;
- warnings about other severe events provided;
- information on ocean data management requirements and practices improved;
- assistance provided to countries to meet the obligations for ocean monitoring under the United Nations Framework Convention on Climate Change;
- coastal GOOS implementation plan and a GOOS Handbook published.

Main line of action 3. Developing and strengthening a global mechanism to ensure full and open access to ocean data and information for all

02153

| Activities | |
|--------------------------|------------------|
| ● Regular budget | \$495,000 |
| ● Extrabudgetary | \$290,000 |
| Total, Activities | \$785,000 |

Background. Decentralized networks of data centres providing access to a wide variety of users over the Internet are gradually replacing the traditional model of centralized data management. This model enables the development of a wide range of user communities having access to data, data products and information. The International Oceanographic Data and Information Exchange (IODE) Programme will help to narrow the “digital divide” between developing and developed countries, through the creation of ODIN – Ocean Data and Information Network- projects to aid developing countries. Information provided will include certain specialized functions including seabed mapping and tsunami forecasting.

Strategy. The IODE Programme will develop applications of ICTs for data management and dissemination. It will strengthen cooperation with ocean research and monitoring programmes to ensure that data and information needs of Member States are met, through close collaboration with the programmes and communities of Main Lines of Action 1 and 2, and especially with the Joint WMO-IOC Technical Commission for Oceanography and Marine Meteorology (JCOMM). The IODE Programme will also increasingly play an active role in guiding users to information through the development and maintenance of specialized portals and clearing-house mechanisms, in close collaboration with United Nations and other agencies.

Advances in seabed mapping will be achieved through collaboration with international hydrographic agencies. In liaison with SubProgramme II.1.3 related to earth sciences and disaster reduction, Tsunami forecasting will be improved through cooperation between the scientific research community of IUGG and operational experts dealing with seismic and tidal observations, with the objective of disaster mitigation. Assistance to the establishment of national tsunami warning systems will be critical in that regard.

Expected results at the end of the biennium

- ◆ Full and open access to ocean data and information promoted and communication of ocean research findings to decision-makers and the public improved.

Performance indicators:

- improved access to ocean data and information and products through user-friendly Internet- based data and information portals;
- extent and reach of media coverage of issues involved.

- ◆ Capacity to collect, preserve, disseminate and use ocean data and information strengthened.

Performance indicator:

- establishment of numbers of national oceanographic data centres and their networking at regional and global scales.

- ◆ Global standards for the collection, management and exchange of ocean data and information developed and disseminated.
Performance indicator:
 - *publication and widespread use of global standards.*
- ◆ Information on the topography of the World Ocean floor and its geological/geophysical parameters improved.
Performance indicators:
 - *numbers of countries showing improvements in compiling and managing bathymetric data;*
 - *publication and dissemination of regional International Bathymetric Charts.*
- ◆ Tsunami warning systems and mitigation procedures strengthened.
Performance indicators:
 - *public awareness raised through media coverage and education tools;*
 - *national capabilities in tsunami preparedness enhanced;*
 - *numbers of managers trained and workshops held.*

Main line of action 4. Developing ocean governance issues and increasing the effectiveness of the IOC Governing Bodies

02154

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$ 854,000 |
| ● Extrabudgetary | \$ 200,000 |
| Total, Activities | \$1,054,000 |

Background. IOC acts as the Ocean Science and Ocean Services focal point for the United Nations system. As such it offers a platform for the coordination of system-wide activities in this domain. Specifically, IOC carries an international responsibility to: build capacity in marine science and the sustainable development of oceans and their resources, as a follow-up to the WSSD Plan of Implementation; support the Global Assessment of the Marine Environment (GMA); and transfer marine technology and Marine Scientific Research under the United Nations Convention on the Law of the Sea (UNCLOS/UN-GA).

Strategy. The IOC strategy is based on building partnerships with United Nations agencies, intergovernmental and non-governmental organizations, as well as the private sector, to respond to the mandates from WSSD, the United Nations General Assembly and the UNEP Governing Council. It also seeks to modernize the governance of IOC by increasing the effectiveness of the Commission and by improving the functioning of the Secretariat. To that end, a pilot project will be conducted to make full use of the new management tools of UNESCO, namely reports from FABS and SISTER, and to apply fully results-based planning, programming, management and monitoring.

Expected results at the end of the biennium

- ◆ Increased coordination among governments, IGOs, NGOs, the private sector, and research institutions in the execution of the WSSD Plan of Implementation.
Performance indicator:
 - *establishment of the Global Forum on Oceans, Coasts and Islands, and related high-level intergovernmental and non-governmental processes initiated.*
- ◆ Contribution to the implementation of 10 WSSD Type II Partnerships on Oceans where IOC is identified as a partner.
Performance indicator:
 - *WSSD Ocean partnerships implemented with IOC participation.*
- ◆ Management and effectiveness of IOC statutory meetings and business improved.
Performance indicators:
 - *approved processes for IOC management;*
 - *numbers of countries engaged in depth in IOC results-based management.*

- ◆ Research activities in Ocean Sciences and related services reinforced in conjunction with partner organizations.

Performance indicators:

- numbers of partnerships developed;
- numbers of organizations in each partnership.

- ◆ Storage, access, production and distribution of IOC statutory meeting documents and information materials improved.

Performance indicator:

- faster, more efficient and more cost effective provision of information to Member States and the wider public.

Main line of action 5. Developing the capacity and effectiveness of Member States in Marine Scientific Research, and in the management and sustainable development of the open and coastal ocean

02155

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$1,169,900 |
| ● Extrabudgetary | <u>\$1,150,000</u> |
| Total, Activities | \$2,319,900 |

Background. The Capacity-Building, Training, Education and Mutual Assistance in Marine Sciences (CB-TEMA) Programme is central to the IOC strategy. A strong CB-TEMA ensures that capacity-building activities link the IOC programmes to existing and planned national and regional programmes. This enhances the success of IOC's programme activities and makes national efforts more sustainable and effective. The IOC's regional subsidiary bodies, regional networks like the Ocean Data Information Networks (ODIN), the regional GOOS groups, and regional project/programme offices, as well as UNESCO/IOC Chairs, are mechanisms to stimulate the development of IOC programmes in the regions.

IOC supports the regional implementation of its Programme through a regionalized intergovernmental governance system composed of regional subsidiary bodies – two subcommissions and five regional committees. In addition IOC with the help of Member States has set up several regional project/programme offices in the field, most recently in Perth, Australia, to serve GOOS in the Indian Ocean, in Mombasa, Kenya, to serve the ODINAFRICA Project and the North and Central Western Indian Ocean region, in Lagos, Nigeria to serve the Central Eastern Atlantic region, and in Rio de Janeiro, Brazil, to serve GOOS in the South Atlantic.

Strategy. The CB-TEMA efforts will be strengthened through partnerships with other organizations such as the Partnership for Observation of the Global Ocean (POGO), the International Geosphere Biosphere Programme (IGBP) (via the Global Change System for Analysis, Research and Training – START), the Committee on Earth Observation Satellites (CEOS), and WMO (through JCOMM), as well as with UNESCO's IGCP, IHP, MAB and other entities as necessary. The number of UNESCO/IOC Chairs will be increased.

Through the new IOC Guidelines for the Establishment of Regional, Programme and Project Offices the IOC governing bodies will provide a framework to continue the decentralization and regional reinforcement of IOC programmes. The subsidiary bodies will hold statutory meetings and will report to the governing bodies of the Commission. The regional project/programme offices will ensure implementation/expansion of IOC's activities at the regional level.

Expected results at the end of the biennium

- ◆ Grants to individuals and institutions for scientific, technical, and engineering training/formal education increased.

Performance indicators:

- number of UNESCO/IOC Chairs established and active;
- number of grants awarded.

◆ Regional development of GOOS in support of sustainable development enhanced.

Performance indicators:

- development of strategic and implementation plans for regional GOOS development in the Caribbean, Indian Ocean, Pacific Ocean, and South-East Asia;
- broadening of the strategic and implementation plans for North-East Asia;
- improvement of an initial observing system for the Mediterranean;
- implementation of pilot demonstration projects in the Caribbean and Pacific regions;
- pilot project demonstrating the ecosystem-based approach to fisheries management, in association with ICES in the North Sea;
- increase in use of remote-sensing satellite data in support of decision-making with respect to coastal seas around Africa and in the Pacific and Indian Oceans;
- creation of an improved tide gauge network around Africa;
- development of closer relationships between regional GOOS bodies and appropriate Regional Seas Programmes,
- adoption of GOOS as a tool for the achievement of Regional Seas Conventions and Action Plans in those areas.

◆ Ocean Data and Information Networks (ODIN) developed for different regions.

Performance indicators:

- successful development of ODIN for Caribbean and South America (ODINCARSA);
- number of organizations and experts active in ODINCARSA;
- number of countries and experts active in ODIN in other regions (e.g. Western Pacific – WESTPAC, and Indian Ocean).

Programme II.2

Medium-Term Strategy, paragraphs 114-122

Capacity-building in science and technology for development

02201

| Activities | |
|--------------------------|---------------------|
| • Regular budget | \$ 6,845,600 |
| Decentralization | 42.8% |
| • Extrabudgetary | \$28,770,400 |
| Total, Activities | \$35,616,000 |

In line with the Medium-Term Strategy (2002-2007) and its strategic objectives 4 and 6, Programme II.2 “Capacity-building in science and technology for development” is devoted to two sets of programme activities which are one of the two “other priorities” of Major Programme II (MP II). They are prerequisites to any scientific endeavour and any relevant scientific and technological response to societal demands for empowerment, welfare, peace and sustainable development. This Programme is structured around two subprogrammes: “Capacity-building in the basic and engineering sciences” and “Capacity-building in science and technology policy-making”. All activities envisaged represent a follow-up to the World Conference on Science (Budapest, 1999) and contribute directly to several Millennium Development Goals (MDGs), in particular MDGs 1, 3, 7 and 8. Special emphasis will be given to the participation of women and young scientists in science development, education and policy, and to support for Africa and the least developed countries.

II.2.1 Capacity-building in the basic and engineering sciences

0221

| Activities | |
|--------------------------|---------------------|
| • Regular budget | \$5,755,300 |
| Decentralization | 44.8% |
| • Extrabudgetary | \$8,690,000 |
| Total, Activities | \$14,445,300 |

02210

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) pursue UNESCO’s contribution to the follow-up to the World Conference on Science (WCS) through innovative approaches, initiatives and opportunities, and cross-disciplinary partnerships focusing on identification and introduction of specific new regional and subregional strategies geared to scientific development;
- (ii) help reinforce national and regional capacities in mathematics, physics, chemistry, and related interdisciplinary fields by strengthening cooperation with competent international and regional networks and centres, and national specialized scientific bodies and institutions, paying particular attention to developing countries;

- (iii) take measures to reinforce intergovernmental cooperation in strengthening national capacities in the basic sciences and science education through establishing an international basic sciences programme (IBSP) focused on major region-specific actions involving a network of national, regional and international centres of excellence or benchmark centres in the basic sciences;
- (iv) foster the building up and development of the International Centre for Synchrotron Light for Experimental Science and Applications in the Middle East (SESAME) and promote the science programme of the Centre and its international partnership;
- (v) promote the development of research capacities in molecular and cellular biology and biotechnologies through networking and strengthening international cooperation with competent non-governmental and intergovernmental organizations, networks and centres; contribute to the promotion of scientific research and the dissemination of its results aimed at a prevention of HIV/AIDS transmission;
- (vi) assist in building human and institutional capacities in engineering science and technology and promote technological asset management as a contribution to the culture of maintenance, in cooperation with relevant academic and professional networks and competent governmental and non-governmental engineering organizations;
- (vii) assist capacity-building at the Dar es Salaam Institute of Technology (DIT), which is the focal point for the African regional project on the culture of maintenance;
- (viii) promote the use of sustainable and renewable energies through the World Solar Programme 1996-2005, by fostering human resources development with emphasis on improving the living conditions in rural areas of poor countries, especially in Africa, and by assisting Member States in developing pilot projects on the use of renewable energies;
- (ix) promote education and capacity-building in science and technology for policy-makers, curricula planners, specialists and teachers in Member States through training and relevant documentation, networking, pilot projects, teachers awards, newsletters and databases, as well as promote public awareness and understanding of science and technology, in partnership with science journalists and science museums;
- (x) UNESCO will promote the full participation of women and girls in all aspects of science and technology, notably by encouraging networks of women scientists and engineers;

(b) to allocate for this purpose an amount of \$5,755,300 for programme costs, and \$79,800 for indirect programme costs at Headquarters.

Main line of action 1. Cross-disciplinary partnerships in promoting basic research and the use of scientific knowledge

02211

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,500,000 |
| ● Extrabudgetary | \$ 600,000 |
| Total, Activities | \$2,100,000 |

Background. The worldwide consensus that developed at the World Conference on Science (WCS) in Budapest, 1999, and embodied in two principal documents: the *Declaration on Science and the Use of Scientific Knowledge* and the *Science Agenda-Framework for Action* has conditioned the activities of the Natural Sciences Sector in recent years, in particular through cross-disciplinary multilateral partnerships in the basic sciences. The Organization accepted the role of clearing house to review the execution of follow-up and foster and promote international scientific cooperation. A longstanding efficient partnership of UNESCO with ICSU and other cross-disciplinary bodies provides a sound basis for action.

Strategy. UNESCO will pursue innovative approaches, initiatives and opportunities within the cross-disciplinary partnership and follow-up to WCS. Partners of the Organization in the international arena will be encouraged to closely collaborate with UNESCO's field network and institutions so as to respond better to local and national priorities.

The UNESCO/ICSU Framework Agreement for 2002-2007 will be a major means of fostering cooperation in order to ensure the full participation of ICSU scientific unions in the implementation of three key UNESCO/ICSU projects, namely: (i) increasing national capacities in science through sharing of knowledge and information; (ii) innovation of science education; and (iii) sustainable development through international partnerships.

New modalities for international cooperation in the basic sciences will be explored in cooperation with Member States and international scientific organizations. Effort will be made to further consolidate the activity of UNESCO's interdisciplinary science networks and centres of excellence in the South in line with priorities identified at the Budapest Conference. An international action for increasing awareness of science advances and opportunities they offer for sustainable development will be undertaken through preparation of open lectures on videocassettes and CD-ROMs in cooperation with non-governmental organizations and centres of excellence.

In cooperation with partners, an evaluation of the follow-up to WCS in 2004 will be undertaken. A consultative meeting of partners will be organized so as to evaluate the results achieved, and identify major endeavours to be undertaken. The meeting is expected to stimulate further measures to promote science and the use of scientific knowledge.

Expected results at the end of the biennium

- ◆ Public awareness increased of services by basic sciences and interdisciplinary areas of science to societal needs.

Performance indicators:

- several open lectures delivered and disseminated on a number of videocassettes, CD-ROMs and websites;
- extent of media coverage obtained.

- ◆ Science education in basic sciences strengthened.

Performance indicators:

- number of researchers and university teachers trained in current advances of basic sciences in a number of countries.

- ◆ Scientific information transferred to developing countries.

Performance indicator:

- number of universities in a number of countries successfully involved as beneficiaries.

- ◆ National capacities in basic research enlarged.

Performance indicators:

- evaluation of national capacities in basic research completed in a number of least developed countries;
- number of national networks created;
- number of new interdisciplinary projects induced.

- ◆ Knowledge of basic sciences improved in various regions.

Performance indicators:

- extent of dissemination of innovative initiatives;
- best practices and opportunities for cooperation documented, evaluated and disseminated in a number of least developed countries.

New actions for the second phase of the WCS follow-up formulated and launched.

Performance indicator:

- consultative meeting held and its conclusions published.



Science for Peace in the Middle East: SESAME

Background. UNESCO has actively facilitated the setting up of the Synchrotron Light for Experimental Science and its Applications in the Middle East (SESAME) Centre in Jordan, established under the auspices of the Organization. The creation of the Centre heralds a new phase of international scientific cooperation in the region in a field of modern science that offers many opportunities for training and research in a wide range of basic and applied sciences, technology and medicine.

Close collaboration between Member States has been at the very root of this international endeavour, to which the German authorities donated a major research facility – the BESSY I machine. A conceptual design for increasing the number of hard X-ray beam lines and up-grading the energy of the SESAME machine to 2 GeV is under way. With this new design, the machine will become a very advanced facility available for research in the region.

Strategy. UNESCO will foster the building up and development of the SESAME Centre. It will promote its science programme and forge international partnerships in the framework of the project. The Organization will focus on its catalytic function in order to increase Member States' participation in the activities of SESAME. It will promote the excellence of national basic and applied research by enhancing the participation of national and regional institutions in the activity of the Centre and by promoting networking among institutions requiring synchrotron radiation in research and its applications.

Overall, the activity of the Centre will be well-suited to foster solidarity and thus contribute to peace through regional cooperation in science as called for by UNESCO's Constitution.

Expected results at the end of the biennium

- ◆ New major research facility in the region established and operational.

Performance indicators:

- construction of the building completed;
- installation and upgrading of the machine accomplished;
- staff assembled.

- ◆ New research community and scientific partnerships induced in the region.

Performance indicators:

- number of users and accelerator specialists from the region trained;
- number of priority projects for user countries developed;
- number of cooperation agreements between the SESAME Centre and synchrotron radiation centres in others regions established;
- number of conferences and workshops held.

Main line of action 2. Capacity-building in the basic sciences

02212

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$3,055,300 |
| ● Extrabudgetary | \$2,560,000 |
| Total, Activities | \$5,615,300 |

Background. Capacity-building in the basic sciences is a prerequisite for the advancement, transfer and dissemination of knowledge. It is a priority for any long-term socio-economic development, for poverty eradication and for improvement in the quality of life. UNESCO's activity in mathematics, physics, chemistry and biological sciences has always focused on assisting Member States in advanced training and research through close cooperation with professional IGOs, NGOs, networks, centres of excellence and UNESCO associated centres. The sharing and transfer of knowledge on advances in mathematics, physics and chemistry

that nowadays is at the core of modern science education and the breakthroughs in information technologies, the engineering sciences, the creation of new materials and progress in technology and industry. It was and continues to be critical for building national capacities in science. In the life sciences, rapid advances in genetics, biochemistry and microbiology, supplemented with modern cell biology techniques, with techniques of structural biology, with the wide use of bioinformatics, and the creation of genomics and proteomics, have all led to a new approach to biological studies and their application. Molecular and cellular biology, embracing all aspects mentioned above, have become a true basis for further development of life sciences, including modern bio-medical and agricultural use of current knowledge, and are providing novel tools to respond to many global needs and concerns faced today.

Strategy.

Mathematical, physical and chemical sciences: Scientists, especially young and women scientists, as well as university and pre-university staff, will be trained in the chemical, mathematical and physical sciences in advanced scientific research and teaching innovations. For these activities, cooperation with specialized institutions and centres will be strengthened, in particular, with the International Centre for Pure and Applied Mathematics (ICPAM), the Abdus Salam International Centre for Theoretical Physics (ICTP) (see Box on ICTP, page 127), the Trace Elements Institute for UNESCO, and the International Centre for Chemical Studies (ICCE), as well as with UNESCO-associated centres, centres of excellence and networks in these disciplines.

In partnership with the international scientific unions of ICSU, UNESCO, including all its regional science bureaux, will seek to reinforce the quality, effectiveness and relevance of training programmes and activities at all levels through the preparation of new educational materials and recommendations for their application. Teaching and learning materials in the chemical and physical sciences, as well as materials to raise public understanding of mathematics, will be offered through the Internet. International and regional olympiads in basic science disciplines will be supported. Projects promoting public understanding of mathematics and physics will be pursued.

Special attention will be paid to the introduction of active learning techniques in physics and of micro-science experiments in chemistry, as examples of new teaching and learning methodologies, especially in least developed countries and countries in transition. Support will be provided to physicists from developing countries to participate in international and regional activities marking the IUPAP (International Union of Pure and Applied Physics) initiative for the World Year of Physics 2005. Interdisciplinarity among mathematics, physics and chemistry will be a priority during the biennium as a model for the reinforcement of educational facilities in Member States. Extrabudgetary activities will be sought in the basic science disciplines, especially for macromolecular chemistry, water chemistry, medicinal chemistry, green chemistry, trace elements, and environmental chemistry.

As follow-up of WSSD, a special project on the linkage between basic sciences and the environment will be developed. UNESCO-ICTP scientific collaboration will be strengthened with joint activities, in areas such as mathematical modelling, environmental protection and natural hazards, and in collaboration with activities under the MLA 3 in Subprogramme II.1.3 on disaster prevention.

Life sciences: In the life sciences, UNESCO's efforts will focus on the development of institutional capacity and infrastructure by providing catalytic support to international centres, national institutions and UNESCO Chairs in the life sciences and biotechnologies. Grants and advisory services will be provided to upgrade scientific teaching equipment and facilities at universities and institutions of higher learning, especially in Africa.

Further, UNESCO will continue its efforts in strengthening human capacities, with special emphasis on capacities for scientific research in molecular and cell biology and biotechnology, highlighting food security, poverty alleviation and awareness building in bio-safety issues, both within the research community and in the public domain. This will be achieved through support for specialized and high-level conferences, meetings, workshops and courses, and through providing research fellowships and travel grants, especially to young and women scientists, as well as through visiting professorships for more advanced researchers, especially for those coming from least developed countries. UNESCO programmes like the Biotechnology Action Council (BAC) and Microbial Resources Centres (MIRCENs), will be involved in these activities.

Efforts will be made to mobilize extrabudgetary resources to support further development of life sciences, especially in such areas as HIV/AIDS research and prevention (in collaboration with the World Foundation for AIDS Research and Prevention). UNESCO shall promote scientific research in the prevention of HIV/AIDS transmission and help disseminate its findings widely.

Strengthening of networking programmes (e.g. in collaboration with the Global Network of Molecular and Cell Biology (MCBN) and MIRCENs) at national, regional and international levels, as well as the development of new interdisciplinary projects will be used to foster capacity-building and sustainable development, in keeping with the follow-up action to WSSD and the UNIDO *Global Biotechnology Forum* in December 2003.

In association with activities on disaster preparedness and prevention, the risks stemming from biohazards in the context of natural and environmental disasters will be addressed, as a contribution to improving human security, through analysis and formulation of a set of guidelines.

UNESCO will contribute to the development and use of technology-enhanced information dissemination tools to improve scientific information dissemination and understanding of advances in life sciences, with a concomitant emphasis on further development and use of bioinformatics.

UNESCO will advocate, in cooperation with National Commissions, regional and international NGOs, with specialized scientific organizations and with United Nations specialized agencies the application of best practices in the use of new technologies and scientific advances for improving the quality of life.

Expected results at the end of the biennium

Mathematical, physical and chemical sciences:

- ◆ Research and teaching capacities enhanced in the mathematical, physical and chemical sciences and their applications.

Performance indicators:

- *number of scientists, specialists, teaching staff, and students trained, especially in Africa and least developed countries;*
- *number of innovative teaching and learning materials disseminated;*
- *number of materials provided to least developed countries, especially in Africa and in countries in post-conflict situations.*

- ◆ Collaboration and networking strengthened in chemistry, mathematics and physics with international specialized institutions and centres.

Performance indicators:

- *number of international centres involved;*
- *number of conferences, courses and workshops organized, especially in and/or for least developed countries.*

- ◆ Public recognition improved of the importance of the mathematical, physical and chemical sciences for life and societal development.

Performance indicators:

- *extent of outreach accomplished;*
- *extent of media coverage about issues and feedback.*

Life sciences:

- ◆ Endogenous capacities and research skills strengthened in cell and molecular biology, novel biotechnologies and bioinformatics.

Performance indicators:

- *number and type of training delivered;*
- *number of young researchers trained mainly from developing countries in Africa, countries in transition and small island States;*
- *collaborative activities with professional biological and biotechnological agencies implemented.*

- ◆ Technical capacity of national institutions for research and training enhanced.

Performance indicators:

- *number of courses and workshops organized in various regions;*
- *number of national and regional networks engaged.*

- ◆ Regional and national biological networks enlarged and strengthened.

Performance indicators:

- *number of conferences and workshops organized with number of scientific networks;*
- *number of scientific networks engaged;*
- *number of scientists involved from various regions.*

- ◆ Public awareness increased of the safety, health and other issues involved in the application of scientific advances, in particular in relation to biotechnology.

Performance indicators:

- number of workshops and training sessions organized in number of countries;
 - public information systems engaged;
 - number of educational and informational materials produced and disseminated in number of least developed countries.
- ◆ Issues of biological and biotechnological hazards in relation to natural disasters analysed and described.
- Performance indicators:*
- number of expert meetings held and results distributed;
 - guidelines drawn up and disseminated in conjunction with MLA II.1.3.
- ◆ Research promoted to identify and disseminate low-cost therapy and prevention for AIDS and other infectious diseases.
- Performance indicators:*
- collaboration with number of bioclinical institutions developed;
 - dissemination of research results in several countries, especially in Africa, achieved;
 - technology transfer to a number of least developed countries facilitated;
 - number of training activities organized.

The International Centre for Theoretical Physics (ICTP)

Background. The International Centre for Theoretical Physics (ICTP) in Trieste was founded by Abdus Salam in 1964 with the following principal aims: to foster the growth of advanced studies and research in physical and mathematical sciences, especially in developing countries; to provide an international forum for scientific contacts among scientists from all countries; to provide facilities to its associates and fellows— mainly from developing countries – for conducting original research.

ICTP is a UNESCO-IAEA extrabudgetary operation. Since 1996, UNESCO is responsible for the administrative management of the Centre, prior to which it was administered by the IAEA. A major share of ICTP's budget is covered by the Italian Government with important contributions from IAEA and UNESCO. By an agreement among these three parties, the Centre enjoys a large degree of intellectual and functional autonomy.

ICTP celebrates its fortieth anniversary in October 2004 with a two-day conference highlighting scientific contributions, an evaluation of the Centre's achievements and a reflection on its future direction.

Strategy. The central task of reaching the developing countries is accomplished by ICTP through its in-house research activities in various branches of physics and mathematics, as well as the Associates Scheme, Federation Arrangements, the Diploma Programme, External Activities and the Programme for Training and Research in Italian Laboratories (TRIL). In addition, ICTP has regular post-doctoral fellows, as well as short-term and long-term visitors. Visitors enjoy access to a vibrant scientific community within the Centre and in neighbouring institutions, and to all its facilities such as the network of computers and the library, which has one of the richest collections of specialized publications in Europe. Each year, ICTP organises about 40 high-level training and research activities in all areas of physics and mathematics, including interdisciplinary areas. Most of these activities are held in Trieste but the number of those held directly in the developing countries is being increased.

Other programmes allow scientists of excellent level, from and working in developing countries, to remain in regular contact with new aspects of their scientific fields through visits to ICTP, provide opportunities to young researchers from the least developed countries for advanced-level training in high-energy physics, mathematics and condensed matter physics, support activities outside of Trieste in developing countries, and give scientists the opportunity to spend periods ranging from a few months to one year at Italian research laboratories of universities, governmental and private institutions.

Over the years, some 80,000 scientists have visited ICTP and taken advantage of its programmes. Of these, approximately 2,000 are Associates and about 1,000 are TRIL Fellows.

During the 2004-2005 biennium, UNESCO will contribute from the regular programme budget an amount of \$1,015,000 towards joint training activities with ICTP. For its own regular activities, ICTP expects to benefit from extrabudgetary resources amounting to about \$54,656,000. This amount is not

included in the figures of the overall extrabudgetary resources in document 32 C/5 since only funds already received or firmly committed are reported.

Expected results at the end of the biennium

The Institute expects to achieve efficient involvement in marking 2005 as the World Year of Physics, and in cooperation with UNESCO and IUPAP in the World Conference on Physics and Sustainable Development. The number of visiting scientists, and the number of scientific programmes at ICTP are expected to increase moderately with time. The goal is to increase effectiveness by strengthening ties among Affiliated Centres, Networks and other external activities. An innovation within the ICTP is to move into the area of science education without diluting the Institute's primary mission.

Main line of action 3. Capacity-building in engineering sciences and technology

02213

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$1,000,000 |
| ● Extrabudgetary | \$2,400,000 |
| Total, Activities | \$3,400,000 |

Background. Engineering and technology are a vital but often overlooked part of our knowledge, infrastructure, culture and heritage, and are vital assets that require development, management and maintenance. The development and application of knowledge in engineering and technology is a driving force of sustainable social and economic development and an important factor for poverty eradication. These issues were underlined at the World Conference on Science in 1999 and the World Engineers' Convention in 2000. Human and institutional capacity-building, policy and planning issues in the engineering sciences and technology are important priorities in the development and application of knowledge in many developing countries and transitional economies. International cooperation in engineering and technology is essential in many areas and also contributes to intercultural dialogue.

Strategy. The overall strategy of UNESCO in the engineering sciences and technology is to promote human and institutional capacity-building, particularly in the developing countries. Emphasis will be given to information, communication, advocacy and the promotion of engineering and technology, especially among young people, equity and participation and the application of research and knowledge management for development. There will be a focus on the development of information, learning and teaching materials, education and training, professional development, standards, accreditation and quality assurance. Other initiatives include the development of ethics and codes of professional practice, engineering and the promotion of a culture of maintenance and asset management. In poverty eradication the focus will be on technology for basic needs, and will involve close cooperation with the cross-cutting project on technology and poverty eradication. Member States will be assisted in this process through international cooperation and sharing of good practice in public and private partnerships.

An interdisciplinary, intersectoral approach will be pursued in close cooperation with several partners. Cooperation will also continue with other programme sectors, with field offices and national commissions. Through public and private partnerships efforts will be made to mobilize extrabudgetary resources. The concept of an international initiative in engineering and development technologies will be developed. UNESCO will assist in the organization of the second World Engineers' Convention in Shanghai in 2004, follow up the "World Congress on Engineering and the Digital Divide" in 2003, the proposed Congress on "Megacities of the Future" and other international events of significance.

Results expected at the end of the biennium

- ◆ Enhanced advocacy, awareness and promotion of engineering as a component of the knowledge society and tool for social and economic development.

Performance indicators:

- number of workshops and public events regarding knowledge management and research applications in the engineering sciences and technology organized;
- governmental and non-governmental partners identified, involved and engaged;
- enhanced media coverage obtained.

- ◆ Human and institutional capacities strengthened in engineering and technology.

Performance indicators:

- development and distribution of information, learning and teaching materials;
- number of courses and workshops organized;
- standards and accreditation improved through development and distribution of guidelines regarding quality assurance in engineering education and continued professional development, with particular reference to the developing and least developed countries.

- ◆ Contribution of engineering and technology to poverty eradication and sustainable development highlighted and developed.

Performance indicators:

- number of workshops organized for policy-makers and practitioners;
- information, learning and teaching materials developed and disseminated;
- networking supported for sharing good practice.

- ◆ Access and participation of women in engineering and technology and associated gender and equity issues promoted.

Performance indicators:

- number of expert meetings organized;
- information, advocacy, learning and teaching materials regarding the access and participation of women and gender issues in engineering and technology developed and disseminated.

- ◆ A culture of maintenance promoted in the context of physical asset management in engineering and technology.

Performance indicators:

- number of capacity-building workshops organized;
- guidelines for maintenance activities in engineering and technology developed and disseminated;
- extrabudgetary resources solicited and obtained for the establishment of a centre for maintenance in Africa and a network of such centres created and made operational.



Promoting sustainable and renewable energies for development

Background. WSSD has placed the promotion of sustainable and renewable energies high on the international agenda. In its contribution to the World Solar Programme (WSP), UNESCO has pursued efforts towards the development of human resources geared to promoting renewable energies. Within the Global Renewable Energy Education and Training (GREET) Programme, activities aimed mainly at the improvement of use, maintenance and management of solar energy projects and programmes, as well as transfer of technological know-how. UNESCO will continue to advocate for renewable energies, capacity-building, and development of competent human resources.

Strategy. Efforts will be made towards human resources development geared to promoting large scale use of sustainable and renewable energies, energy diversification and efficiency with emphasis on improving the living conditions in rural areas of poor countries, especially in the developing countries and small island States, particularly for women, youth, girls and facilitating the extension of learning opportunities. As a follow up to the WSSD and in furthering the implementation of the WSP, exploration of WSSD Type II Partnership on renewable energies between UNESCO and other partners including the European Commission will be made. UNESCO will give priority to capacity-building and development of cooperation in the renewable energy sector through the implementation of the GREET Programme and its regional component with particular emphasis on its African Chapter. This will involve the design and field

implementation of a training platform, the elaboration and dissemination of learning and teaching material, the introduction of training programmes at all educational levels, the setting of educational standards and certification of centres of excellence to serve as a catalyst. Concurrently, support will be given to the formulation of national energy strategies and experimentation of pilot projects aiming at developmental purposes. The promotion of renewable energies in addressing developmental issues will be pursued through intersectoral collaboration and in association with UNESCO's intergovernmental scientific programmes. Reinforced consultations with relevant United Nations agencies and programmes will be carried out, including through active participation in the United Nations Ad hoc Inter-Agency Task Force on Energy and in cooperation with competent regional and national NGO's. Concerted action will be taken to stimulate the use of renewable energies to meet sustainable developmental goals (social, environmental and productive) and improve living conditions in rural areas. Priority will be given to Africa, LDCs and small island States and extrabudgetary resources will be mobilized to extend the scope of activities.

Expected results at the end of the biennium

- ◆ Capacities enhanced in Member States, particularly developing countries and Small Island Developing States, to formulate energy policies and planning, and to manage, use and maintain renewable energy systems.

Performance indicators:

- number of learning/teaching materials and tools on renewable energies produced and disseminated;
- training curricula revised in a number of countries;
- number of selected training courses certified;
- number of centres of excellence to serve as models and catalysts for capacity-building on renewable energy recognized.

- ◆ Innovative collaboration between specialized non-governmental organizations and intergovernmental bodies promoting innovative programmes on the use of renewable energies facilitated and promoted, especially in Africa and least developed countries from other regions.

Performance indicators:

- number of pilot projects conducted;
- number of countries involved.

Main line of action 4. Promoting education and capacity-building in science and technology

02214

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$ 200,000 |
| ● Extrabudgetary | \$3,130,000 |
| Total, Activities | \$3,330,000 |

(This MLA is conceived as a joint intersectoral initiative involving the Natural Sciences Sector and the Education Sector: see also MP I, para. 01212).

Background. Promoting capacity-building and education in science and technology, at every educational level, constitutes an indispensable part of every country's efforts to achieve sustainable development. As emphasized at the World Conference on Science (Budapest, 1999), all citizens, young and old, should possess adequate scientific knowledge and skills in the twenty-first century. Given the noticeably diminishing interest of both youth and adults in the basic sciences, technology and engineering studies and careers, it is imperative to make education in science and technology more attractive and relevant.

Strategy. This intersectoral initiative will focus on strengthening Member States' capacities in policy-making, planning and monitoring of national programmes at school and higher education levels. UNESCO

will continue to encourage and assist Member States in developing effective programmes in line with EFA goals in the formal and non-formal sectors, focusing on gender-sensitive, socio-culturally and environmentally relevant policies, curricula, training, teaching/learning materials, methods and good practices. Special emphasis will be laid on motivation and the provision of basic knowledge, life skills, (including ethics), preparation for scientific and technological careers and the world of work in the interest of poverty reduction, environmental protection and sustainable development. Education for sustainable development with special emphasis on environmental education and increased use of ICTs will be key components of this strategy.

A four-pronged strategy will first strengthen the capacity and the knowledge base of decision- and policy-makers, curriculum planners and developers, specialists and teachers by providing policy, training and curricula guidelines. This will focus particularly on the transition from secondary to higher education, the role of student mentoring and the strengthening of regional networks for higher education in basic sciences and engineering. Second, one strategy will promote the adaptation of existing programmes to local contexts through national pilot projects involving local institutional and human resources, especially in developing countries. Special attention will be paid to increasing girls' participation and a special award will be created to stimulate teachers. Third, it will encourage science researchers/specialists to share information with science educators through, *inter alia*, INGOSTE and *Connect*. Clearing-house services will be enriched with exemplary teaching/learning materials and best practices. Finally, the strategy will also promote public awareness and understanding of science and technology, as well as making it more attractive through strengthened partnerships with science journalists and science museums, and non-formal modes such as contests, fairs, exhibitions and camps.

Expected results at the end of the biennium

- ◆ National capacities for policy-making implementation plans and curriculum planning strengthened as regards the development and management of science, technology and engineering education.
 - Performance indicators:*
 - number of countries where UNESCO is an active partner in the strengthening and implementation of STE programmes and policies;
 - number of countries where policy-makers and curriculum planners in STE are trained.
- ◆ Teachers trained and empowered to better adapt national programmes to local needs.
 - Performance indicators:*
 - examples of new methodologies/approaches as a result of pilot projects;
 - number of teachers trained to better adapt national programmes to local needs.
- ◆ More extensive exchange of information and experiences among the science and technology education community at all levels.
 - Performance indicators:*
 - number of users of INGOSTE, Connect and other facilities/networks;
 - number and range of documents available on the networks;
 - number of access hits on the networks.
- ◆ Increased understanding of and interest in science, technology and the environmental issues among students – especially girls and young women – and the general public.
 - Performance indicators:*
 - number of students, disaggregated by gender; in science and technology disciplines in target countries;
 - number of countries where UNESCO has strengthened gender-sensitive approaches in STE;
 - number and type of initiatives aimed at popularizing science and technology disciplines in target countries.

II.2.2 Science and technology policies for sustainable development

0222

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$1,090,300 |
| Decentralization | 32.1% |
| ● Extrabudgetary | \$20,080,400 |
| Total, Activities | \$21,170,700 |

02220

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) contribute to the advancement of epistemology as the body of knowledge on which science policy is based, in particular the ethics of science and technology across disciplines and cultures, the economics of research and innovation, legislation in science and technology, with integration of gender issues, through public debates, studies, research networks and standard-setting activities;
- (ii) develop decision-making instruments, methodologies, guidelines and norms for science policy, in particular for surveying national scientific potential, for programming and budgeting research and development projects, for technology forecasting, assessment and regulation, and for exchanging information and data required for science policy-making;
- (iii) conduct analysis of national systems for science and innovations (organized set of interrelated inputs, activities, outputs and processes contributing to science and technology development) in order to compare experience from different economic and cultural settings, to propose best practices, and to reinforce and reform such systems;
- (iv) provide advisory services to interested Member States (in particular African Member States, least developed countries, small island States and economies in transition) for the formulation and implementation of science and technology policies at the national, subregional and regional levels, with a view to increasing and mobilizing scientific and technological resources in the service of the advancement of knowledge and in support of sustainable development and peace;
- (v) give intellectual and financial support for the holding of a meeting between representatives of the scientific community of Latin America and the Caribbean in Havana, in the second half of 2004, pursuant to the agreements of the World Conference on Science (Budapest, 1999) and the Global Conference on the Sustainable Development of Small Island Developing States (Barbados, 1994);
- (vi) promote the active participation of women in science and technology, and ensure that the gender issue is taken into consideration in the design of national science and technology policies;
- (vii) promote the participation of citizens in science development and policy and the empowerment of civil society through a better understanding by the public of scientific work, scientific discoveries and technological innovations, and through the enactment of a new commitment to science in order to increase public support for civil research and ensure societal relevance of science and technology, in particular for poverty reduction, sustainable development and peace;

(b) to allocate for this purpose an amount of \$1,090,300 for programme costs and \$15,100 for indirect programme costs at Headquarters.

Main line of action 1. Capacity-building and management of science, technology and innovation policies

02221

| | |
|--------------------------|---------------------|
| Activities | |
| ● Regular budget | \$ 1,090,300 |
| ● Extrabudgetary | \$20,080,400 |
| Total, Activities | \$21,170,700 |

Background. UNESCO has developed, in the past, a set of decision-making instruments for science and technology policy, as well as methodologies which were published in the series “Science Policy Studies and Documents” and in several books. The General Conference at its 31st session committed UNESCO to address, through its programmes relating to science, the recommendations and expressions of intent embodied in the principal documents adopted by WCS, the Declaration on Science and the Use of Scientific Knowledge (Declaration) and the Science Agenda: Framework for Action (Science Agenda) which recommended that national policies be adopted that imply consistent and long-term support for science and technology in order to assure the strengthening of the human resource base and scientific infrastructure, the integration of science into the national culture, and the promotion of science education and technological innovation capacities, with due attention to ethical concerns. The WSSD also emphasized the importance of science policies and recommended that assistance be provided to developing countries in formulating their national science, technology and innovation policies.

Strategy. UNESCO will promote research and methodological studies in science and technology policy, and provide advisory services to governments for the development and reform of their national science and innovation systems, to take into account several new factors. Such factors include the shift of emphasis in the governance of S&T efforts, the impacts of information and communications technologies (ICTs), and the process of globalization. The Organization will promote cooperation among university, science and industry through national and regional partnerships (UNISPAR) as well as virtual networks of laboratories and universities. Particular attention will be paid to capacity-building, especially through the establishment of new UNESCO Chairs in science and technology policy including specific chairs for women in science.

The development of updated or new instruments, methodologies and norms for science policy-making will be encouraged, in particular for the development of improved science statistics and indicators at the international level, taking into consideration the gender dimension (in cooperation with the UNESCO Institute for Statistics). Studies will be promoted and conducted in economics of research and innovation, on funding methods to support and promote research, on the trends of brain-drain and the measures to benefit from expatriate nationals, on technology forecasting and assessment. The exchange of experience and data on science policy between developed and developing countries will be encouraged through networks, publications, terminological tools for information processing, databases and websites.

The Natural Sciences Sector will cooperate with the Social and Human Sciences Sector and with the World Commission on the Ethics of Scientific Knowledge and Technologies (COMEST) in promoting UNESCO’s leading role in the ethics of science and technology through actions in the areas of ethical studies and norms related to national science and innovation systems (conduct of scientific researchers and institutions), as well as multidisciplinary studies on the interactions of science and technology on social and cultural systems and of science-based industries and service providers.

Advisory and support services will be provided to foster the public understanding and appreciation of science. UNESCO will encourage more participatory process in science activities, among others the formation of an international forum of parliamentary science committees, scientists, private and public sectors, representatives of the media and members of civil society. Activities for the promotion of scientific and technological education of girls and for support to and recognition of women engaged in science and engineering will be pursued.

Expected results at the end of the biennium

- ◆ National capacities to evaluate and formulate science, technology and innovation policies and programmes improved.

Performance indicators:

- policy briefs and methodological guidelines developed;
- methodology for surveying national scientific and technological potential elaborated and disseminated;
- number of local personnel trained;
- number of UNESCO Chairs established and/or reinforced.

- ◆ Science and technology investment programmes for the alleviation of poverty in least developed countries developed.

Performance indicators:

- number of countries for which such programmes have been developed;
- number of programmes submitted to funding sources.

- ◆ Governance of science, technology and innovation systems improved.

Performance indicators:

- international science policy forum established and functioning;
- a related website and newsletter created.

- ◆ Better understanding of the respective ethical challenges of science and technology for the scientific researchers and for the knowledge society promoted.

Performance indicator:

- study on the foundations of ethics of scientific research and technological innovation published and disseminated.

- ◆ International collaboration on the area of policy-relevant S&T indicators enhanced.

Performance indicators:

- study on revised sets of internationally accepted S&T indicators conducted, published and disseminated.



Science policies and investment programmes for poverty reduction in Africa

Background. WSSD recommended that assistance be provided to developing countries in formulating their national S&T policies, strategies and programmes. The recommendations of international conferences, such as the Third United Nations Conference on the Least Developed Countries and WSSD, have emphasized the important role of science and technology in the reduction of poverty, and the promotion of economic growth in African countries. UNESCO has in the past developed and published a prospectus for the conduct of science and technology policy reviews and has assisted individual countries in the formulation of their national strategic frameworks for science for development.

Strategy. Efforts will be made to develop, in close cooperation with the NEPAD Secretariat, a regional action plan for science and technology for the development of African Member States. UNESCO will also foster the launching, in the context of the NEPAD Action Plan, of a Pan-African initiative in science and technology policy with the aim of mobilizing the international community. The major elements of this initiative will be (a) capacity-building in the evaluation and formulation of science policies and programmes to be done through training, which will be conducted mainly in the region, in cooperation with science policy centers in Europe and Asia; (b) design of investment programmes aimed particularly at employment creation; and (c) building and strengthening partnerships between universities and, institutes with the production sector. Specific projects will be formulated and integrated into the national budgets and the external aid programmes. The project will involve collaboration with the NEPAD Secretariat, the African Development Bank (AfDB) and the Millennium Science Initiative of the World Bank as well as selected science agencies, such as the International Development Research Centre (IDRC).

Expected results at the end of the biennium

- ◆ Capacities in African Member States to evaluate, formulate and implement science and technology policies, programmes and projects enhanced.

Performance indicators:

- a regional S&T action plan developed and approved by Member States;
- number of policy-makers trained;
- number of countries benefiting from capacity-building programmes.

- ◆ Concept of a national system of innovation, including a culture of innovation promoted.

Performance indicators:

- publications on the subject widely disseminated;
- number of training workshops organized.

- ◆ Public awareness and participation in science raised

Performance indicator:

- African network of parliamentary science committees established and operational.

Projects relating to cross-cutting themes

0250

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$1,710,000 |
| ● Decentralization: | 69.6% |

02500

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action to execute to completion the projects relating 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*;
- (b) to evaluate and monitor the implementation, as well as assess the impact of the various projects;
- (c) to ensure intersectoral cooperation within UNESCO and coordination with other United Nations agencies and funds in order to enhance the coherence and learning process in the execution of approved projects;
- (d) to allocate for this purpose an amount of \$1,710,000 for programme costs.

The projects listed hereunder and their corresponding budgetary allocations have been anchored under Major Programme II in view of their main thematic subject and orientation pertaining to natural sciences. These projects were conceived on an intersectoral and interdisciplinary basis by teams involving at least three sectors and/or field offices for each project. Special arrangements will again be made for the administration of these projects. Their substantive activities will be planned and implemented jointly by members of the respective intersectoral teams. A summary of all projects relating to the two cross-cutting themes is provided at the end of Part II.A (para. 08001). Efforts will be made to seek extrabudgetary resources from potential donors in order to maximize the impact of these projects.

◆ Eradication of poverty, especially extreme poverty

02510

| | |
|---------------------|-------------|
| Regular Budget | |
| ● Activities: | \$1,050,000 |
| ● Decentralization: | 76.7% |

Integrating science and technology into micro-finance schemes: from subsistence living to small-scale enterprises

02511

| | |
|----------------|-----------|
| Regular Budget | |
| ● Activities: | \$300,000 |

Objectives. Micro-finance has become a major component of many strategies for poverty alleviation. Often these schemes provide subsistence living only for the clients. The overall goal of this project is to transform small-scale income earning activities from subsistence living to micro-enterprises that provide jobs for others. The specific objective is to facilitate the introduction of appropriate technologies into income-generating activities and the adoption of better technologies by the credit agencies for the provision of services to their clients. In particular the project will achieve the following: (i) compile and disseminate

information on best practices on the use of technology into micro-finance projects; and (ii) encourage several micro-finance schemes in several African countries to adopt some of the policies and best practices identified in the project.

Expected results at the end of the biennium. Best practices concerning micro-finance schemes facilitating technological capacity-building prepared and disseminated; methodologies promoted by a book of best practices; micro-finance institutions applying technology for the provision of services to their clients.

Indigenous building technologies in Central Asia and Afghanistan

02512

Regular Budget
● Activities: \$150,000

Objectives. The main goal of the project is to revitalize traditional building techniques for low cost, ecologically sound, earthquake resistant houses and schools for rural populations and refugees, and for the repair of historic buildings in Central Asia and Afghanistan. The seismic resistance problem in Central Asia and Afghanistan will be improved using readily available local materials and traditional knowledge of construction adapted to seismic zones.

Expected results at the end of the biennium. Vulnerable groups in rural areas empowered to build their own affordable schools, houses, health centres; local community leaders, architecture and engineering students and professionals sensitized to the value of traditional architecture and technology, particularly earth construction; prototype energy-efficient and ecologically friendly models built for housing and public buildings, traditional building techniques documented, updated and upgraded; sub-regional experts' competences enhanced; legislation for seismic reinforcement of old buildings improved to take into account specificity of traditional materials and techniques.

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

02513

Regular Budget
● Activities: \$300,000

Objectives. The LINKS project promotes local knowledge, values and world views as tools to shape and achieve poverty eradication and environmental sustainability. It seeks to empower rural and indigenous communities through local and indigenous knowledge systems. In its first phase in the last biennium the project launched community-based field projects in Asia, Europe, Small Island Developing States (SIDS) in the Pacific and America focusing on rigorous compilation of local knowledge and training local people in their use. The objectives for this phase include (i) strengthening dialogue among traditional knowledge holders, scientists and decision-makers; (ii) revitalizing transmission of local knowledge, practices and world views between elders and youth, including through quality education; and (iii) consolidating and extending the field project network to encompass relevant experiences with local and indigenous knowledge.

Expected results. Local community capacities reinforced in recording, managing and mobilizing local knowledge, including though the use of ICTs where appropriate; local and indigenous knowledge validated as a good resource for management methods, poverty eradication and resource management; field project network extended to new regions, in particular Africa and SIDS; role of local knowledge recognized as a tool to shape and achieve development and poverty eradication goals.

The UNISOL-TAPE alliance against poverty

02514

Regular Budget

● Activities: \$200,000

Objectives. The UNISOL-TAPE alliance against poverty consists of two pillars: the technology component of TAPE (Technology and Poverty Eradication) and the education and health component of UNISOL (Universities in Solidarity for the Health of the Disadvantaged). The overall goal is to provide access to technology as a tool for poverty eradication and sustainable development by combining science and technology as well as research in social and human sciences. Building on the networking and outreach work in the last biennium, the alliance will now focus on the following objectives: TAPE will provide technology to address basic needs, access to knowledge and resources to promote sustainable livelihood development in the context of poor people. UNISOL is drawing on the potential of universities to mobilize research, training, advocacy, normative action and operational activities in the social determinants of health, by upgrading curricula and practical learning in real-life situations, based on successful cooperation between WHO and UNESCO. The UNISOL-TAPE alliance will also work on improving stakeholders' literacy in translating research results into public policy formulation ultimately enhancing societal trust towards science.

Expected results at the biennium. Best practices for the development and implementation of technology for poverty eradication disseminated among policy-makers; access of the poor to medical and social services offered by universities and outreach posts improved; training possibilities for advanced students increased; learning-teaching materials and curricula on engineering, technical and vocational education and training produced and disseminated; new issue-focused interdisciplinary programmes including health, education and employment issues launched; partnerships to produce effective information and learning materials and to develop communication strategies established and operational.

Small-scale mining and sustainable development in Latin America

02515

Regular Budget

● Activities: \$100,000

Objectives. In Latin America, artisanal and small-scale mining usually occurs in fragile ecosystems and regions of poverty with a predominance of vulnerable social groups. The project aims at catalyzing sustainable economic and social development in such environments by supporting the management of small-scale mining. The first phase of the project (2002-2003) concentrated on building up a multiple stakeholder network of persons and institutions including IDRC's Mining Policy Research Initiative, a strategic 10-year vision and a set of holistic characterization studies of the artisanal and small-scale mining sub-sector in Latin America. These results will guide the future work of the project such as (i) reinforcing training and capacity-building for key stakeholders, exploiting the opportunities provided by modern ICTs, (ii) increasing management capabilities for addressing environmental, technological, economic and social challenges of sustainable local development, and (iii) extending the geographical coverage of the project to additional countries of the region.

Expected results at the end of the biennium. Long-term national and regional agendas for the transformation of the small-scale mining sub-sector updated, and institutional commitment to its implementation ensured; capacities of managerial staff developed; regional network of multiple stakeholders working around small-scale mining issues in Latin America consolidated; relevant management and policy information about small-scale mining disseminated.

◆ **The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society**

02520

| | |
|---------------------|-----------|
| Regular Budget | |
| ● Activities: | \$660,000 |
| ● Decentralization: | 58.5% |

Information and communication technology in science and engineering education in Africa

02521

| | |
|----------------|-----------|
| Regular Budget | |
| ● Activities: | \$200,000 |

Objectives. The overall goal of the project is to enhance learning opportunities in basic and engineering sciences through the effective utilization of ICTs as a learning and teaching technology in Africa. The project will foster the digitization and digital production of learning materials in order to increase students' access to learning materials. It will demonstrate the usefulness of ICT as a cost-saving educational technology for use in science and engineering education and lighten the burden associated with the shortage of staff in most universities in Africa.

Expected results at the end of the biennium. E-readiness and ICT infrastructure of several African universities assessed; pilot projects using ICTs in the delivery of science and engineering education implemented; reports concerning project implementation and evaluation disseminated; lecture notes, tutorials and assignments of several African universities digitized and distributed to students through LANs.

Small Islands' Voice (SIV)

02522

| | |
|----------------|-----------|
| Regular Budget | |
| ● Activities: | \$260,000 |

Objectives. This intersectoral and interregional initiative focuses on Small Island Developing States (SIDS), many of which are LDCs. Through an innovative combination of new and existing information and communication technologies the project aims to promote the effective participation of civil society, including young people, in sustainable island development. Building on the experiences of the first project phase during the preceding biennium, "Small island's voice" will focus on strengthening the interregional dimension of development and environmental issues through ICT enabled interregional dialogue, meetings and exchanges. It will also contribute to the review process of the Barbados+10 Programme of Action for SIDS in 2004 and the follow-up at the local level.

Expected results at the end of the biennium. Small islands technological capabilities and personnel capacities in the communication field improved; awareness about small islands development and environmental issues raised via the SIV youth forum, other online distance learning initiatives and local participatory communication modes.

UNESCO/IOC regional ocean sub-portals as part of the UNESCO knowledge portal

02523

Regular Budget

- Activities: \$200,000

Objectives. The UNESCO/IOC ocean sub-portals for Africa, Latin America and South-East Asia, as part of UNESCO's knowledge portal, aim to facilitate access to information and data on all aspects of ocean/coastal research and management. This is achieved using collaborative websites and distance learning technologies, which form part of UNESCO's knowledge portal efforts. The project will consolidate the foundation laid during its first phase during the preceding biennium, by (i) increasing the number of content providers to better cover the information needs of all focus audiences; (ii) increasing the ability of partners to communicate their expertise to a non-academic audience; (iii) facilitating access to portal and its information (both on the Internet and in other forms); and (iv) improving scientific capacity by e-learning activities.

Expected results at the end of the biennium. Access to the portal increased both for collaborating editors and target audiences; participation in production of content for the portal increased, with a wider range of topics covered; e-learning activities to improve scientific capacity developed and implemented.

Cooperation with extrabudgetary funding sources

02601

Under Major Programme II, including the cross-cutting projects, efforts will be deployed to strengthen existing cooperation with multilateral and bilateral donors and creating new partnerships with a view to mobilizing extrabudgetary resources for the new priorities of the Organization in the area of **water and associated ecosystems**, ocean and coastal zones and small islands, capacity-building in science and technology policy and science education.

02602

Priority will be given to interdisciplinary programmes and projects covering areas such as freshwater assessment, water resources management and policies with emphasis on protection of groundwater resources at risk in arid and semi-arid zones, integrated ecosystem management, biodiversity conservation and sustainable use of resources, particularly in Africa and the humid tropics. Efforts will be pursued to secure additional funds for integrated projects aimed at the management of threatened water bodies (e.g. the Caspian Sea, the Aral Sea, the Dead Sea and Lake Chad) and river basins (e.g. the Nile, Niger, Mekong and Tumen).

02603

Particular attention will be given to mobilizing funds for major programmes for **capacity-building in science and technology** based on sharing of knowledge and best practices through the use of information and communication technologies; to this end, particular attention will be given to strengthening UNESCO's cooperation with the European Union.

02604

The existing cooperation with the multilateral funding institutions such as the African Development Bank, Asian Development Bank, Inter-American Development Bank, the World Bank, etc., will be strengthened to ensure an efficient follow-up to the World Summit for Sustainable Development (WSSD) and NEPAD initiative and other regional initiatives; emphasis will be put on formulating the appropriate national **science, technology and innovation policies** and the implementation of programmes and projects aimed at the use of science and technology for sustainable development. Interdisciplinary programmes for poverty alleviation with special reference on women will also be developed.

02605

Funds will also be sought for activities aiming at strengthening national capacities in basic engineering and environmental education and research. Cooperation with funding sources will be strengthened to secure funding for UNESCO's environmental programmes.

02606

At the national level, UNESCO will actively collaborate with United Nations funds and agencies under the UNDG and UNDAF framework in "upstream" activities such as: policy review and formulation, sectoral and multi-sectoral studies, design of investment programmes and projects. Cooperation will also be intensified with scientific institutions and other specialized intergovernmental organizations in formulating national science and technology policies and development programmes and projects.

02607

In implementing the above strategy, priority will be given to Africa, the least developed countries and coastal and small islands.



United Nations Educational,
Scientific and Cultural Organization

Major Programme III

Social and human sciences



MAJOR PROGRAMME III

Social and human sciences

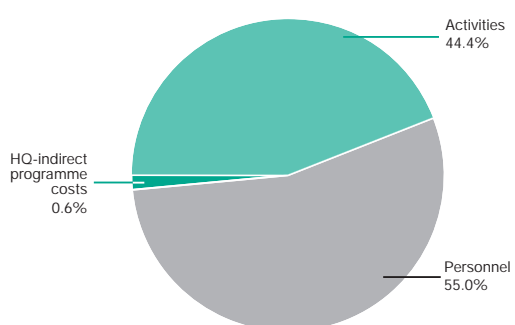
03001

| | Regular Budget | | | Total Appropriation 2004-2005 | Extra- budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|---------------------|----------------|------------|--------------------------------|-------------------------------------|---|---------------------------------|
| | Programme | | | | | |
| | Personnel | Activities | HQ-Indirect Programme Costs | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Major Programme III | 18 343 200 | 14 795 500 | 198 200 | 33 336 900 | 32 175 800 | 65 512 700 |

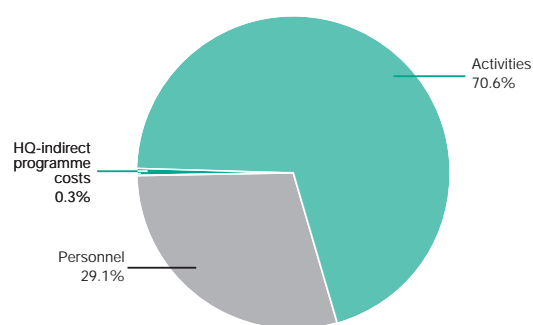
1. Funds already received or firmly committed.

DISTRIBUTION OF RESOURCES

REGULAR BUDGET



REGULAR BUDGET + EXTRABUDGETARY

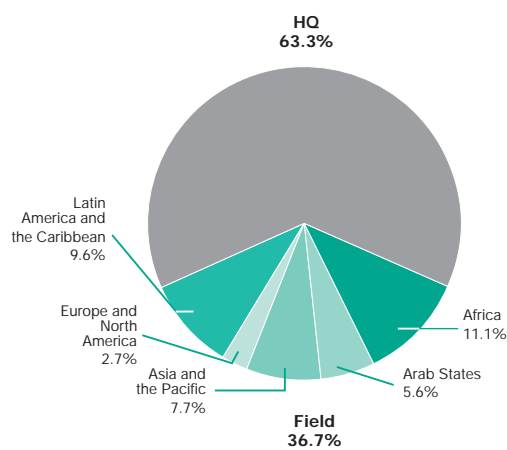


03002

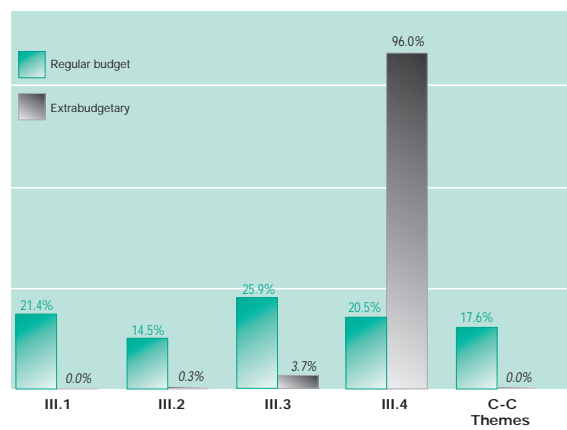
| Major Programme III | | Regular Budget Activities | Extra-budgetary Resources ¹ | Total Resources for Activities |
|---|--|---------------------------|--|--------------------------------|
| | | \$ | \$ | \$ |
| Programme III.1 | Ethics of science and technology, with emphasis on bioethics | 3 173 500 | – | 3 173 500 |
| Programme III.2 | Promotion of human rights and the fight against discrimination | 2 151 100 | 100 000 | 2 251 100 |
| Programme III.3 | Foresight, philosophy, human sciences and human security | 3 832 500 | 1 160 700 | 4 993 200 |
| Programme III.4 | Management of social transformations: MOST - Phase II | 3 038 400 | 30 187 100 | 33 225 500 |
| ► Projects relating to cross-cutting themes | | | | |
| <ul style="list-style-type: none"> ◆ Eradication of poverty, especially extreme poverty ◆ The contribution of communication and information technologies in the development of education, science and culture and the construction of a knowledge society | | 2 050 000 | – | 2 050 000 |
| | | 550 000 | – | 550 000 |
| Total, Projects relating to cross-cutting themes | | 2 600 000 | – | 2 600 000 |
| 32 C/5 - Total activities, Major Programme III | | 14 795 500 | 31 447 800 | 46 243 300 |

1. Funds already received or firmly committed.

DISTRIBUTION OF REGULAR BUDGET RESOURCES FOR ACTIVITIES – HEADQUARTERS AND FIELD



DISTRIBUTION OF REGULAR AND EXTRABUDGETARY RESOURCES FOR ACTIVITIES



Social and human sciences

03003 The role of social and human sciences, philosophy and future-oriented activities within the overall mandate of UNESCO is to advance knowledge, standards and intellectual cooperation in order to facilitate social transformations conducive to the universal values of justice, freedom and human dignity. The mission of the Sector of Social and Human Sciences (SHS) is therefore threefold – to study what is (empirical social science research); to anticipate what could be (philosophy and prospective studies); and to determine what should be (ethics and human rights) – in order to reduce the gap between what is and what should be.

03004 The areas of work under Major Programme III (MP III) in 2004-2005 will continue to be in pursuit of strategic objectives 4, 5 and 6 of the Medium-Term Strategy for 2002-2007 (31 C/4), in close cooperation with Major Programme II and other major programmes, where relevant. The elements defining the mission of SHS are closely interrelated. Thus, the results of the internal reviews undertaken during the preceding biennium will be utilized during 2004-2005 to refocus and concentrate activities further around a few priority areas and to strengthen cooperation both within the Organization and with external partners.

03005 The principal priority for MP III – the ethics of science and technology, with an emphasis on bioethics – has witnessed a progressive increase in resources and will be assigned 26% of the total amount allocated to programme activities (*excluding the cross-cutting theme projects*) under this major programme, compared to 15.3% in document 31 C/5 Approved. This is accompanied by a strengthening in staffing, implying a redistribution of SHS staff.

03006 The Sector will continue to spearhead the Organization's action in ethics of science and technology, with an emphasis on bioethics by developing ethical principles and drawing up recommendations for decision-makers (in consultation with the International Bioethics Committee (IBC), the Intergovernmental Bioethics Committee (IGBC) and the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST)) and by adopting an educational approach with respect to informing public opinion on the human rights implications of scientific and technological progress, including the impact of globalization.

03007 UNESCO will place **emphasis on its action at the national level** (as a focus within the principal priority) through awareness-raising and information exchange on issues at stake. It will work with Member States and their institutions to promote the dissemination of the principles of the Universal Declaration on the Human Genome and Human Rights and to support their progressive incorporation into **national legislation, regulations and practices**.

03008 Efforts at the national level will be reinforced by action at the regional and international levels as well, especially through activities intended to promote the **establishment or strengthening of regional networks of institutions**, committees and specialists in the field of bioethics. As part of this process, UNESCO will continue

to refine and implement its strategy on bioethics in line with evolving regional and subregional priorities.

03009 UNESCO will continue to foster **inter-agency cooperation** in relevant areas in the field of bioethics with the competent organs of the United Nations, other specialized agencies of the United Nations system and concerned intergovernmental and international non-governmental organizations. Cooperation with partners will further strengthen the Organization's action along UNESCO's five principal functions set out in the C/4: its role as a laboratory of ideas, a standard-setter, a clearing house, a capacity-builder in Member States and a catalyst for international cooperation.

03010 The Organization will also begin to develop a **communication strategy** as regards bioethics, which will be an important tool for UNESCO in its awareness-raising campaign targeted at both the professional milieu and the general public.

03011 Action under the principal priority on the ethics of science and technology, with an emphasis on bioethics will also reinforce and be reinforced by actions in other areas of MP III, e.g. under Programme III.2 (on promotion and protection of human rights), Programme III.3 (foresight, philosophy, human sciences and human security, especially under actions focusing on globalization, growing inequalities and intolerance and the consequences for human security) and Programme III.4 (Phase II of the MOST Programme emphasizing research and policy linkages), as well as by action carried out under other major programmes.

In addition to the principal priority, three other priorities are being pursued by SHS:

- (a) promotion and protection of human rights and democracy and enhancement of human security through social and human sciences;
- (b) revitalizing philosophical reflection, the human sciences and prospective and anticipatory studies;
- (c) developing studies and strategies on social transformations and disseminating best practices.

03012 UNESCO's work on **promotion and protection of human rights and the fight against discrimination** (in the context of Programme III.2) extends the Organization's contribution in the ethical and standard-setting dimensions. Action in this domain will continue in close cooperation with other major programmes in strengthening awareness and in acting as a catalyst for regional, national and international action in human rights and in fostering cooperation with all actors and networks. Actions will be concentrated in those areas where UNESCO has a special mandate and is likely to achieve maximum impact, for example, in mainstreaming of human rights in the Organization's areas of competence, generating and sharing knowledge, protecting human rights, renewing and reinforcing commitment to human rights education and providing advisory services and technical assistance to Member States in relevant areas. An internal review of SHS's work on human rights under document 31 C/5 and during previous periods has contributed to a more focused programme, integrating actions in important related areas, such as women and gender, where emphasis will be placed on promoting equality and balance between the sexes and in encouraging acknowledgement of the social dimension of women's rights. The other thrust is the struggle against racism and discrimination, where efforts will be directed to determining the trends and obstacles hampering the full exercise of human rights, particularly the impact of nationalism, religious

intolerance, discrimination against minorities, and forms of racism arising from scientific progress. The development of a UNESCO strategy towards combating racism and discrimination, as requested by the Executive Board in 164 EX/Decision 3.4.2 will be a major contribution to the follow-up to the Durban Conference.

03013 Action foreseen under **foresight, philosophy and human sciences** (Programme III.3) further aims to strengthen the Organization's intellectual, ethical and strategic watch function, particularly through the preparation of the UNESCO World Report, and the promotion of human security and democracy at the regional level (including follow-up to the International Panel on Democracy and Development). Moreover, activities under this Programme, such as those aimed at advancing reflection on key issues related to globalization and ethics, will also reinforce action under the principal priority.

03014 Applying the social sciences to the socio-economic and institutional problems of contemporary societies will be the major thrust of **Phase II of the MOST Programme** (Programme III.4), subject to the decisions taken by the Executive Board at its 166th session on the evaluation of the MOST Programme during its first eight-year cycle (1994-2001) and the recommendations of the Director-General on the future of this Programme. Action under this framework will ensure UNESCO's function as a laboratory of ideas in particular by strengthening the links between social science researchers and the broad policy-making community (in government, private sector and civil society). Further, under Phase II of the MOST Programme (if approved by the Executive Board), the Organization will be consolidating its niche within the United Nations system as well as other social science institutions by placing a greater focus on the research/policy linkage, including the formulation, monitoring and evaluation of development actions and processes and the dissemination of research results, best practices and capacity-building.

03015 Programme delivery under Major Programme III along the principal priority and across the other areas will be achieved in close collaboration with the Sector's traditional stakeholders – policy-makers, universities, specialized research centres, “think tanks”, networks and professional associations, relevant governmental organizations, including National Commissions for UNESCO, and non-governmental bodies and other organizations of civil society.

03016 A significant portion of resources in a number of main lines of action, especially in philosophy and human sciences, and in social sciences, policy and cooperation, will be channelled through institutional support to a number of leading international NGOs and networks. In this regard, efforts will continue to align the principal priority and other areas of SHS at the global level to the challenges of responding to the specificities of different regions, including action to achieve a more balanced recruitment and placement of SHS personnel both at Headquarters and in the UNESCO field office network.

03017 The Social and Human Sciences Sector, together with the other programme sectors, will ensure the Organization's participation in the follow-up to the major international conferences, in particular those in its areas of mandate (Budapest on science, Rio and Johannesburg on sustainable development, Copenhagen on social development, and Istanbul on cities).

03018 In view of the high rate of decentralization of CCTs which is of the order of 86%, the overall rate of decentralization of SHS budgetary resources remains stable, at 37% in document 32 C/5 as against 36% in document 31C/5 Approved.

03019 The plan of action of Major Programme III aims at the implementation of the programme resolutions adopted by the General Conference, the texts of which are reproduced at the beginning of the corresponding subprogrammes and of the projects relating to cross-cutting themes anchored under this major programme (i.e. paragraphs 03100, 03200, 03300, 03400 and 03500), as well as of the resolutions cited hereunder:

- 22 International Declaration on Human Genetic Data
- 23 Implementation of the International Declaration on Human Genetic Data
- 24 Possibility of elaborating universal norms on bioethics
- 25 Implementation of the Universal Declaration on the Human Genome and Human Rights and evaluation of its impact
- 26 Work done by the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) since its second session, and evaluation of the impact of its activities
- 27 UNESCO strategy on human rights
- 28 Integrated strategy to combat racism, discrimination, xenophobia and related intolerance
- 29 José Martí Project for International Solidarity
- 30 Proclamation of an international year of global consciousness and the ethics of dialogue among people
- 47 New perspectives in UNESCO's activities pertaining to the dialogue among civilizations, including in particular follow-up to the New Delhi Ministerial Conference

the texts of which appear in Volume 1 of the Records of the 32nd session of the General Conference.

The plan of action also takes into account draft resolutions (DRs) relating to this major programme approved by the General Conference.

Programme III.1

Medium-Term Strategy, paragraphs 86-89

Ethics of science and technology, with emphasis on bioethics

0310

Activities

| | |
|--------------------------|--------------------|
| • Regular budget | \$3,173,500 |
| Decentralization | 21.4% |
| • Extrabudgetary | – |
| Total, Activities | \$3,173,500 |

03100

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) confirm the position that UNESCO occupies as lead agency in the field of bioethics at the international level, by pursuing its mission as an intellectual forum – in particular through its International Bioethics Committee (IBC) and its Intergovernmental Bioethics Committee (IGBC) – and by improving coordination among the various international, regional and national organizations and institutions concerned;
- (ii) strengthen its standard-setting action to define a common ethical framework in bioethics, by ensuring follow-up to the Universal Declaration on the Human Genome and Human Rights, encouraging the incorporation of its principles into national legislation, disseminating and publicizing the International Declaration on Human Genetic Data, and initiating the drafting of universal standards on bioethics;
- (iii) ensure that UNESCO promotes and develops its advisory and mediation role among Member States in the field of bioethics, by endeavouring to formulate and implement appropriate strategies for the promotion and development of bioethical reflection at the regional and subregional levels, and work to build national capacities, in particular through regional information and documentation networks and centres;
- (iv) pursue the reflection carried out by UNESCO on the basic ethical questions raised by scientific and technological progress so as to consolidate its role as an ethical, intellectual, international and interdisciplinary forum, through the work of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), in cooperation with the scientific programmes and sectors of the Organization, in the fields of outer space, sustainable environment (including fresh water and energy) and the information society, with particular emphasis on the follow-up to the World Summit on Sustainable Development (Johannesburg, 2002) and the Third World Water Forum (Kyoto, 2003);
- (v) reinforce the consultative role of COMEST and the standard-setting action of the Organization by encouraging the elaboration and promotion of principles and good practice in the domain of scientific ethics and studying the possibility of preparing international agreements on the basis of the work and recommendations of COMEST under the auspices of UNESCO;
- (vi) involve the private sector in the work of COMEST, foster international cooperation with the relevant specialized agencies of the United Nations, and intergovernmental and non-governmental organizations, and promote the reinforcement of national capacities by

studying possible mechanisms and scenarios in the domain of scientific ethics which could serve as guidelines for the Member States;

- (vii) enhance the visibility of COMEST by developing an innovative and appropriate communication strategy, including publications and websites, to make society as a whole more aware of its work, by informing public opinion and the scientific and intellectual communities, and involving the press and other media in that effort;
- (viii) promote – both in the area of bioethics and in fields dealt with by COMEST – education-, research- and information-related activities, with a view to fostering the debate on ethics and responsibility at various levels, including the education system, scientific circles and young scientists in particular, decision-makers and the media;
- (ix) study and evaluate the ethical dimension of research projects under consideration for financing by UNESCO before their approval for implementation;

(b) to allocate for this purpose an amount of \$3,173,500 for programme costs and \$77,300 for indirect programme costs at Headquarters.

In all scientific fields, ethical reflection and debate have been stepped up everywhere in recent years in view of the issues raised by scientific progress and technological development.

In confirming the ethics of science and technology as the principal priority of Major Programme III, UNESCO aims at placing such progress in a context of ethical reflection that is rooted in the cultural, legal, philosophical and religious heritage of the various human communities.

The need to strive to establish common values, and benchmarks and to promote ethical principles and standards to guide scientific progress and technological development all represent tasks that have their place in UNESCO’s mandate to help the scientific community and decision-makers in politics and business to incorporate the ethical dimension into their endeavours. UNESCO, primarily through the activities of its advisory bodies – on the one hand, the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committee (IGBC) and, on the other, the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) – intends to confirm its international ethical watch function in this way.

Main line of action 1. Bioethics

03101

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$2,228,000 |
| ● Extrabudgetary | – |
| Total, Activities | \$2,228,000 |

Background. In 2002-2003, particularly through its International Bioethics Committee (IBC) and its Intergovernmental Bioethics Committee (IGBC) and through the establishment of an inter-agency committee on bioethics, UNESCO confirmed its position as lead agency in the field of bioethics at the international level in accordance with the wishes of the General Conference (31 C/Resolution 22) and as a follow-up to the Communiqué of the Round Table of Ministers of Science on “Bioethics: International Implications” held in the framework of the 31st session of the General Conference (22-23 October 2001).

The Organization continued its function of intellectual forum – in the light of new scientific developments in the field of proteomics for example – and strengthened its standard-setting action, in particular by drafting the International Declaration on Human Genetic Data and by evaluating the worldwide impact of the Universal Declaration on the Human Genome and Human Rights. It also strengthened its information and awareness-raising action and performed its advisory role in the development of national capacities in the field of bioethics.



Flagship: Ten years of bioethics at UNESCO

Although UNESCO has promoted reflection on the ethics of life at the international level since the 1970s, it was in 1993 that the Organization began to develop a bioethics programme, establishing in that year the International Bioethics Committee (IBC), which has been distinguished since its foundation by its multidisciplinary and multicultural membership and the transparency of its work.

The programme had its first major success with the adoption in 1997 by the General Conference of the Universal Declaration on the Human Genome and Human Rights – subsequently endorsed by the General Assembly in 1998 – and it broke new ground with the establishment of the Intergovernmental Bioethics Committee (IGBC) in 1998.

Throughout its existence, the programme has continued to evolve. Its main features have been the expansion of the themes treated, cooperation with Member States – both for the implementation of the Declaration and the creation of national ethics committees – and also the stress on education and the dissemination of information.

Ten years on, having become a principal priority in UNESCO's programme in 2002, the bioethics programme has confirmed the recognized position which the Organization occupies in this field and its driving role in regard to the subject at the international level.

Given its ethical watch mandate, which appears increasingly necessary in view of recent scientific developments and their far-reaching implications for society, UNESCO will continue its international intellectual and standard-setting mission – marked in particular by the new International Declaration on Human Genetic Data – and its involvement in the coordination of various organizations through the Inter-Agency Committee. In addition, the Organization intends to become more involved in a national and regional approach so as to provide States with food for thought and the appropriate means to cope with the new bioethical challenges.

During the last two years, the need for universal bioethics standards has become ever more acute, in particular on issues related to cloning, which have aroused concerns and debates in all societies and led to the adoption of national legislation in a number of countries. At the same time, in light of recent developments of scientific technology, never before has the ethical debate been so clearly perceived as a stake for democracy. On that basis, UNESCO is called upon to intensify its standard-setting and intellectual forum functions.

Strategies. In cooperation with the appropriate organs of the United Nations, the specialized agencies and the intergovernmental and international non-governmental organizations concerned, UNESCO will continue work to foster the promotion of ethical principles and standards to guide scientific progress and technological development by enhancing its action along the following main lines:

- ◆ **Standard-setting action:** in this field, UNESCO's action will aim to define and promote a common ethical standard-setting framework in the field of bioethics and to put it into practice. Primarily, on the basis of ethical and legal studies conducted in 2002-2003, UNESCO will pursue the drafting of a declaration on universal norms in bioethics, the initial stages of which will be entrusted to IBC and IGBC. The Organization will also hold from the very beginning consultations with Member States, the other international organizations concerned and relevant national bodies – aiming to better involve all actors in the bioethics debate – and will submit a draft declaration to the 33rd session of the General Conference. On the basis of the results of the evaluation conducted in 2002-2003, the Organization will continue its action to foster the dissemination and promotion of the principles set out in the Universal Declaration on the Human Genome and Human Rights and will work to secure their progressive incorporation into national legislation. Furthermore, it will endeavour to disseminate the new International Declaration on Human Genetic Data and to formulate a strategy for its implementation. UNESCO will strengthen its cooperation with the United Nations and will widen consultations with relevant partners (such as United Nations agencies, national bioethics committees, etc.) in order to reach a large consensus in the framework of the elaboration of a declaration on universal norms on bioethics.
- ◆ **Intellectual forum:** UNESCO will continue to provide a forum for multidisciplinary, pluralist and multicultural reflection in bioethics, in particular through IBC and IGBC and the inter-agency committee on bioethics and through ad hoc activities in cooperation with other organizations. UNESCO intends in this way to foster both national and international debate on the major ethical issues arising from recent developments

in the life sciences and their applications (in cloning or proteomics for example) in order to work out ethical benchmarks, or guidelines, for the international community and Member States.

- ◆ **Advisory and capacity-building role:** UNESCO will continue to act as adviser to Member States wishing to promote reflection and debate on bioethics and to set up national ethics committees to contribute to the exchange of ideas and decision-making; to develop tools that would facilitate such information exchanges (likewise in the field of standard-setting), coordination and contacts among experts and institutions (for example through the development of databases), thus underlining its role as a clearing house in the field of bioethics and the promotion of joint reflection, education, information and awareness-raising activities; to encourage the establishment and/or strengthening of regional bioethics information and documentation centres. More specifically, UNESCO will endeavour to identify ethical issues that are relevant to the various regions of the world in an effort to define and implement appropriate strategies for the promotion and development of ethical reflection at the regional and subregional levels (in particular for Latin America and Central and Eastern Europe).
- ◆ **Educational action and awareness-raising:** UNESCO will continue its action in bioethics education at university level by, on the one hand, conducting an evaluation of UNESCO Chairs in bioethics, in cooperation with the Education Sector – so that they may play their respective roles in the countries concerned – and, on the other, identifying universities that offer bioethics education in order to foster exchanges and, initiating and reinforcing educational activities (including the development of a model teaching programme and the development of a certification system), particularly in Eastern and Central Europe and in Latin America. In order to support the development and implementation of teaching programmes, specific and useful educational resources, information materials and (digital) training materials will be produced and disseminated.

UNESCO will also develop a specific communication strategy as regards bioethics, which will be an important tool for the Organization in its awareness-raising campaign targeted at both professional circles and the general public.

Expected results at the end of the biennium

- ◆ Common ethical standard-setting framework in bioethics defined.
Performance indicators:
 - *legal and ethical studies conducted on specific issues, in particular cloning;*
 - *draft declaration on universal norms in bioethics drawn up and submitted to the General Conference.*
- ◆ Dissemination and promotion of the principles of the Universal Declaration on the Human Genome and Human Rights and of the International Declaration on Human Genetic Data among scientific circles, decision-makers, opinion shapers and target audiences, both internationally and nationally.
Performance indicators:
 - *brochure, posters and documents relating to the Declarations produced and disseminated in Member States;*
 - *principles of the Declarations outlined at a number of conferences and symposia;*
 - *workshops and meetings held on the principles of the Declarations;*
 - *articles discussing or quoting the principles of the Declarations published in the press.*
- ◆ At the request of Member States, gradual incorporation into national legislation, standards and guidelines of the principles set out in standard-setting instruments drawn up by UNESCO in the field of bioethics.
Performance indicators:
 - *legislation and/or guidelines drawn up by States that have no standard-setting framework in the field of bioethics;*
 - *meetings held, in particular at the regional level, with public policy-makers (for example parliamentarians).*
- ◆ Greater understanding of the major ethical issues raised by the life and health sciences and their applications, and analysis of those issues internationally, regionally and nationally.
Performance indicators:
 - *stepping up of ethical reflection at the international level and exchanges of ideas and information among experts, decision-makers, national bioethics committees and other institutions involved, with a view to better coordination and increased communication;*
 - *IBC reports or IGBC recommendations featured or quoted in the press and/or in specialist journals;*
 - *specific issues discussed by the Inter-Agency Committee on Bioethics.*
- ◆ Strengthening of national capacities and international cooperation in the field of bioethics.

Performance indicators:

- national bioethics committees established in a number of countries, especially developing countries;
- regional and/or international networks established or reinforced; training activities initiated and reinforced, in particular in Latin America and in Central and Eastern Europe;
- information and documentation centres reinforced and/or established at the regional level.
- ◆ Ethical reflection and awareness-raising at various national levels (decision-makers, scientific circles, the education system, etc.) stimulated and exchanges of ideas and information stepped up among experts, decision-makers, national bioethics committees and other institutions concerned, with a view to achieving better coordination and communication.

Performance indicators:

- symposia and workshops organized at the national and regional levels;
- visual materials, information kits and Internet site used by professional and/or educational circles;
- extensive computerized database compiling information on ethics of science and technology, with emphasis on bioethics, legislation, experts, institutions and academic centres established;
- ethics teaching programmes started.

Main line of action 2. Ethics of science and technology

03102

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$945,500 |
| ● Extrabudgetary | – |
| Total, Activities | \$945,500 |

Background. In 2002-2003, within the framework of the Budapest World Conference on Science, the Johannesburg World Summit on Sustainable Development and document 31 C/4 Approved, UNESCO has strengthened its ethical mission, promoting principles and ethical norms to guide scientific and technological development and social transformations (31 C/4, strategic objective 4). The Organization encouraged ethical reflection in science and technology at the international level and started regional and national consultations with a view to associating society as a whole. The World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) reinforced its role as an advisory body of the Organization, and an intellectual forum for exchanging ideas and experience. As an independent and pluralist body, COMEST contributed to promoting dialogue between the scientific communities, decision-makers, civil society and the public at large.

Strategy. In 2004-2005, UNESCO will strengthen its role as an intellectual and ethical forum. In cooperation with appropriate organs of the United Nations, the specialized agencies and the intergovernmental and international non-governmental organizations concerned, the Organization, with active involvement of COMEST and making full use of the intersectoral potential, especially the Education Sector and the Natural Sciences Sector, will develop international fair ethical principles, support research education and assist Member States at their request to develop national capacities in the fields of the ethics of outer space, and sustainable development (building upon earlier work on the ethics of fresh water and on the ethics of energy). UNESCO will increase the visibility of COMEST by developing a suitable communication strategy and raising public awareness on the ethical implications of scientific knowledge and technology and the responsibility of S&T professionals.

COMEST's strategic objectives for 2004-2005 will be the following:

Intellectual and ethical forum: Within the framework of the World Summit of Sustainable Development (Johannesburg, 2002) and the United Nations Millennium Declaration, UNESCO will strengthen the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) as one of the major interdisciplinary fora, which will promote ethical reflection on the responsibility towards future generations and the promotion of human rights and fundamental freedoms of the wise and sustainable use of natural resources. COMEST's joint efforts with UNESCO's sectors and concerned international bodies will address five thematic areas related to the ethics of sustainable development (on the basis of its previous work on energy and freshwater resources), freshwater, outer space, information society and scientific research training.



Flagship: COMEST's fields of action

As a follow-up to the 3rd World Water Forum (Kyoto, 2003) and the International Year of Freshwater, COMEST action, throughout existing nodes of the Research and Ethical Network Embracing Water (RENEW network) and in close cooperation with the International Hydrological Programme (IHP) and the Global Observatory for Units Teaching, Training and Ethics of Water (GOUTTE of Water), will promote engagement and best practice in the ethical issues involved in the sustainable use and equitable sharing of fresh water resources at all levels and in the handling of and response to water-related emergencies.

In view of the International Decade on Education for Sustainable Development (2005-2014), COMEST's joint action with UNESCO's Natural Sciences Sector, ICSU and UNEP will concentrate on the ethical issues of sustainability, the basic values of environmental ethics and the search for answers in complex environmental situations, in line with their recommendations and results of their previous work, notably the study of the precautionary principle.

In agreement with United Nations General Assembly Resolution 56/51 (10 December 2001), ongoing cooperation between UNESCO, COMEST and the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS), will be strengthened to promote ethical principles for the safe and peaceful use and exploration of present and future human activities in outer space. Closer interaction between States in this unique environment requires continuation of the process of reflection on the ethical principles concerning new aspects of the use and exploration of outer space which may not yet be covered by international law. In line with the recommendations of COMEST and the report of the group of experts on the ethics of space activities established by COPOUS, COMEST will implement joint activities with the European Space Agency (ESA) and the European Centre for Space Law (ECSL) as well as IAF (International Astronautical Federation) and COSPAR.

As a follow-up to the World Summit on the Information Society (Geneva, 2003), COMEST's joint work with the Communication and Information Sector of UNESCO, in close cooperation with the concerned international bodies, will focus on the analysis of the ethical issues raised by cyberspace and multimedia developments.

In conformity with the statement of paragraph 71 of the Framework for Action of the World Conference on Science (Budapest, 1999), "*Ethics and responsibility of science should be an integral part of the education and training of all scientists ... Young scientists should be appropriately encouraged to respect and adhere to, basic ethical principles and responsibilities of science. COMEST, in cooperation with ICSU's Standing Committee on Responsibility and Ethics of Science (SCRES), have a special responsibility to follow up on this issue*". To implement this commitment, COMEST and ICSU established a Working Group on ethics and responsibility of scientific research training intended to address recommendations to UNESCO on the ethical component of scientific-education in the training of every young scientist.

Ethics education and research action: On the basis of the results of the above working group through a close cooperation between the Social and Human Sciences Sector and the Education Sector, UNESCO will reinforce its educational role by implementing ethical principles and elaborating educational tools to ensure that "Science curricula includes science ethics, as well as training in history, philosophy and the cultural impact of science" (Declaration on Science and the use of scientific knowledge, paragraph 41).

Advisory role and standard-setting action: UNESCO will confirm COMEST as its main advisory body on the ethical issues related to the development of scientific knowledge and technology. The main role of COMEST is to formulate ethical principles seeking to guarantee that technological progress and the sharing of scientific knowledge are fully consistent with respect for human rights and fundamental freedoms for all. On the basis of COMEST recommendations, the Organization will reinforce its normative mission by promoting ethical principles and reaching international agreements pertaining to scientific and technological progress.

International cooperation and capacity-building: UNESCO will support international cooperation within the framework of COMEST action to be pursued in collaboration with UNESCO's Natural Sciences Sector and Education Sector, United Nations bodies and specialized agencies, as well as concerned IGOs and NGOs. To guide Member States in policy-making, the Organization will contribute as well to the

development of national or regional capacities by launching studies on possible mechanisms and scenarios in COMEST fields of work.

Visibility: COMEST has the mission of encouraging the scientific community to examine fundamental ethical questions and to promote a dialogue between the international scientific community, the parties actively involved and the decision-makers and citizens. UNESCO will strengthen this mission by developing an innovative and suitable communication strategy, including COMEST publications and its own website, in order to reach society at large.

To achieve these objectives, in line with the principle of “Building a new ethic of global stewardship” evoked in the United Nations Millennium Declaration (2000), the Organization will consolidate the role and scope of COMEST as an interdisciplinary body and reinforce its action by the awarding of the “Avicenna Prize for Ethics in Science”. Intersectoral cooperation will be enhanced, especially with the Natural Sciences Sector, the Education Sector and the Communication and Information Sector.

UNESCO will build on existing networks, such as the Global Organization of Universities for Teaching, Training and Ethics (GOUTTE) water network. COMEST will serve as a major international vehicle to reinforce international cooperation with internal and external partners. Further activities will be implemented at the regional level, especially in Asia and the Pacific, the Middle East and Latin America.

Expected results at the end of the biennium

- ◆ Role, scope and impact of COMEST as the principal multilateral forum on this issue increased.
Performance indicators:
 - *evaluation of the impact of the work of COMEST completed;*
 - *communication strategy developed.*
- ◆ International framework on ethical questions related to S&T developed and improved.
Performance indicator:
 - *preparatory studies on international instruments elaborated and approved by UNESCO’s governing bodies.*
- ◆ National and regional debates on ethical dimensions of S&T supported and national and regional mechanisms developed.
Performance indicators:
 - *Number of countries where national and regional debates were supported;*
 - *Number of national and regional mechanisms created.*
- ◆ Ethics education developed with reference to UNESCO’s efforts to promote ethics and responsibility of science and technology.
Performance indicators:
 - *Ethics teaching programme developed and implemented;*
 - *Research capacities developed with respect to ethical and responsibility issues;*
 - *Model research training adopted;*
 - *Training materials prepared and disseminated, including website material offered;*
 - *Number of national and regional workshops, meetings and conferences.*

Programme III.2

Medium-Term Strategy, paragraphs 90-92

Promotion of human rights and the fight against discrimination

0320

Activities

| | |
|--------------------------|--------------------|
| • Regular budget | \$2,151,100 |
| Decentralization | 39.7% |
| • Extrabudgetary | \$ 100,000 |
| Total, Activities | \$2,251,100 |

03200

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) increase UNESCO's contribution to the advancement of the promotion of the rule of law and the promotion and protection of all human rights, in accordance with the principle of their indivisibility, interrelation, interdependence and equal importance, notably by generating and sharing knowledge about human rights, focusing on those within UNESCO's competence, and in particular on economic, social and cultural rights, as well as on extreme poverty as a violation of human rights, in conformity with the Vienna Declaration and Programme of Action adopted by the World Conference on Human Rights (1993), the United Nations Millennium Declaration (2000) and the overall UNESCO strategy on human rights;
- (ii) strengthen UNESCO's contribution to the promotion of democracy and deepening of human rights in newly democratic Member States by developing and sharing knowledge of the challenges of democratic consolidation and conducting research on the experiences and best practices gained in mature/consolidated democracies;
- (iii) strengthen UNESCO's contribution to the promotion of gender equality and the human rights of women in Member States, notably through knowledge sharing, research and analysis of socio-economic issues and structures, and in conformity with the strategic objectives outlined in the Beijing Platform for Action for Women and the Convention on the Elimination of All Forms of Discrimination against Women, and in support of the Millennium Development Goal of promoting gender equality and the empowerment of women;
- (iv) reinforce and renew the action of UNESCO against racism, racial discrimination, xenophobia and related intolerance, through the development of research on various manifestations of racism and discrimination, in particular the new forms of discrimination and exclusion relating to the progress of science, technology and globalization, and through knowledge sharing of best practices and policies in order to raise awareness of, combat and prevent this scourge, and ensure an active contribution of the Organization to the follow-up to the Declaration and Programme of the World Conference against Racism, Discrimination, Xenophobia and Related Intolerance (Durban, South Africa, 2001);
- (v) contribute, in close cooperation with the Education Sector, to the further development of the concept of quality education, with particular focus on human rights education and related curricula reform and textbook revision, as well as involvement of the Associated Schools Project (ASP) network;

- (b) to promote human rights and to fight against all forms of discrimination by:
- (i) supporting all initiatives aimed at promoting all human rights, in conformity with all relevant international instruments (i.e. the Programme of Action adopted by the World Conference on Human Rights and the United Nations Millennium Declaration 2000);
 - (ii) appointing the Social and Human Sciences Sector as the focal point and coordinator for the most relevant activities in this field, with a view to eliminating all forms of discrimination relating to gender or medical conditions;
 - (iii) improving the dissemination of knowledge of human rights around the world as the best way to foster understanding among individuals and people and eliminate such discrimination;
- (c) to allocate for this purpose an amount of \$2,151,100 for programme costs and \$33,500 for indirect programme costs at Headquarters.

Main line of action 1. Human rights development

03201

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$855,300 |
| ● Extrabudgetary | — |
| Total, Activities | \$855,300 |

Background. UNESCO has made a significant contribution over the years to the promotion and protection of human rights through standard-setting activities, research and dissemination of knowledge.

To give further impetus to UNESCO's human rights activities and to reinforce its role in promoting human rights and in particular those that are within its competence, an overall UNESCO Human Rights Strategy has been elaborated, discussed with partners, including Member States, United Nations bodies, programmes and specialized agencies, and presented to UNESCO's governing bodies.¹

Strategy. UNESCO's activities aimed at promoting human rights will be implemented in conformity with the overall UNESCO Human Rights Strategy and in compliance with the principle of indivisibility, interrelation and interdependence of all human rights - civil, cultural, economic, political and social. The Strategy, which will be revised in the light of the discussion at the 166th session of the Executive Board, provides guidance for mainstreaming human rights in all the activities of the Organization and determines priority areas of action.

The strengthening of cooperation with the United Nations bodies and programmes is a key in implementing the Strategy. In particular, given the lead role of the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the Memorandum of Understanding signed with UNESCO in 1995, efforts will be made to strengthen cooperation and to avoid duplication of work. Cooperation will be further developed with the Commission on Human Rights, its Sub-Commission, treaty bodies and special rapporteurs as well as with specialized agencies. Close contacts with regional intergovernmental organizations, non-governmental organizations and the academic community will be maintained.

Efforts will be focused on research and sharing knowledge on human rights, poverty and development. Interdisciplinary research on the content of social and cultural rights and on major obstacles and challenges to the full enjoyment of human rights and their justiciability will be conducted. The results of research will be widely disseminated. Within this main line of action will also be located the focus for programme activities concerned with poverty, especially on extreme poverty as violation of human rights.

1. Document 165 EX/10 "Elements for an Overall UNESCO Strategy on Human Rights" was presented to the Executive Board at its 165th session in October 2002. At the 166th session the Executive Board discussed progress reports on the preparation of this strategy and other related strategies. The overall UNESCO Human Rights Strategy was submitted to the 167th session of the Executive Board for inclusion in the revised provisional agenda of the 32nd session of the General Conference. Following the approval of the revised agenda by the Board, the strategy was adopted by the General Conference (32 C/57).

The Organization will also contribute, with active involvement of UNESCO Chairs, to the universal observance of international human rights standards and to the wide dissemination of knowledge on the content of human rights, especially those related to UNESCO's fields of competence (which include mainly the right to education, the right to participate in cultural life, the right to benefit from the results of scientific and technological progress, freedom of opinion and expression, etc.). Special attention will be paid to the acknowledgement of the right to human rights education as a human right and to its implementation. The best practices in this field will be encouraged by awarding the UNESCO Prize for Human Rights Education (2004).

UNESCO Chairs will play an essential role in implementing the Strategy. The activities of UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance will be consolidated and their involvement in national endeavours, such as training of professionals dealing with human rights (judges, law enforcement officials, social workers, journalists and others) will be encouraged. At the regional level, UNESCO Chairs will be called to play a more active role (e.g., by contributing to regional programmes of research, education and advocacy) in collaboration with relevant national and regional institutes and networks dealing in particular with economic, social and cultural rights.

In order to sensitize public opinion and decision-makers on major challenges to human rights and encourage the search for solutions to pressing problems a Human Rights Forum will be organized in Paris. In this regard, the experience of the first Forum (2003) will be duly taken into account. This event will gather representatives of Member States, intergovernmental and non-governmental organizations, the academic community and other civil society actors as well as eminent personalities and human rights specialists with a view to promoting a global partnership for human rights.

Expected results at the end of the biennium

- ◆ Content, application and justiciability of human rights further elucidated.
Performance indicators:
 - number of research projects conducted;
 - number of experts involved and their representative outreach;
 - dissemination of research results through a variety of means and media.
- ◆ Knowledge of human rights standards and procedures as well as of good practices in this field reinforced.
Performance indicators:
 - number and type of information materials produced and disseminated;
 - good practices identified, documented and widely disseminated.
- ◆ Human rights approach mainstreamed through activities by all UNESCO programme sectors.
- ◆ Global partnership for human rights established.
Performance indicators:
 - UNESCO Human Rights Forum established and operational;
 - number of governmental, non-governmental and civil society actors involved;
 - global partnership established to promote exchange of experiences and knowledge sharing on human rights.
- ◆ Network of UNESCO Chairs in Human Rights strengthened.
Performance indicators:
 - evaluation of the impact of the network of UNESCO Chairs in Human Rights carried out;
 - contribution of the network to human rights education in various regions;
 - contribution of the network to advocacy and the adoption of a human rights approach on policy issues.

Main line of action 2. Gender equality and development

03202

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$928,100 |
| ● Extrabudgetary | \$100,000 |
| Total, Activities | \$1,028,100 |

Background. During the last biennium, the programme on gender equality and the human rights of women was re-focused to better ensure its relevance to and effectiveness in meeting the needs of Member States. A review revealed its strong and consistent commitment to enhancing women's access to and participation in democratic processes, efforts at eliminating all forms of discrimination, particularly through the education of women and girls, and the promotion of gender equality. Consultations organized with relevant partners and stakeholders highlighted regional priorities for action to promote the human rights of women, gender equality and development.

Strategy. In 2004-2005, work in favour of gender equality and the human rights of women will be implemented within the framework of a new working strategy. Efforts will be strengthened to contribute to the attainment of the objectives outlined in the Beijing Platform for Action, the Millennium Development Goal of promoting gender equality and the empowerment of women, as well as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

The gender perspective will be integrated into the work of the social and human sciences, with particular emphasis on discrimination, governance, migration, urban development, and human security.

An exchange of knowledge and critical thought, capacity-building, and training will be promoted as will be contributions towards influencing policy changes that favour gender equality, participation of women and respect for women's human rights.

In all regions, focus will be placed on research, networking, advocacy and knowledge sharing of best practices on gender equality and human rights of women. Research focusing on the linkages between socio-economic issues and rights, human rights of women and social structures, and progress towards the achievement of gender equality will be encouraged. The production of knowledge and analysis behind social statistics will be emphasized – thereby using research and analysis to inform policy change, for example with regard to ensuring gender equality in education. This research and analysis will furthermore be disseminated through advocacy programmes and networks, informing actions for change towards gender equality and the observance of human rights of women. Consequently, enhanced cooperation and networking with existing and new UNESCO Chairs, women's studies programmes, United Nations agencies and civil society organizations would be essential to the attainment of the objectives for gender equality and the human rights of women.

Expected results at the end of the biennium

- ◆ Capacities strengthened and mechanisms established in Member States to promote the advancement of women.

Performance indicators:

- number of Members States having received advice in developing policies and mechanisms;
- recommendations developed for various areas of UNESCO's competence, including education, poverty reduction and participation in decision-making and societal processes;
- studies conducted to identify obstacles to the advancement of women.

- ◆ Institutional capacity to respond to needs in UNESCO's fields of competence enhanced.

Performance indicators:

- number of gender assessment studies and audits of the Sector's policies and programmes carried out;
- technical assistance provided to a number of countries.

- ◆ Advocacy and capacity-building measures to promote human rights of women carried out.

Performance indicators:

- number of projects carried out in various regions;
- Networking mechanisms established among various stakeholders in various regions;
- best practices identified documented and widely disseminated.

Main line of action 3. Fight against racism and discrimination

03203

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$367,700 |
| ● Extrabudgetary | – |
| Total, Activities | \$367,700 |

Background. Following the Durban World Conference (2001), UNESCO has strengthened its action to combat racism, racial discrimination, xenophobia, intolerance and exclusion. Pursuant to decision 3.4.2, adopted by the Executive Board at its 164th session, it has developed the Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance which was approved by the General Conference at its 32nd session (32 C/Resolution 28 and doc. 32 C/13). The integrated strategy is based on the recommendations of the series of regional consultations organized by UNESCO and/or the United Nations High Commissioner for Human Rights in 2002-2003, as well as on the results of various thematic studies carried out over the same period to better understand various causes and forms of discrimination.

UNESCO's action against racism and discrimination has thus taken into account the particular circumstances of the various regions with a view to responding more effectively to their individual situations. The action has been carried out in close cooperation with the Organization's other programme sectors, with other agencies of the United Nations system, primarily the Office of the United Nations High Commissioner for Human Rights (which has the lead role for the Durban follow-up), and with public authorities and actors in civil society.

Strategy. UNESCO aims at responding to the orientations defined by the integrated strategy, notably: (1) concentrating its actions on the domains where UNESCO can make a difference, i.e. in education and research; (2) taking into account regional specificities and priorities; (3) and initiating innovative actions on the ground that contribute to increasing UNESCO's visibility. For this biennium, the focus will be on the following areas: (i) developing indicators to assess the situation of discriminations and to measure the progress in the fight against these scourges; (ii) establishing new partnerships, especially with city authorities; (iii) increasing youth commitment in the fight against racism and discrimination; (iv) promoting tolerance; and (v) reducing HIV/AIDS-related stigma and discrimination.

UNESCO will pursue and further strengthen its efforts in developing knowledge through research and dissemination activities in order to better apprehend the issue of racism and discrimination and to contribute to formulating anti-discriminatory public policies. During this biennium, its action, in close cooperation with other United Nations agencies, including the OHCHR and CERD, and national/regional institutions, will focus on the development of indicators to measure the improvement of social cohesion and increased participation of individuals/groups of individuals in society that are subject to racism, racial discrimination, xenophobia and related intolerance. Reflection on the phenomenon of xenophobia and the means of combating this scourge will be continued.

In response to the interests expressed by local authorities and in order to follow up discussions already engaged with some cities, UNESCO will continue its efforts to concretise the project of creating an *International Coalition of Cities United Against Racism and Exclusion* with the aim of setting up concrete anti-racist and anti-discriminatory policies at the local and municipal levels.

UNESCO will closely work with youth organizations to involve them more in action to combat racism and discrimination through the International Day for the Elimination of Racial Discrimination (21 March) and the International Year to Commemorate the Struggle against Slavery and its Abolition (2004). Special attention will be paid also to elders so that the dialogue between generations – youth and elders – will be strengthened to share their respective experiences in the fight against discrimination and racism.

The UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence, the amount of which has been increased to \$100,000, will also be used to reward and give prominence to the best achievements in combating intolerance and exclusion. The Prize is awarded every two years on 16 November, the International Day for Tolerance and a ceremony dedicated to tolerance will be organized.

Joint initiatives will also be undertaken in collaboration with United Nations offices and agencies, in particular, the Office of the United Nations High Commissioner for Human Rights and ILO, regional intergovernmental organizations and relevant actors in civil society.

Expected results at the end of the biennium

- ◆ Dialogue launched on the development of public policies to combat new forms of discrimination, including discrimination against HIV/AIDS carriers, and national policies formulated.

Performance indicators:

 - number of regional seminars held and number of participants from the various countries concerned;
 - policy recommendations developed;
 - number of studies carried out on different forms of discrimination;
 - best practices identified, documented and disseminated.
- ◆ Dissemination of knowledge and information on discrimination and racism to target populations (victims of discrimination, opinion-makers, decision-makers, and so on).

Performance indicator:

 - information-exchange mechanisms and circuits created and/or strengthened.
- ◆ Cooperation with the main partners in action to combat discrimination and racism strengthened.

Performance indicators:

 - types of collaboration begun and strengthened with actors of civil society, the private sector, professional organizations (media, sport, the arts, education, and so forth), human rights defenders, national authorities and other agencies of the United Nations system;
 - number of joint projects designed and executed.
- ◆ Establishment of a partnership with networks of municipalities so as to strengthen action against racism, discrimination and exclusion in cities.

Performance indicators:

 - number of municipalities, countries and regions involved;
 - number of specific actions initiated.

Programme III.3

Medium-Term Strategy, paragraphs 123, 107-108, 112, 114-122

Foresight, philosophy, human sciences and human security

0330

Activities

| | |
|--------------------------|--------------------|
| ● Regular budget | \$3,832,500 |
| Decentralization | 18.7% |
| ● Extrabudgetary | \$1,160,700 |
| Total, Activities | \$4,993,200 |

03300

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) strengthen the capacities of the Organization and the Member States for anticipation and monitoring in UNESCO's fields of competence, in particular through the production and dissemination of the UNESCO World Report;
- (ii) promote future-oriented thinking and debate, strengthening UNESCO's function as a forum of anticipation by holding the Twenty-First Century Talks and the Twenty-First Century Dialogues;
- (iii) promote greater awareness among the public and decision-makers of the major challenges of the future, of future-oriented thinking and of strategies which are identified in particular in the UNESCO World Report, through cooperation with the media and a policy of disseminating the main outcomes of activities undertaken in the field of anticipation and foresight;
- (iv) promote the role played by philosophy and the human sciences in analysing the transformations affecting today's societies and the impact of these changes on modes and tools of reflection, and encourage the growth of philosophy education, in particular by celebrating Philosophy Day in schools;
- (v) foster international cooperation in the field of the human sciences and philosophy, in particular through strengthened cooperation with the International Council for Philosophy and Humanistic Studies (ICPHS) and with the International Centre for Human Sciences (ICHHS), Byblos, Lebanon, endeavouring, in conjunction with the latter, to promote comparative research on the relations between democracy, development and culture;
- (vi) contribute, in UNESCO's fields of competence, to peace-building, human security, human and sustainable development and democratic principles, as UNESCO should by virtue of its role as lead agency in the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), in particular through:
 - the elaboration of integrated regional and subregional frameworks for the promotion of human security and peace, including reflection on the historical, social, economic and cultural factors at the roots of new forms of violence, such as terrorism, and on their consequences, as well as dissemination of the results of such reflection;
 - implementation of the parts of the Programme of Action for the International Decade which are explicitly addressed to UNESCO;

(b) to allocate for this purpose an amount of \$3,832,500 for programme costs and \$37,200 for indirect programme costs at Headquarters.

Main line of action 1. Anticipation and foresight

03301

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,468,400 |
| ● Extrabudgetary | — |
| Total, Activities | \$1,468,400 |

Background. In 2002-2003, UNESCO confirmed its role as a forum of anticipation and future-oriented thinking in the fields of its competence. The series of “Twenty-first Century Talks” and “Twenty-first Century Dialogues” were continued at Headquarters and in the field and brought together eminent scientists, researchers, intellectuals, creative artists and leaders to engage in a pluralistic reflection on the issues of the future. UNESCO’s World Report on building knowledge societies was prepared. Results and key messages of UNESCO’s activities relating to anticipation and prospective thinking were disseminated through several publications and many articles published by recognized media in different regions of the world.



Flagship: The UNESCO World Report

The aim of the *UNESCO World Report* is to strengthen the Organization’s intellectual, strategic and ethical watch capacities. As stipulated in the Medium-Term Strategy, UNESCO’s primary function is to be a laboratory of ideas; in that capacity it must “play a key role in anticipating and defining, in the light of the ethical principles that it champions, the most important emerging problems in its spheres of competence, and in identifying appropriate strategies and policies to deal with them”. The *UNESCO World Report*, which is interdisciplinary, is an integral part of the action taken by the Organization in the field of anticipation and foresight and therefore deals with the major challenges of the future. Its cross-cutting theme transcends sectoral perspectives. Published every two years and intended for a broad readership (the general public, national and international decision-makers and officials, the scientific and intellectual communities, civil society, the private sector and the media), the World Report will require highly skilful conceptualization, drafting and presentation. It will endeavour to outline authoritative visions of the future that might serve as a policy tool for global, regional and national advocacy.

A detailed plan for the production, dissemination, discussion and promotion of the first World Report (“Building Knowledge Societies”) has also been drawn up at the international and regional levels to ensure maximum visibility and the desired impact. The plan should be implemented in conjunction with the Bureau of Public Information and the field offices using a variety of promotional tools and outlets: organization of a high-profile event and various workshops and round tables to coincide with the launch, raising the media’s awareness of the report and its main messages, dissemination in the regions through UNESCO Offices and National Commissions for UNESCO, or inclusion of its conclusions and recommendations in UNESCO’s strategies and activities.

Strategy. As emphasized in the Medium-Term Strategy, the function of laboratory of ideas is one of the five functions of UNESCO, which must play a key role of anticipation in that regard. UNESCO will therefore endeavour to pursue and develop its intellectual, strategic and ethical watch function, in particular through the preparation and publication of the second UNESCO World Report for which extrabudgetary funds will also be sought. Published every two years on a priority issue of UNESCO, the World Report is an integral part of the action taken by the Organization in the field of future-oriented thinking and should be given a high profile through the implementation of an effective strategy of promotion and diffusion.

In accordance with the orientations of the Medium-Term Strategy, which invites UNESCO to develop tools to improve understanding of the contemporary world and to stimulate international debate, UNESCO

will also endeavour to reinforce its role as a forum of anticipation and promotion of future-oriented dialogue and to increase its visibility and broaden its scope in this domain. This is the role of the series of “Twenty-first Century Talks”, several of which will be held at Headquarters and also in the field, in different regions of the world. In addition, as part of the “Twenty-first Century Dialogues”, one or two larger-scale meetings will be organized on future-oriented issues of much broader scope. An effort will also be made to exploit the future-oriented expertise available through the Council on the Future, a virtual advisory network.

The Organization will be making a special effort to pursue and to expand the dissemination of the results of its activities relating to future-oriented activities with a view to achieving the broadest possible awareness among decision-makers, intellectual and scientific communities, teachers and students, civil society and, in general, the public at large about the challenges, problems and strategies associated with foresight. An effort will also be made to ensure the gradual integration of a future-oriented dimension into UNESCO’s working methods and programmes with the aim of elucidating the development of its missions and its actions. With this in mind, all the sectors of UNESCO will be asked to reflect on the role of foresight in programming and planning so as to elaborate a new intersectoral strategy in this field, to integrate the future-oriented dimension into all of UNESCO’s programmes and to identify means of assisting Member States wishing to reinforce their capacities in this area.

Expected results at the end of the biennium

- ◆ Better anticipation of the foreseeable trends and emerging challenges in UNESCO’s fields of competence.
 - Performance indicators:*
 - improved design of policies and strategies in these fields;
 - preparation, publication and dissemination of the second UNESCO World Report;
 - publication and broad dissemination of the first UNESCO World Report on building knowledge societies;
 - operationalization of the concept of knowledge societies and broad acceptance of that concept by key players and by the public;
 - number of “Twenty-first Century Talks” and “Twenty-first Century Dialogues” organized at Headquarters and in the field on future-oriented themes of priority interest for the future;
 - publication, in a vast network of recognized media in different regions of the world, of key future-oriented messages in UNESCO’s fields of competence;
 - integration of the results of work relating to foresight and of recommendations formulated in that connection, notably those in the World Report, into the activities of UNESCO’s programme sectors.
- ◆ Sensitization of Member States, scientific and intellectual communities, the media and civil society institutions to the need to reinforce national and regional capacities in the field of anticipation and foresight.
 - Performance indicator:*
 - see above (performance indicators of the preceding result).

Main line of action 2. Philosophical reflection and the human sciences

03302

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,012,200 |
| ● Extrabudgetary | – |
| Total, Activities | \$1,012,200 |

Background. During the 2002-2003 biennium, a major effort was made to reinforce international cooperation in the field of philosophy and the human sciences and to strengthen reflection on the challenges of modernity, notably by organizing a “Philosophy Day” in many Member States, by holding forums such as the “UNESCO Philosophy Forum”, the “Pathways of Thought”, and by pursuing partnerships with research institutions and UNESCO chairs.



Flagship: Philosophy Day

Background. On the first Philosophy Day, launched in November 2002 by UNESCO, numerous activities were carried out at Headquarters and in some 50 of the Organization's Member States. The main objective was to mobilize a very large audience in support of the values of philosophy within both the intellectual community and the general public, especially young people, pupils and students. Several activities were organized in 2002 with emphasis on the multiplicity of philosophical approaches and "pathways", in particular through the organization of thematic round tables in partnership with well-known institutions; eminent philosophers from all over the world spoke on that occasion; the Day was also used to launch a virtual philosophical dialogue through a link-up between young philosophy researchers in various regions of the world. The first celebration stimulated international philosophical debate; it also mobilized a large and enthusiastic audience at Headquarters and in the field, in more than 50 Member States. The response of public opinion and the media was also excellent and the results of the Day were disseminated through several publications.

Strategy. By linking philosophical knowledge and the spirit of creativity, the celebration of Philosophy Day aims to promote philosophy as a key discipline in the human sciences and as an ideal instrument for reflection and debate on society, the human person, ethics and values, science, communication, culture and education. To that end, an effort will be made, as when the Day was marked for the first time, to mobilize philosophers of particular repute at the international, regional and national levels to discuss contemporary themes that are also at the heart of the issues and debates scheduled by the Organization in its programmes.

Philosophy Day, which will be held in principle on the third Thursday in November, should make a large audience, including young people in particular, aware of the importance of philosophical thought and related scientific disciplines. The various traditional and modern communication media are invaluable as channels providing easier access to philosophy and promoting its development. The new information and communication technologies may be used, for example, to hold virtual forums and to organize video conferences. When it celebrated the first Day, UNESCO made extensive use of these media which enhance the impact of the content of various meetings and activities.

Strategy. The Organization's function as a **forum for philosophical and scientific reflection** will be reinforced through the links established with a number of intellectual partners in the fields of the human sciences and philosophy during the 2002-2003 biennium. Priority will be given to transdisciplinary and intercultural reflection on certain contemporary challenges, for example, the process of globalization, diversity, development, citizenship, the dialogue among civilizations and the ethical and cognitive dimensions of societies. In the same spirit, the respective themes of the "Pathways of Thought" project and of "Philosophy Day", which will be held each year at Headquarters and in the Member States, and of the "UNESCO Philosophy Forums" to be organized in this framework will focus mainly on the nature of the various skills needed by a knowledge society wishing to demonstrate respect for values and to foster critical dialogue. With a view to reinforcing the **human sciences** as such, priority will be accorded to the development and dissemination of multidisciplinary research which can suggest new approaches to past and present interactions among the different regions of the world in a context of rapid globalization, such as the international survey on democracy and culture being carried out by the International Centre for Human Sciences (Byblos, Lebanon).

An international study will be carried out on the theme "Tomorrow's historians" with a view to examining current and foreseeable transformations in the field and profession of the historical sciences in an age of emerging knowledge societies. In the field of history, Cooperation with the International Council of Historical Sciences (CISH) will also be continued. All of these activities will be followed up by means of an active policy of publications, including the international journal *Diogenes*, online dissemination and research, and the promotion of media awareness in different regions of the world, aimed at increasing the visibility of philosophy and the human sciences in the public arena and among young people in particular. International cooperation will be reinforced, principally among the least developed countries, through the UNESCO international network, the International Council for Philosophy and Humanistic Studies (ICPHS) and international and regional non-governmental organizations.

Expected results at the end of the biennium

- ◆ Promotion of exchanges of knowledge and information and creation of synergies between philosophy and the human sciences likely to foster the development of new ideas.

Performance indicators:

- creation of a UNESCO international network of thinkers from different cultures and disciplines;
- number of individuals and institutions involved worldwide.

- ◆ Better recognition of the social role of philosophy and the human sciences.

Performance indicators:

- number and type of activities organized by the Member States at the initiative of UNESCO, including *Philosophy Day at UNESCO at Headquarters and in the field* and “*Pathways of Thought*”;
- number of countries, institutions and individuals involved in the activities, including the celebration of *Philosophy Day*

Main line of action 3. Promotion of human security and peace

03303

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,351,900 |
| ● Extrabudgetary | \$1,160,700 |
| Total, Activities | \$2,512,600 |

Background. During the 2002-2003 biennium, the ethical, normative and educational frameworks for the promotion of human security and the prevention of conflicts at their source were drawn up, together with plans of action, in cooperation with institutional partners for Africa, Latin America and the Caribbean, and East Asia. Those activities were implemented on the basis of the recommendations and the plan of action adopted at the first International Meeting of Directors of Research and Training Institutions on Peace, held in 2000. At the same time, studies were conducted on the impact of new forms of violence in countries marked by long-drawn-out internal conflicts and published in the “black books on violence” series. The overall results were disseminated by UNESCO’s SecuriPax network and many publications.

Strategy. On the basis of the experience acquired, regional frameworks for the promotion of human security in UNESCO’s fields of competence will be developed for the Arab States region and the Asia-Pacific region. Priority will be given to ensuring greater linkage with local initiatives in the elaboration of the regional frameworks so as to prevent conflicts at their source, especially through the promotion of respect for human rights and policies implemented for the promotion of sustainable development and for alleviating poverty.

The regional frameworks and the plans of action for the promotion of human security, already adopted in Africa and in Latin America and the Caribbean, will be operationalized by pilot action-research projects in a limited number of countries in these two regions. UNESCO will help Member States in the follow-up to these projects for the purpose of assessing the relevance of the plans of action.

The International Centre for Human Sciences at Byblos, Lebanon, officially launched its programme in September 2002 with the first meeting of the Scientific Committee (Byblos, Lebanon). The new mission of the Centre is to promote comparative research on the nature of democracy and its development, with particular emphasis on the relationship between cultural perceptions and democracy. The programme of the Centre will foster interregional and international exchanges and cooperation, serving as a forum to disseminate the results of research conducted on the theme of democracy. In this framework, the Byblos Centre will contribute to the implementation of the international programme on democracy, in the context of the follow-up of the International Panel on Democracy and Development.

Research on new forms of violence will be encouraged and its results widely disseminated by the “black books on violence” and the SecuriPax network with a view to enhancing public awareness. As

a counterpoint to concerns about terrorism, UNESCO will endeavour to foster thinking about the historical, socio-economic and cultural factors associated with this phenomenon and about its consequences. The UNESCO Prize for Peace Education and continued close cooperation with the Félix Houphouët-Boigny Foundation for Peace will contribute to the promotion of peace and the heightening of appreciation of best practices aimed at constructing “the defences of peace in the minds of men”.

Expected results at the end of the biennium

- ◆ Promotion of human security and of the prevention of conflicts at their source in UNESCO’s fields of competence.
Performance indicators:
 - development of human security strategies and their submission to the Member States and to the actors concerned in two regions (Arab States; Asia and the Pacific);
 - finalization of human security plans of action for the Member States of two regions (Africa; Latin America and the Caribbean);
 - launch of pilot projects on the basis of the two above-mentioned plans of action.
- ◆ Enhanced understanding of the links between contemporary forms of violence and the level of human security and development.
Performance indicators:
 - development of the SecuriPax network and number of individuals and institutions involved;
 - number and type of international events organized;
 - publication of “black books on violence”.
- ◆ Development and testing of effective approaches fostering reconciliation in conflict and post-conflict situations.
- ◆ Strengthened links between democracy and development.
Performance indicators:
 - implementation of the recommendations made by the International Panel on Democracy and Development;
 - promotion of comparative research in this field, placing special emphasis on the links between cultural perceptions and democracy;
 - number of research publications;
 - promotion of international and interregional exchanges and launch of cooperation activities in this sphere;
 - creation of networks of researchers and number of participants.

Programme III.4

Medium-Term Strategy, paragraphs 99,107-108, 114-122

Management of Social Transformations: MOST - Phase II

0340

Activities

| | |
|--------------------------|---------------------|
| • Regular budget | \$ 3,038,400 |
| Decentralization | 31.3% |
| • Extrabudgetary | \$30,187,100 |
| Total, Activities | \$33,225,500 |

03400

The General Conference

Authorizes the Director General

(a) to implement the corresponding plan of action in order to:

- (i) contribute to the sustainability of social transformations, through re-focusing the international social science research programme MOST on the use of social sciences in evidence-based policy-making; through improving cooperation with competent international NGOs, in particular the International Social Sciences Council (ISSC), and other regional, subregional and national social science networks; through further developing university action and capacity-building by strengthening UNITWIN/UNESCO Chairs networks in interdisciplinary areas of high complexity; and through sharing high-quality social science research results with a maximum of users, by publication of the International Social Science Journal in six languages;
- (ii) elaborate a framework for policy development on international migration on the basis of scientific research, and collect and disseminate best practices concerning the situation of migrants in society;
- (iii) within the framework of the social sustainability of cities, develop a new strategy for urban development based on interaction and cooperation among researchers, public authorities and civil society, through comparative research, training and pilot projects which foster new bonds with the policy-making sphere, especially in developing countries and countries in transition;

(b) to allocate for this purpose an amount of \$3,038,400 for programme costs and \$50,200 for indirect programme costs at Headquarters.

Main line of action 1. Policy, international cooperation and knowledge sharing in the social sciences

03401

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$2,193,000 |
| ● Extrabudgetary | \$3,653,800 |
| Total, Activities | \$5,846,800 |

Background. Over the past years, UNESCO endeavoured to assist social scientists in providing more adequate responses to societal issues of high complexity. Action focused on continuous upgrading of social scientific knowledge production, enhanced international networking and some first experiments with new linking arrangements between social science and policy-making; all aimed at facilitating social transformations. In this spirit, the Management of Social Transformations (MOST) Programme accomplished its first 8-year cycle (1994-2001), with the thorough full-term evaluation of 2002 serving as a basis for the Programme's future orientation. Likewise, the interdisciplinary UNITWIN/UNESCO Chairs programme on sustainable development accomplished a decade of North-South and South-South training ventures based on new interdisciplinary curricula and methodology, with emphasis on academe's opening up to the concerns of a full range of new partners. Another tool for reachout was the publication of the International Social Science Journal (ISSJ) in six languages. The year 2002 also witnessed the signing of a new framework agreement with the International Social Science Council (ISSC), covering the period 2002-2007, to support cooperation and complementary action between ISSC and UNESCO.



Flagship: Management of Social Transformations (MOST II)

The "Management of Social Transformations" (MOST) Programme, launched in 1994, underwent an external evaluation so as to assess its accomplishments during its initial phase (1994-2001) and to make recommendations for its second phase (MOST II). During 31 C/5, the key concepts as well as the internal structure of the different areas and themes were reflected upon and clarified through broad consultations.

MOST's main emphasis and value added is on establishing and interconnecting international policy networks and renowned social science researchers, to facilitate the use of social science research in evidence-based policy. Accordingly, what is recommended is a research-based analysis of "the management of social transformations" itself. This would mean bringing together basic research and those entrusted with policy formulation in governments, a variety of institutions, NGOs, civil society, the private sector and in UNESCO itself.

During its second phase, MOST shall strive to take an active orientation with a view to making social transformations more sustainable.

MOST is guided by an Intergovernmental Council (composed of 35 Member States), and is supported by a secretariat in SHS (for more information see website <http://www.unesco.org/most>).

Strategy. A four-pronged strategy strives to upgrade the potential of the social sciences on topical, infra-structural and institutional levels and to spark pro-active contributions of social scientists to policy-making.

1. Following the in-depth consultations and debates around MOST's eight-year evaluation (2002-2003), the retooled programme shall operate as a better structured and coherent framework which emphasizes the policy and social research interface as its distinctive feature and major *raison d'être*. The post-Johannesburg context calls for tackling the sustainability of social transformations. Based on this paradigm, existing and newly to be launched MOST networks as well as the interdisciplinary SHS-based UNESCO Chairs and UNITWIN networks shall be tapped for research, capacity-building and identification/dissemination of best practices, to yield proper insights into the use of social science in

evidence-based policies and to experiment with new intermediary set-ups/institutions. Support to MOST's phase 2 will also materialize in the framework of the evolving regional and subregional strategies of the Social and Human Sciences Sector, with the active contribution of National MOST Liaison Committees and UNESCO Chairs, and through enhanced collaboration with the main regional social science networks, such as the Council for the Development of Economic and Social Research in Africa (CODESRIA), the Association of Asian Social Science Research Councils (AASSREC), the Latin American Social Sciences Council (CLACSO) and the Latin American Faculty of Social Sciences (FLACSO), and similar regional or subregional networks.

2. Cooperation with the International Social Sciences Council (ISSC) shall be continued under the framework agreement for 2002-2007. An open-ended task force shall support ISSC's efforts to expand the representation of all social science communities worldwide, especially the emerging ones and assist ISSC in working towards growing financial independence.

3. The International Social Science Journal (ISSJ) strategy shall aim both at maintaining its solid academic reputation and at promoting interdisciplinary and international research of the highest academic quality, by substantially improving its quality control mechanisms (advisory board), broadening authors' geographical representation, emphasizing policy and professional issues, and mobilizing tie-in and spin-off activities (including conferences, seminars, books especially in non-ISSJ languages, policy-relevant digests).

Expected results at the end of the biennium

- ◆ Linkages between research and policy-making strengthened:

Performance indicators:

- *policy papers produced and disseminated;*
- *user-friendly packages accessible through the MOST website;*
- *advocacy action documented: successful experimentation with participatory approaches;*
- *UNESCO's inputs in national/regional and United Nations social development agendas.*

- ◆ Enhanced academic profile and greater inclusiveness of ISSJ accomplished

Performance indicators:

- *standard reputation;*
- *citation indices;*
- *quality and quantity of unsolicited manuscripts;*
- *contributions from currently under-represented regions.*

- ◆ Role of ISSC consolidated:

Performance indicators:

- *geographical balance;*
- *growing financial independence.*

Main line of action 2. International migration and multicultural policies

03402

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$457,700 |
| ● Extrabudgetary | – |
| Total, Activities | \$457,700 |

Background. International migration involves hundreds of millions of people and affects countries of origin, transit and destination in an increasingly complex manner. There is an urgent need to better understand the causes and effects of the international flows of people and their interrelationship with social and economic development.

UNESCO's activities in international migration focus on the need to study and analyze the migration issue in its global context and contribute to the development of better policies concerning international migration flows, the peaceful integration of migrants in society, and the capacities of States to cope with

the impact of migration on social development. The Organization has created several active research and policy oriented networks that have undertaken regional activities on issues such as the multicultural society, linguistic diversity of immigration countries, the impact of migration research on policy-making, etc.

Recently the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families, which was adopted by the United Nations General Assembly in December 1990, has come into force following the ratification by the twentieth Member State by early 2003. However, many more ratifications are needed for an effective implementation of the Convention. UNESCO is an active participant in the Global Campaign for Ratification of the International Migrants' Rights Convention, which brings together the major United Nations bodies concerned with migration issues, as well as other international organizations such as the International Organization for Migration (IOM) and several NGOs. The Campaign aims at supporting coordinated activities at international and national levels to promote the ratification and implementation of the United Nations Convention. UNESCO is asked to contribute basic understanding on the possibilities and obstacles for the ratification and implementation of the Convention in its Member States.

Strategy. In 2004-2005, UNESCO's actions will focus on the collection and dissemination of best practices concerning the position of migrants in society. Furthermore, UNESCO will develop a coherent strategic vision on the future of international migration as a global phenomenon, to provide a framework for policy development in this area. Action will be carried out in different regions and subregions in order to strengthen research and policy-making capacities through existing networks such as the Asia Pacific Migration Research Network (APMRN) and the Central and Eastern European Network on Migration Research (CEENOM). Other research networks on migration will be developed in Africa, Arab States, and Latin America to contribute best practices and basic policy-oriented research and analysis on the social, cultural and political aspects of migration.

The Internet based migration clearing house will be further developed to disseminate the results of research and analysis activities, including the collection and dissemination of evaluated best practices and the continued publication of the International Journal of Multicultural Societies.

Expected results at the end of the biennium

- ◆ Policy-research capacities of international networks strengthened in the field of international migration, especially on issues related to the implementation of the United Nations Convention on Migrants' Rights and on issues of the integration of migrants in society and the development of multicultural policies.

Performance indicators:

- number of international networks in different regions reinforced and established;
- number of scholars and policy-makers involved and their origin;
- Results of network activities, including publications, policy recommendations and information exchanges.

- ◆ Better understanding created on international migration and the position of migrants in society.

Performance indicators:

- establishment and operation of a trustworthy and high quality Internet-based information resource;
- number of best practices identified, evaluated and disseminated;
- number and origin of users of the Internet site.

- ◆ A framework for policy development in the area of international migration formulated and disseminated.

Performance indicator:

- acceptance of the policy framework by a number of Member States.

Main line of action 3. Urban development

03403

| | |
|--------------------------|---------------------|
| Activities | |
| ● Regular budget | \$ 387,700 |
| ● Extrabudgetary | \$26,533,300 |
| Total, Activities | \$26,921,000 |

Background. Massive urbanization constitutes a world global phenomenon. Cities are strategic territories confronted with deep economic, ecological, political and sociocultural transformations: basic technical and scientific challenges of urban physical development and city revitalization have to cope with urban poverty, social exclusion, spatial segregation, cultural and historic heritage mismanagement and are called to promote democratic participation and urban governance as a *sine qua non* condition to reach a sustainable and ethical urban management.

Since 1994, urbanization has been one of the three themes of MOST and related pilot activities. Activities aimed at capacity-building and transfer of knowledge have included specific cooperation with the main international urban NGO's, like the IUA (International Union of Architects), IFLA (International Federation of Landscape Architects) and ISoCaRP (International Society of City and Regional Planners) and UNESCO of architecture and landscape. After Habitat II 1996, cooperation was also promoted with universities and specialized institutions for city professional interdisciplinary training aimed at an integrated approach to urban planning and management.

Strategy. A new strategy for "Urban Development" will be finalized to conceptualize three main objectives within the framework of the "United Nations Cooperation for Cities". Focus will be on urban water problems, natural disasters and megapolis, in cooperation with MP II, and on historic cities, in cooperation with MP IV. Programme activities will also respond to the need to tackle poverty and to implement Phase II of the MOST Programme, as specified in the UNESCO Medium-Term Strategy (31C/4).

The activities will focus on the needs of Member States for sensitization and training of city and regional young planners and address the need to inform and train local regional and city technicians involved in urban policies and management together with the promotion of transdisciplinary training. UNESCO Chairs and UNITWIN networks will contribute to, participatory and democratic management and integrated approaches to urban development. In view of the dissemination and re-use of best practices in the field of "sustainable and ethical revitalization of urban centres", some initiatives and pilot projects on social inclusion and spatial cohesion will be launched with particular attention to children, youth and women, drawing also on the lessons of the "Rights to City" experiments in Brazil. The final objective will be to concentrate on conceptual research on urban issues and the links between the research results and their integration into urban public policy and city management with the aim of increasing participatory democratic processes in urban development and city revitalization.

Expected results at the end of the biennium

- ◆ Interdisciplinary approaches to urban development promoted.

Performance indicators:

- methodology developed and disseminated;
- research network on urban development and city revitalization created;
- recommendations from research networks integrated into public policies;
- interdisciplinary approaches integrated into education and training of young city professionals.

- ◆ Development of participatory processes involving women, children, youths aimed at upgrading urban environment.

Performance indicators:

- innovative pilot projects initiated, pertaining to social inclusion and spatial cohesion in various regions;
- best practices identified, documented and disseminated.

Projects relating to cross-cutting themes

0350

| | |
|--------------------|--------------|
| Regular budget | |
| ● Activities: | \$ 2,600,000 |
| ● Decentralization | 85.6% |

03500

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action to execute to completion the projects relating 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”;
- (b) to evaluate and monitor the implementation, as well as assess the impact of the various projects;
- (c) to ensure intersectoral cooperation within UNESCO and coordination with other United Nations agencies and funds in order to enhance the coherence and learning process in the execution of approved projects;
- (d) to allocate for this purpose an amount of \$2,600,000 for programme costs.

The projects listed hereunder and their corresponding budgetary allocations have been anchored under Major Programme III in view of their main thematic subject and orientation pertaining to social and human sciences. These projects were conceived on an intersectoral and interdisciplinary basis by teams involving at least three sectors and/or field offices for each project. Special arrangements will again be made for the administration of these projects. Their substantive activities will be planned and implemented jointly by members of the respective intersectoral teams. A summary of all projects relating to the two cross-cutting themes is provided at the end of Part II.A (paragraph 08001). Efforts will be made to seek extrabudgetary resources from potential donors in order to maximize the impact of these projects.

◆ Eradication of poverty, especially extreme poverty

03510

| | |
|---------------------|-------------|
| Regular Budget | |
| ● Activities: | \$2,050,000 |
| ● Decentralization: | 81.7% |

Poverty eradication – building national capacities for research and policy analysis, developing country strategies and action plans and monitoring their implementation

03511

| | |
|----------------|-------------|
| Regular Budget | |
| ● Activities: | \$1,000,000 |

This umbrella project is conceived as a fully intersectoral and interregional endeavour to promote poverty eradication at the country level and to develop systematically a UNESCO contribution to the attainment of Millennium Development Goal 1 (MDG 1), namely the halving of poverty by 2015, and to the Millennium Campaign developed jointly by all United Nations agencies, programmes and organizations. The project comprises three distinct yet interrelated components, which will largely be pursued with and through national partners placing emphasis on action through UNESCO domains in the fight against poverty –

i.e. through education, the sciences, culture and communication and information. These components are:

- (i) capacity-building of national institutions and of field offices, especially in countries at risk of missing the attainment of MDG 1;
- (ii) engagement and stimulation of national research and policy analysis entities, through grants provided by UNESCO field offices, aimed at the formulation of integrated and participatory national and local strategies, and action plans in Latin America, Asia and the Pacific and Africa; coupled with
- (iii) monitoring of the impact and relevance of public policies, resulting from such research and policy analysis.

Expected results at the end of the biennium. Capacities of professionals and institutions in Member States strengthened to undertake research and policy analysis on the effects of development programmes on poor populations; pertinent poverty eradication strategies and action plans developed; capacities in Member States enhanced to manage and evaluate poverty-relevant public policies, including at the local level, in areas of UNESCO's competence; capacities of UNESCO field offices strengthened to design, implement and monitor poverty-related activities and projects and to identify and select national partners; citizen's participation in the formulation of poverty eradication strategies improved in three major geographical regions; areas of UNESCO concerns more explicitly included in PRSPs and other country-level poverty eradication initiatives; and joint activities with other United Nations partners promoted in that respect.

Ethical and human rights dimensions of poverty: towards a new paradigm in the fight against poverty

03512

Regular Budget

● Activities:

\$300,000

Objectives. This project aims principally at developing an ethically and rights-based approach to poverty reduction. This shall be an important input to the United Nations Millennium Campaign and shall be linked to activities of other partners in that regard, especially at the field level. Poverty is not simply a matter of material deprivation. It is a matter of human dignity, justice, fundamental freedoms and basic human rights. The prevailing paradigm lacks the genuine inclusion of the above-mentioned aspects as a mobilizing force and motivation for poverty eradication. UNESCO with its ethical mandate will address through this project the problem of poverty in terms of moral responsibility, ethical necessity and denial and violation of human rights. The results of these efforts will be fed into the United Nations Millennium Campaign, as appropriate, aimed at raising the awareness of decision-makers and the general public, especially in developed countries, on the urgency, responsibility if not duty of taking concrete steps to help alleviate poverty and thus to give concrete meaning to human solidarity. A conceptual analysis will seek reflection on the notions of individual and collective action as well as personal, social and institutional identity.

Expected results at the end of the biennium. Better understanding achieved among decision-makers and general public about human rights dimensions of poverty; in that regard, national legal frameworks improved and national NGOs empowered to focus on poverty as a denial of human rights; concept developed of poverty eradication as an ethical precept and necessity; UNESCO-specific input to the United Nations Millennium Campaign developed, both at international and national levels; publications and recommendations developed and disseminated.

Urban poverty alleviation among young and female migrants in China, Lao People's Democratic Republic, Cambodia and Mongolia

03513

Regular Budget
● Activities: \$300,000

Objectives. This comparative project aims at fighting against poverty through concrete and demonstrative actions, through a participatory approach, providing especially young and female migrants in urban areas with life and basic skills. Building on experience gained by this project during the preceding biennium, it will also seek to enhance awareness of young and female migrants about their legal and human rights, organize vocational training, and deliver concrete services. Overall, the project will attempt to reinforce the voice of migrants, to address structural inequalities and to influence policy makers in favour of migrants' needs, through a step-by-step approach in the implementation of public social and educational policies. Best practices will be identified, documented and disseminated to urban areas in other countries and regions.

Expected results at the end of the biennium. Progress achieved in elaborating local/national social and educational public policies in favour of young and female migrants in urban areas; programmes providing life and basic skills, including vocational training, designed and initiated with local and national partners; participation of NGOs and migrants secured in the implementation of activities; awareness raised among decision-makers and the public about the rights of migrants.

Combating exploitative migration of women and children in Africa

03514

Regular Budget
● Activities: \$150,000

Objectives. The project seeks to contribute to the development of specific elements of a policy framework supportive of human security in Africa, with specific emphasis on countering exploitative migration of women and children, and to integrate such dimensions into comprehensive poverty eradication strategies.

Expected results at the end of the biennium. Concepts on the links between poverty and trade in women and children developed and clarified; the potential of poverty eradication strategies in fighting exploitative migration in Africa actualized; results of practical research, best practices and concrete project evaluations disseminated among policy-makers; awareness raised on the risks linked to exploitative migration among local populations; community capacities in preventive education and information enhanced; policy dialogue and sharing of knowledge among various stakeholders intensified.

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

03515

Regular Budget
● Activities: \$300,000

Objectives. Contribution to the eradication of poverty and the strengthening of human security in Burkina Faso, Mali, Niger and Benin, based on experience under this project in the previous biennium. Strengthening of the capacities of the most deprived sections of the community – in particular women and/or teenage girls as agents of social transformation; exploitation of development information centres for the purpose of developing educational content in programming operations; awareness-raising on AIDS and opportunistic illnesses and malaria; improvements in the supply of drinking water and scientific popularization work; overall analysis of the project and evaluation of its impact from the standpoint of human security and poverty reduction.

Expected results at the end of the biennium. On-going pilot projects adopting an intersectoral and multidisciplinary approach to the eradication of poverty and the promotion of human security successfully implemented. Approaches validated by pilot projects adapted to and integrated in national policies for reducing poverty.

◆ **The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society**

03520

| | |
|---------------------|-----------|
| Regular Budget | |
| ● Activities: | \$550,000 |
| ● Decentralization: | 100.0% |

ICTs as tools to improve local governance in Africa, Latin America and the Caribbean

03521

| | |
|----------------|-----------|
| Regular Budget | |
| ● Activities: | \$200,000 |

Objectives. This project aims to use ICTs as tools for the reinforcement of social cohesion and local democracy in municipalities in Africa, Latin America and the Caribbean region. It is building on the successful experiences of the first project phase that concentrated on partnerships for training in Latin America and Africa and an e-governance portal. The main objectives for this biennium are (i) to provide improved policies and best practices on the basis of the pilot projects in Africa and Latin America, (ii) to reinforce the capacity of city planners and city officials for policy development through more online training courses, (iii) to extend the cooperation between NGOs of city professionals, and (iv) to enlarge the project to the Caribbean.

Expected results at the end of the biennium. Best practices for introducing ICTs in municipal policies prepared and disseminated in all regions; training modules promoting the use of ICT tools for improving local governance evaluated, adjusted and extended for training of city professionals; cooperation within and between NGOs of city professionals on the introduction of ICTs reinforced in all regions.

Electronic network of UNESCO Chairs in Africa and African Virtual UNITWIN Research and Training Network

03522

| | |
|----------------|-----------|
| Regular Budget | |
| ● Activities: | \$150,000 |

Objectives. The project focuses on two main objectives. The first is using information and communication technologies to strengthen regional cooperation in Africa between UNESCO Chairs with a view to promoting joint research, teaching and advocacy programmes in the areas of human rights, good governance, democracy, gender issues, and peace. The electronic network is also expected to help reduce the information and digital gap between Africa and other parts of the world in these areas. The second objective is to examine the interest and modalities for setting up an African Virtual UNITWIN Research and Teaching Network.

Expected results at the end of the biennium. Information in the areas of human rights, democracy, gender issues, and peace made available on a website and disseminated among academics, students, policy-

makers, NGOs; African social scientists; NGO's and information managers trained in website publishing and management and on operations of virtual networks, as well as on the creation and uploading of electronic content in the substantive areas of the project (human rights, democracy, good governance, gender issues and peace); interaction and cooperation among UNESCO Chairs strengthened and synergies realized in social sciences, communication and education; feasibility study on African Virtual UNITWIN Research and Teaching Network conducted.

Social inclusion for isolated communities in the Caribbean

03523

Regular Budget

● Activities: \$200,000

Objectives. This project seeks to use ICTs to harness and share information and knowledge for social and cultural inclusion and development among indigenous and isolated communities in Dominica, Belize, Guyana and Suriname. The main goals are access to information, development of local content production as intangible cultural heritage, awareness raising on ICT policies and innovative, community-based non-formal education and training opportunities.

Expected results at the end of the biennium. Awareness raised in isolated communities with regard to access policy, regulations and approaches; capacities for self management of ICTs built; local content for social and cultural inclusion produced and disseminated; community personnel trained in local content production; first Caribbean Internet Indigenous Radio multimedia community centre established; income generated from the provision of ICT-related support services and products.

Cooperation with extrabudgetary funding sources

03601

UNESCO will continue to work closely with multilateral and bilateral institutions and organizations to assure complementarity with regular programme activities under Major Programme III. A number of organizations of the United Nations System, such as OHCHR, UNU, WHO, WTO and regional development banks; regional bodies and organizations, such as the European Union, OECD, and the Committee on Economic, Social and Cultural Rights; professional associations, such as the International Social Science Council (ISSC); as well as a cross section of bilateral donors and international and national NGOs will be key partners in these endeavours.

03602

Under the principal priority of Major Programme III, ethics of science and technology, with emphasis on bioethics, the Sector will explore possibilities of cooperation with the private sector, primarily the pharmaceutical and biotechnological industry. The Sector will continue to collaborate with relevant institutions and organizations in the formulation of ethical principles and guidelines in identified areas. Similarly, under the aegis of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), UNESCO will foster inter-agency cooperation with concerned United Nations organizations, other intergovernmental bodies and with relevant NGOs.

03603

In the area of human rights, close cooperation will be reinforced with the Office of the United Nations High Commissioner for Human Rights (OHCHR) and concerned international and national NGOs, especially in the promotion and mainstreaming of human rights and in the struggle against racism and discrimination, including the joint implementation of research, education and training projects, and cooperation in the organization of the Human Rights Forum. In the domain of women, gender equality and development, cooperation will be strengthened with relevant United Nations agencies in specific areas – with the United Nations Division for the Advancement of Women (DAW) on trafficking in women and girls and in the follow-up to the Fourth World Conference on Women (Beijing, 1995); with ILO on gender assessments and audit; and with UNIFEM on research on factors that hinder or promote gender equality.

03604

In the area of foresight, philosophy and human sciences collaboration will be strengthened with the UNDP and with the United Nations University (UNU), as well as with professional bodies, associations and institutions (such as the International Federation of Philosophical Societies, (FISP); the International Council for Philosophy and Humanistic Studies, (ICPHS); and the International Centre for Human Sciences, (ICSH), Byblos, Lebanon) in the context of existing framework agreements.

03605

Under the programme “Moving towards Sustainable Transformations”: MOST – Phase II, cooperation will be enhanced with other United Nations agencies and with governmental and non-governmental agencies in selected activities, such as the follow-up to the Johannesburg World Summit on Sustainable Development and the Copenhagen review process, and in fostering cooperation with MOST and UNITWIN Chairs. Particular efforts will be made to identify extrabudgetary resources especially for strengthening links between research and policy through targeted actions in selected regions of the world in order to encourage dialogue and exchange between researchers and the policy communities (in government, private sector and civil society), building on the experience of the Sector thus far with the Forum of Latin American Ministers of Social Development.

03606

During the biennium SHS will develop and implement its sectoral strategy on sourcing extrabudgetary resources as a means of augmenting regular programme funds in support of identified priority areas.



United Nations Educational,
Scientific and Cultural Organization

Major Programme IV

Culture



MAJOR PROGRAMME IV

Culture

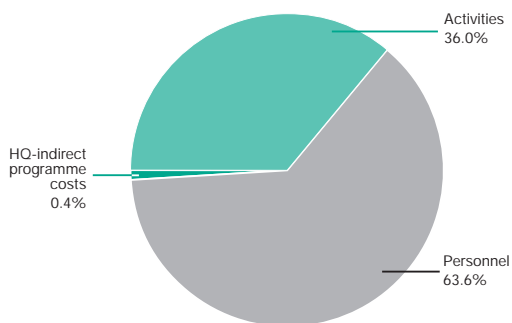
04001

| Regular Budget | Programme | | | Total Appropriation 2004-2005 | Extra-budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|--------------------|------------|------------|-----------------------------|-------------------------------|--|---------------------------|
| | Personnel | Activities | HQ-Indirect Programme Costs | | | |
| | \$ | \$ | \$ | | | |
| Major Programme IV | 33 967 400 | 19 197 100 | 215 700 | 53 380 200 | 33 164 600 | 86 544 800 |

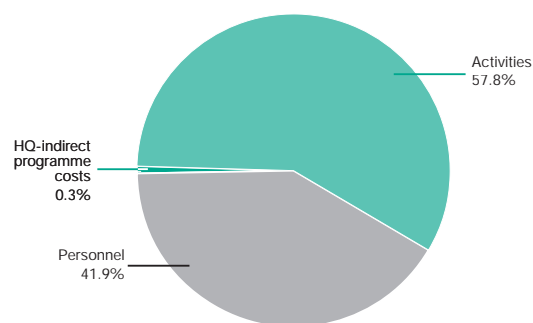
1. Funds already received or firmly committed.

DISTRIBUTION OF RESOURCES

REGULAR BUDGET



REGULAR BUDGET + EXTRABUDGETARY

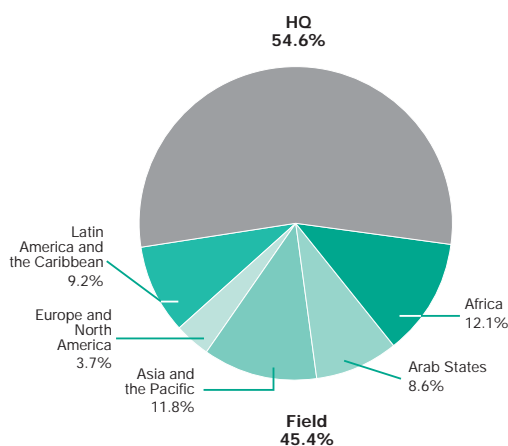


04002

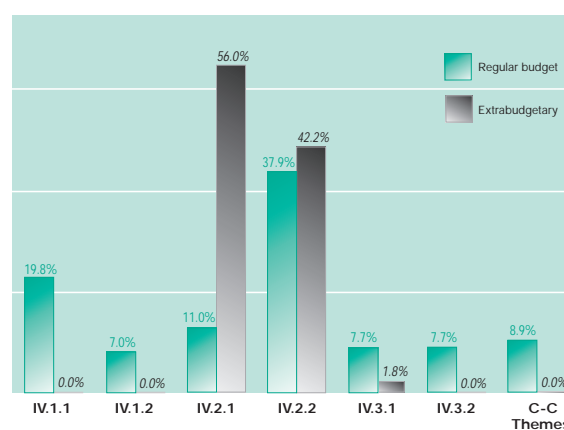
| Major Programme IV | | Regular Budget Activities | Extra-budgetary Resources ¹ | Total Resources for Activities |
|--|---|---------------------------|--|--------------------------------|
| | | \$ | \$ | \$ |
| Programme IV.1 | Mainstreaming cultural diversity into policy agendas at national and international levels | | | |
| Subprogramme IV.1.1 | Promotion of the UNESCO Universal Declaration on Cultural Diversity and implementation of its Action Plan | 3 808 300 | – | 3 808 300 |
| Subprogramme IV.1.2 | Strengthening the links between cultural policies and development policies | 1 345 200 | – | 1 345 200 |
| | Total, Programme IV.1 | 5 153 500 | – | 5 153 500 |
| Programme IV.2 | UNESCO's contribution to the protection of the world's cultural diversity through cultural and natural heritage preservation | | | |
| Subprogramme IV.2.1 | Promotion and implementation of the Convention concerning the protection of the world cultural and natural heritage (1972) | 2 108 900 | 17 291 100 | 19 400 000 |
| Subprogramme IV.2.2 | Protecting the cultural diversity through the preservation of cultural heritage in all its forms and through normative action | 7 279 300 | 13 002 500 | 20 281 800 |
| | Total, Programme IV.2 | 9 388 200 | 30 293 600 | 39 681 800 |
| Programme IV.3 | Safeguarding cultural diversity through creativity and development | | | |
| Subprogramme IV.3.1 | Encouraging arts and crafts for sustainable development | 1 477 500 | 560 000 | 2 037 500 |
| Subprogramme IV.3.2 | Strengthening the role of cultural creation in human and economic development | 1 477 900 | – | 1 477 900 |
| | Total, Programme IV.3 | 2 955 400 | 560 000 | 3 515 400 |
| Projects relating to cross-cutting themes | | | | |
| ♦ | Eradication of poverty, especially extreme poverty | 1 200 000 | – | 1 200 000 |
| ♦ | The contribution of communication and information technologies in the development of education, science and culture and the construction of a knowledge society | 500 000 | – | 500 000 |
| | Total, Projects relating to cross-cutting themes | 1 700 000 | – | 1 700 000 |
| | 32 C/5 - Total activities, Major Programme IV | 19 197 100 | 30 853 600 | 50 050 700 |

1. Funds already received or firmly committed.

DISTRIBUTION OF REGULAR BUDGET RESOURCES FOR ACTIVITIES – HEADQUARTERS AND FIELD



DISTRIBUTION OF REGULAR AND EXTRABUDGETARY RESOURCES FOR ACTIVITIES



Culture

04003 The UNESCO Universal Declaration on Cultural Diversity, adopted by acclamation on 2 November 2001 by the General Conference at its 31st session, stresses forcefully the cultural issues raised by globalization and the need for Member States to firmly support the very principle of diversity. This was confirmed when the Declaration was adopted by the United Nations General Assembly (A/RES/57/249), which also proclaimed 21 May “World Day for Cultural Diversity for Dialogue and Development”. Drawing on the lessons of the Report of the World Commission on Culture and Development “Our Creative Diversity” (1996), the Action Plan adopted by the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998) and the two World Culture Reports (1998, 2000), the Declaration clearly shows the international consensus that has emerged regarding cultural diversity and its links to sustainable development in accordance with the Johannesburg Summit and the UNESCO-UNEP Round Table “Cultural Diversity and Biodiversity for Sustainable Development” (September 2002). The achievements of the Venice Congress on World Heritage (Italy, November 2002), and the intergovernmental meeting of experts on the preliminary draft convention for the safeguarding of the intangible cultural heritage (Paris, September 2002, February-March and June 2003) have enabled in-depth reflection to take place on the broadening of the notion of cultural heritage.

04004 Promoting cultural diversity and intercultural dialogue will be the **principal priority** and main theme of Major Programme IV. Diversity, if it is to remain creative, must be based on acceptance and dialogue. It cannot survive when communities withdraw into themselves or opt for confrontation. The aim in implementing the programme will therefore be to create conditions in which dialogue and diversity can flourish, on the basis of strategic objectives 7, 8 and 9 relating to culture in the Medium-Term Strategy for 2002-2007 (31 C/4 Approved), that is to say: (i) promoting the drafting and implementation of standard-setting instruments in the cultural field; (ii) encouraging pluralism and dialogue among cultures and civilizations through the promotion of cultural diversity; and (iii) enhancing the linkages between culture and development through capacity-building and sharing of knowledge, in particular by helping Member States to redefine or update the main lines of emphasis of their cultural policies.

04005 The Programme for the 2004-2005 biennium reflects the budgetary reinforcement requested for the world cultural and natural heritage in respect of the implementation of the 1972 Convention and for activities relating to the intangible heritage and the follow-up to the UNESCO Universal Declaration on Cultural Diversity. Accordingly, the principal priority has been strengthened considerably and will be assigned 62% of the overall amount of resources allocated to programme activities (excluding the cross-cutting theme projects) under Major Programme IV – Culture, as compared to 38% in document 31 C/5 Approved. Similarly a special effort has been made to match human resources development needs – especially field capacities – to approved programme priorities.

04006 The Programme will ensure the broadest possible dissemination of the UNESCO Universal Declaration on Cultural Diversity and its Action Plan

among the organizations of the United Nations system, while assisting Member States in the reformulation of their **national cultural policies** and policies at the local level (municipalities and communities). The process of drawing up a **Convention on the Diversity of Cultural Contents and Artistic Expressions** will be launched in order to incorporate the principle of cultural diversity, understood in the broadest possible sense, into international law over the long term and thus complement the principles contained in other instruments, including those relating to human rights.

04007 The third Round Table of Ministers of Culture recalled that “cultural diversity is as necessary for humankind as biodiversity is for nature”. It finds expression in particular in artistic creation and cultural goods and services and it must be sustained by a suitable policy for heritage preservation, the foundation on which exchanges, innovation and creativity may be built. The Programme will adopt a more global approach with a view to the presentation and enhancement of cultures and it will endeavour to highlight their intrinsic links with their physical – both cultural and natural – and non-physical environment. The World Summit on Sustainable Development (WSSD), Johannesburg, provided an opportunity to stress that cultural diversity is a source of innovation, creativity and exchanges and that diversity is the guarantee not just of mutual enrichment but also of a viable future for humanity. As part of its intersectoral initiatives, UNESCO intends in 2004-2005 to stress that biodiversity and cultural diversity are two prerequisites for sustainable development. Biological diversity and cultural diversity are mutually reinforcing and profoundly interdependent, hence the need for joint interdisciplinary reflection on the subject by the Culture and Science Sectors. The Programme, through the work of the World Heritage Centre, will therefore highlight this interdependence – in consonance with the Seville Strategy for biosphere reserves, which seeks to preserve biological and cultural diversity through sites serving as testing grounds and models for sustainable development, while also paying particular attention to the issue of linguistic diversity and the protection of endangered languages.

04008 The experience gained by UNESCO over the years and the evolving content of the concept of **cultural heritage** also enable the Organization to renew its approach to the world heritage. For UNESCO, protecting the tangible and intangible cultural heritage means ensuring its capacity for renewal. It is therefore especially fitting that **2002 should have been designated by the United Nations as the Year for Cultural Heritage**, thereby making a very real link with the Declaration. Similarly, the **30th anniversary of the World Heritage Convention** afforded an opportunity to identify future paths that will be explored, in particular the scope for strong partnerships between the public/private sector and civil society.

04009 In this context, full importance must be accorded to the intangible heritage, which is still largely neglected in favour of the monumental vision of the heritage. That is why UNESCO will be working actively to promote the preservation of the intangible cultural heritage – to make it an integral part of preservation policies since it constitutes a key component of cultural diversity and human creativity. The gradual loss of such heritage and its vulnerability to the impact of globalization calls for a great effort on the part of UNESCO, which will aim to combine efforts under various approaches in order to keep it alive by making young people, in particular, aware of the values of cultural heritage.

04010 Action to promote the **intangible cultural heritage** will aim to encourage all States, with the active cooperation of researchers, creators and custodians of culture, to identify more precisely the forms and items of the cultural heritage, including endangered languages, to make States and communities aware of the value of and their responsibilities in respect of such heritage through legislative, institutional, educational, promotional and communication activities and, lastly, to mobilize the international community through the establishment of technical and financial mechanisms for cooperation and assistance. The Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity will be continued to provide the greatest number of countries with an opportunity to demonstrate the richness of their heritage. Likewise, UNESCO will engage in the promotion of the **Convention for the Safeguarding of the Intangible Cultural Heritage** in order to secure, in particular, the necessary ratifications for its entry into force.

04011 **Intercultural dialogue** now holds a key position in the international political agenda, hence the importance of the cultural component in the international fight against manifestations of intolerance and its most extreme forms, including terrorism. In programme terms, this will take the form of action to make the dialogue of cultures a guarantee of peace, cooperation and development, which goal will be achieved through the rehabilitation of the **cultural heritage in pre- and post-conflict situations**, efforts to secure intercommunity reconciliation, the strengthening of related **standard-setting action** (in particular the Hague Convention and its two Protocols) and the promotion of the UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage condemning the destruction of such heritage. The heritage is increasingly targeted as the embodiment of collective memory when conflicts or outbreaks of intolerance occur, and it already suffers from the effects of globalization such as those wrought by tourism, sometimes uncontrolled, which jeopardizes both its tangible and intangible forms of expression.

04012 As the UNESCO Universal Declaration on Cultural Diversity affirms the equal dignity of all cultures and all religions without distinction, the dialogue must take place in a multicultural world, in which each culture retains its own identity. It is therefore also necessary to review the practicalities of the dialogue of cultures in the light of the achievements of the New Delhi (July 2003) and Ohrid (August 2003) conferences. In this context, UNESCO will contribute to the assessment of activities carried out on behalf of indigenous peoples at the end of the Decade of the World's Indigenous People (2004).

04013 From a tender age, **young people** should be introduced to the many different ways of looking at the world and the diversity of languages, cultures and religions, which are inseparable from **pluralism** and can be based only on identities rooted in multiple affiliations. The teaching of history (both regional and subregional) should highlight the reciprocal interactions and multiple borrowings from which contemporary cultures stem, in particular through the revision of school textbooks, a major undertaking in several regions.

04014 Globalization represents a very real challenge for cultural diversity because of the risks of standardization and impoverishment inherent in the increasing commercialization of **cultural goods and services** which impinges on creativity and cultural innovation. Cultural goods and services are therefore another essential vehicle of both diversity and dialogue. Inasmuch as they embody identity, values

and meaning, they cannot be regarded as mere merchandise or consumer goods and require special attention by the international community. Under the Global Alliance for Cultural Diversity, efforts will be made to help developing countries or countries in transition to establish viable and competitive cultural industries, from the national and international standpoints, and to put in place cultural policies that create the conditions in which a range of cultural expressions can flourish, contributing in this way to the Millennium Development Goals, in particular, the eradication of poverty. Particular attention will be paid in this field to support for African countries in the New Partnership for Africa's Development (NEPAD) follow-up.

04015 Under the auspices of UNESCO, the **Forum of Cultures – Barcelona 2004**, proposed by Spain pursuant to the decision taken by the General Conference in 1997, is a major event which five million visitors are expected to attend (9 May to 26 September 2004), mobilizing a number of intergovernmental partners and the cultural institutions of the city of Barcelona and of Catalonia. A wide range of conferences, seminars, exhibitions and cultural shows will reflect its three main lines of emphasis: cultural diversity, sustainable development and conditions for peace. The cooperation provided by UNESCO is both intellectual and conceptual, following an interdisciplinary approach in the framework of thematic advisory committees set up to make preparations for the Forum. Its role has also been to ensure harmonious cooperation between the Forum's Consortium and the International Exhibitions Bureau. An interdisciplinary conference on "new forms of ignorance, new forms of literacy" will be a major event organized by UNESCO.

04016 Similarly, and in accordance with resolution 27 adopted by the General Conference at its 28th session, the **2000-2004 Cultural Olympiad**, the outcome of a partnership between Greece and UNESCO, has revived the spirit of the ancient games in which achievements in sport were accompanied by cultural and also literary events. The Olympic Games, symbols of peace and international understanding, are evidence of the indissoluble bonds that link an intangible heritage of legends, music and artistic performance to a heritage embodied in architecture and artistic masterpieces. This initiative will be combined with the holding of the Olympic Games (Athens 2004) in the context of a series of cultural events designed to cement the lasting union of peoples and cultures, thus renewing ties with the tradition of classical Greece. The Cultural Olympiad will also be an opportunity to make known a rich intangible heritage that is indissolubly linked to the international conception of the Games by providing UNESCO with a particularly rich setting in which to celebrate cultural diversity and intercultural dialogue.

04017 The plan of action of Major Programme IV aims at the implementation of the programme resolutions adopted by the General Conference, the texts of which are reproduced at the beginning of the corresponding subprogrammes and of the projects relating to cross-cutting themes anchored under this major programme (i.e. paragraphs 04110, 04120, 04210, 04220, 04310, 04320 and 04500), as well as of the resolutions cited hereunder:

- 32 Convention for the Safeguarding of the Intangible Cultural Heritage
- 33 UNESCO Declaration concerning the Intention Destruction of Cultural Heritage
- 34 Desirability of drawing up an international standard-setting instrument on cultural diversity

- 35 Proclamation of 2004 as International Year to Commemorate the Struggle against Slavery and its Abolition
- 36 Recognition of the Nordic World Heritage Foundation as a regional centre under the auspices of UNESCO
- 37 Amendments to the Statutes of the International Fund for the Promotion of Culture
- 38 Implementation of the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970): reports by Member States and other States Parties on the action they have taken to implement the Convention
- 39 Jerusalem and the implementation of 31 C/Resolution 31
- 47 New perspectives in UNESCO's activities pertaining to the dialogue among civilizations, including in particular follow-up to the New Delhi Ministerial Conference

the texts of which appear in Volume 1 of the Records of the 32nd session of the General Conference.

The plan of action also takes into account draft resolutions (DRs) relating to this major programme approved by the General Conference.

Programme IV.1

Mainstreaming cultural diversity into policy agendas at national and international levels

04101

| Activities | |
|--------------------------|--------------------|
| • Regular budget | \$5,153,500 |
| Decentralization | 50.8% |
| • Extrabudgetary | – |
| Total, Activities | \$5,153,500 |

IV.1.1 Promotion of the UNESCO Universal Declaration on Cultural Diversity and implementation of its Action Plan

0411

| Activities | |
|--------------------------|--------------------|
| • Regular budget | \$3,808,300 |
| Decentralization | 50.0% |
| • Extrabudgetary | – |
| Total, Activities | \$3,808,300 |

04110

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action, on the basis of the principles of the UNESCO Universal Declaration on Cultural Diversity and on the main lines of its Action Plan, in order to:
- (i) promote further study of the principles of cultural diversity with a view to their practical application in the implementation of cultural policies, in particular, by preparing a preliminary report on the situation to be regulated internationally with regard to cultural diversity and the possible scope of such regulation, together with a preliminary draft convention on the protection of the diversity of cultural contents and artistic expressions; and strengthen the promotion of the Declaration by the celebration of 21 May, proclaimed World Day for Cultural Diversity for Dialogue and Development by the United Nations;
 - (ii) promote the implementation of policies based on cultural pluralism by regional approaches based in particular on the lessons of the General Histories and projects undertaken with indigenous peoples; identify best practices in cultural pluralism through the UNESCO Chairs networks and drawing on the achievements of the UNESCO Cities for Peace Prize; improve local capacities in this field; and enhance the Euro-Arab cultural dialogue;
 - (iii) promote under the flagship project “The Slave Route” the memory of the slave trade and slavery by means of an interdisciplinary programme based on cooperation between

international scientific networks, and encourage the celebration in 2004 of the International Year to Commemorate the Struggle against Slavery and its Abolition. The flagship project will be developed in line with the orientations proposed in the Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance.

- (b) to allocate for this purpose an amount of \$3,808,300 for programme costs and \$33,500 for indirect programme costs at Headquarters.

Main line of action 1. Anchoring the principles of the UNESCO Universal Declaration on Cultural Diversity at national and international levels

04111

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$816,000 |
| ● Extrabudgetary | – |
| Total, Activities | \$816,000 |

Background. The adoption by the General Conference of the UNESCO *Universal Declaration on Cultural Diversity* (2001) reaffirmed the Organization’s role as guarantor of the “fruitful diversity of cultures”. Globalization – that not only offers brand new possibilities for expression but also exposes the most vulnerable cultures to the risk of marginalization – highlights the need to redefine a set of policies based on the mobilizing theme of cultural diversity. This concern was underscored by the designation of 21 May as World Day for Cultural Diversity for Dialogue and Development by the United Nations General Assembly (A/RES/57/249 of 20 December 2002).

Strategy. The aim of the strategy is to ensure that the main lines of the Declaration’s Action Plan are adopted by as many Member States as possible and by civil society through the furthering of the debate on the founding principles of cultural diversity. The strategy has two aspects:

- (a) to analyse and apprehend the definitions, current perceptions and aspirations of societies regarding cultural diversity at the national level; to prepare a preliminary report on the situation to be regulated and the possible scope of such regulation, together with a preliminary draft convention on the protection of the diversity of cultural contents and artistic expressions; to that end, the strategy will draw on the work of the network of regional observatories on cultural diversity and activities will be carried out in cooperation with several partners, including the International Network for Cultural diversity (INCD);
- (b) to continue national and international consultations with a view to sensitizing decision-makers in the public and private sectors to the links between cultural diversity, dialogue and sustainable development through the formulation of appropriate methodologies, on the basis of the resolution of the United Nations General Assembly (A/RES/57/249).

Expected results at the end of the biennium

- ◆ Preliminary report on the situation to be regulated and the possible scope of such regulation, together with a preliminary draft convention on the protection of the diversity of cultural contents and artistic expressions, and submission to the General Conference at its 33rd session.

Performance indicator:

– number, type and result of national and international consultations carried out.

- ◆ Clarification of principles and approaches concerning the challenges raised by cultural diversity as contained in the Declaration.

Performance indicators:

– number of national and international studies and consultations with a view to advancing in the definition of principles and practices;

- number of reports by regional observatories on cultural diversity concerning the concepts and challenges of cultural diversity.
- ◆ Principles of the Declaration applied by Member States in their cultural policies, and by agencies of the United Nations system and other intergovernmental and non-governmental organizations concerned.

Performance indicators:

 - number of countries and institutions having reported on the mainstreaming of the principles and provisions contained in the Declaration;
 - identification and analysis of the national and local policies and practices of a number of Member States having mainstreamed the principles of the Declaration by illustrating, in particular, the links between cultural diversity, dialogue and sustainable development;
 - number of pilot projects carried out mainstreaming the basic principles of the fields covered by the Declaration;
 - number of activities carried out to celebrate the Day on 21 May.
- ◆ Strategy to disseminate the UNESCO Universal Declaration on Cultural Diversity and its Action Plan developed and tested (in particular in the context of 21 May), *inter alia*, for the use of communication and media professionals.

Performance indicator:

 - evaluation of the impact of the Declaration (for instance, website hits, number and nature of requests for UNESCO publications on the Declaration, acceptance of its principles by national bodies and civil society).

Main line of action 2. The contribution of intercultural dialogue and pluralism to respect for cultural diversity

04112

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$2,992,300 |
| ● Extrabudgetary | – |
| Total, Activities | \$2,992,300 |

Background. In our multicultural societies, it is essential to ensure a harmonious interaction and willingness to live together among peoples and groups with plural, varied and dynamic cultural identities, in a spirit of respect for human rights. To this end, activities have been carried out to encourage cultural pluralism and intercultural dialogue, including interreligious dialogue, as well as under the various Roads/Routes projects, which have enabled the Organization to promote universal values with a view to strengthening social cohesion in a variety of social contexts, in particular by means of regional approaches (Central Asia, South-East Europe, Caucasus, Indian Ocean, Mediterranean, Arabia Plan) and thematic approaches (interreligious dialogue, indigenous peoples, cultural pluralism in urban environments).

Strategy. The main aim of the strategy will be to encourage greater recognition of the role of intercultural dialogue in the safeguarding of cultural diversity, of which interreligious dialogue is one component. To this end: (a) regional approaches will be followed, including in sensitive areas, to contribute to the implementation of the UNESCO Universal Declaration on Cultural Diversity, drawing on the pilot projects on cultural mapping carried out with indigenous peoples; (b) with the support of the UNESCO Chairs network and institutes linked to intercultural programmes, exchanges of knowledge and best practice in the sphere of cultural pluralism will be encouraged at the national and local levels in liaison with parliamentarians, municipalities, the representatives of indigenous peoples and civil society; (c) drawing on the experience of the UNESCO Cities for Peace Prize and of its networks of local authorities and neighbourhood associations, pilot projects designed to yield guidelines for local cultural policies will be implemented; (d) priority will also be given to training and local capacity-building. These activities will be undertaken in particular at the regional level having regard to the review of the International Decade of the World's Indigenous People (1995-2004) and under the United Nations Global Agenda for

Dialogue among Civilizations (General Assembly resolution 56/6 of 21 November 2001, para. 5) for the implementation of 32 C/Resolution 47. The strategy will also ensure the promotion of appropriate curricula to improve reciprocal knowledge and mutual respect through the publication, promotion and dissemination of the General and Regional Histories, whose completion is a priority, particularly as regards the General History of Latin America and the Caribbean.

Expected results at the end of the biennium

- ◆ Educational tools deriving from the experience of the Histories Project disseminated to Member States with a view to reducing stereotypes and prejudice.
Performance indicator:
 - *development of educational tools for target groups in the regions of Central Asia, South-East Europe, the Middle East, Africa, Latin America and the Caribbean.*
- ◆ Methodologies deriving from good practice in the sphere of cultural pluralism identified in the framework of pilot projects validated at the national and local levels, including dialogue among spiritual, religious and secular traditions.
Performance indicators:
 - *number of innovative studies and educational materials produced, in particular by UNESCO Chairs on intercultural and interreligious dialogue;*
 - *methodologies validated in various pilot projects in the framework of the UNESCO network of cities and neighbourhoods situated in sensitive regions;*
 - *methodologies relating to the mapping of cultural resources applied and validated in the framework of pilot projects in indigenous communities.*
- ◆ Recommendations concerning the framing of cultural and educational policies for the benefit of indigenous peoples formulated in the framework of the review of the International Decade of the World's Indigenous People (2004) taken into account by Member States.
Performance indicators:
 - *number of countries having adopted new policies on behalf of indigenous peoples and/or having revised their national policies for indigenous peoples on the basis of the recommendations transmitted by UNESCO;*
 - *number of countries having taken the recommendations into account.*
- ◆ Intercultural dialogue expanded and consolidated within public institutions, particularly under the Arabia Plan in the Project for a Euro-Arab dialogue and the Mediterranean Programme, through the extrabudgetary project “The Olive Roads” with a view to the establishment of a variety of partnerships.
Performance indicators:
 - *number of pilot activities carried out under the Arabia Plan and the Mediterranean Programme;*
 - *number and type of partnerships established.*



Flagship project: The Slave Route

Background. Adopted by the General Conference in 1993 and launched in Ouidah in 1994, the international Slave Route project has three main objectives:

- (a) studying the historical causes and forms of the transatlantic slave trade,
- (b) highlighting the consequences and interactions to which it gave rise, and
- (c) contributing to the establishment of a culture of tolerance and peaceful coexistence among peoples.

The project comprises: a number of activities focused on Africa, Latin America and the Caribbean, and the Indian Ocean, including the establishment of scientific networks; the establishment of a programme on oral tradition; the promotion of commemorative cultural tourism; the carrying out of feasibility studies on the establishment of museums on slavery; and, finally, the highlighting of living cultural and artistic expressions deriving from the interactions of the slave trade. The phenomenon of the slave trade and slavery has also been the subject of a school textbook pilot project, “Breaking the silence”, under the Associated Schools Project.

Strategy. In the current biennium, this flagship project will aim to focus attention on the memory of the slave trade and slavery by means of an interdisciplinary programme based on cooperation between international scientific networks and will encourage the commemoration of 2004, International Year to Commemorate the Struggle against Slavery and its Abolition. The flagship project will be developed in line with the orientations proposed in the Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (Durban, 2001). Given the scope of the project, the interdisciplinary strategy will require the mobilization of all of UNESCO's programmes and will consist in steering the follow-up to the Durban Conference and the United Nations Global Agenda for Dialogue among Civilizations and in coordinating the activities for the commemoration of 2004, in particular the establishment of an award to commemorate Toussaint Louverture. It will set out to pursue and expand cooperation with scientific networks, with a view to elucidating the causes and modalities of the phenomenon, and the consequences, in particular in interactions among the peoples of Europe, Africa, the Americas and the Caribbean. The goal of the project will be, *inter alia*, to promote sites, monuments and places of memory linked to the slave trade with a view to the development of cultural tourism in close cooperation with WTO; to contribute to the establishment of museums on slavery and to the organization of travelling or virtual exhibitions; to highlight living cultural interactions in the linguistic, artistic and religious spheres linked to the slave trade in the regions in question, and support for artistic creation relating to "The Slave Route" in cooperation with the NGOs concerned. It will also be concerned with the setting up of a programme on the analysis of new forms of slavery in cooperation with the Social Sciences Sector. The project will seek, in cooperation with the education and communication sectors, to promote and popularize the history of the slave trade and slavery, particularly through the revision of school textbooks, the production of films, CD-ROMs, etc., and the establishment of a database on the slave trade and slavery. The project, which will be evaluated at the end of a ten-year period, will also contribute to the commemoration of 23 August, *International Day for the Remembrance of the Slave Trade and its Abolition*.

Expected results at the end of the biennium

- ◆ Commemorative activities organized by Member States in 2004 to mark the *International Year to Commemorate the Struggle against Slavery and its Abolition* and on 23 August to celebrate the *International Day for the Remembrance of the Slave Trade and its Abolition*;
Performance indicator:
 - *mobilization rates (number and nature of the activities organized by Member States).*
- ◆ Recognition and presentation by the Member States concerned of sites relating to the slave trade.
Performance indicators:
 - *proposals for the inscription of sites on the World Heritage List;*
 - *introduction of commemorative cultural tourism policies.*
- ◆ Presentation of cultural, artistic and living expressions of the interactions resulting from the slave trade and slavery.
Performance indicator:
 - *degree of cooperation with networks, number of publications and audiovisual media produced.*
- ◆ Evaluation of first 10 years of the Slave Route project and results submitted to Member States.
Performance indicators:
 - *production and distribution of evaluation report;*
 - *transmission to Member States of recommendations deriving from the evaluation and intended for Member States and the other specialized agencies of the United Nations system.*
- ◆ Greater awareness of the struggle against discrimination and modern forms of slavery, with a view to their eradication.
Performance indicator:
 - *number and nature of the activities organized by Member States or NGOs, in cooperation with UNESCO.*
- ◆ Establishment of a database on the slave trade:
 - *quantity of data accessible.*

IV.I.2 Strengthening the links between cultural policies and development policies

0412

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,345,200 |
| Decentralization | 53.0% |
| ● Extrabudgetary | — |
| Total, Activities | \$1,345,200 |

04120

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action, drawing on the principles of the UNESCO Universal Declaration on Cultural Diversity and the main lines of its Plan of Action, in order to:
- (i) assist Member States in the framing of their cultural policies, with particular attention given to the cultural perspective in development policies, notably in policies relating to education, science, communication, health and tourism, so as to contribute more fully to the strategic objectives of the struggle against poverty, and to the New Partnership for Africa's Development (NEPAD);
 - (ii) encourage the compilation of statistics and cultural indicators in cooperation with the UNESCO Institute for Statistics (UIS) and national statistics institutes;
 - (iii) analyse the conceptual links between cultural diversity and biological diversity, with particular reference to linguistic diversity and natural world heritage sites as part of the follow-up to the World Summit on Sustainable Development (Johannesburg) and the implementation of the action plan of the UNESCO Universal Declaration on Cultural Diversity, this activity to be carried out in close cooperation with the Science Sector, and monitor the impact of any innovative cultural policies and training programmes on the sustainability of both cultural and biological diversity in the sites selected;
- (b) to allocate for this purpose an amount of \$1,345,200 for programme costs and \$22,300 for indirect programme costs at Headquarters.

Main line of action 1. Assistance to Member States in preparing and applying innovative cultural policies

04121

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,135,200 |
| ● Extrabudgetary | — |
| Total, Activities | \$1,135,200 |

Background. In the light of the Report of the World Commission on Culture and Development entitled “Our Creative Diversity” (1996), the Plan of Action adopted by the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998), the UNESCO Universal Declaration on Cultural Diversity (2001) and the World Summit on Sustainable Development (Johannesburg, 2002), the role of culture in the development process must be reviewed to provide a better response to the challenges to cultural diversity and sustainable development raised by globalization. The concept of sustainability has been used mainly in economic and environmental terms in the last 50 years. Culture must again play a central role in the follow-up to the Johannesburg Summit, which laid particular emphasis on the need to explore further the interactions between diversity, dialogue and development.

Strategy. The strategy will consist in helping Member States evaluate their national cultural policies and in identifying new partnerships to bring cultural policies and development policies closer together. These revisions will concern the various fields of the cultural sector (management, training, administration, financing, etc.), together with its links with the various development policies regarding education, science, communication, health and tourism. Member States will be supported in updating their cultural policies by means of technical and intellectual assistance missions and the implementation of operational projects likely to mobilize members of society and have an impact on local development. The idea is also to draw up cultural statistics and indicators in cooperation with the UNESCO Institute for Statistics (UIS) and national statistical institutes. Special attention will be given to the African States (in the context of NEPAD) and the least developed countries (LDCs).

Expected results at the end of the biennium

- ◆ National cultural policies revised on the basis of the “Diversity-dialogue-development” paradigm and national development policies that have taken culture into account.

Performance indicator:

- number of countries having revised their policies.

- ◆ Training of managers and decision-makers responsible for implementing public cultural policies, particularly in the context of NEPAD.

Performance indicators:

- number of professionals trained in the management of public cultural policies;
- number of institutions and UNESCO Chairs involved.

- ◆ Projects implemented in the field with a view to applying community cultural policies with an impact on local development.

Performance indicators:

- number and type of activities conducted in partnership with the public/private sectors and the actors of civil society concerned in a number of countries;
- number and category of partners involved.

- ◆ Capacities of Member States strengthened in the formulation of their cultural policies incorporating the new fields of culture and development.

Performance indicators:

- methodological and statistical tools developed and disseminated by means of observatories and UNESCO Chairs, and through various thematic studies and publications;
- number of countries having received the Organization’s support.

Main line of action 2. Enhancing the linkages between cultural and biological diversity as a key basis for sustainable development

04122

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$210,000 |
| ● Extrabudgetary | – |
| Total, Activities | \$210,000 |

This main line of action reflects a joint initiative between the Culture Sector and the Natural Sciences Sector (see also MP II, paragraph 02123), to which MP IV contributes inputs from programmes on cultural policies for development and on cultural, natural and intangible heritage.

Background. Biological and cultural diversities are mutually reinforcing and interdependent. Natural systems cannot be understood, conserved and managed, without recognizing the human cultures that shape them. Together, cultural diversity and biological diversity hold the key to ensuring resilience in both social and ecological systems. This interdependence was explored at the High-level Round Table on “Cultural and biological diversity for sustainable development”, convened by UNESCO in the context of WSSD, where agreement was reached on the need to further understanding and promoting collaborative

action. As a follow-up to WSSD, UNESCO decided to adopt an interdisciplinary and intersectoral approach combining the perspectives of the Culture Sector and the Natural Sciences Sector.

Strategy. Building awareness of the fundamental interdependence of biological and cultural diversity is an essential first step. The infinite variety of the natural world provides material for cultural inspiration, meaning and practice. Words, expressions, stories, legends, etc., encode human relationships with the environment. And since eons, human ingenuity has participated directly in enriching biodiversity – from the level of genes, to species, ecosystems and landscapes. But beyond this fundamental understanding, cultural and biological diversity have yet to be linked as vital and interdependent components for sustainable development and the alleviation of poverty.

This MLA therefore seeks to combine the strengths of the Culture and Natural Sciences Sectors with a view to developing a new perspective on sustaining diversities, both cultural and biological. It is aimed at the elaboration of a strategy linking the implementation of the UNESCO Universal Declaration on Cultural Diversity and the WSSD Plan of Implementation. Field activities will focus on sites within the World Network of Biosphere Reserves, World Heritage sites and island systems where unique expressions of biological and cultural diversity coincide. They will be given fresh impetus under the Olive Roads project, which combines material and symbolic aspects of a culture common to many peoples of the Mediterranean and the world and cultural interactions due to migration and the emergence of new ecosystems.

The primary aim of this MLA is therefore to demonstrate that linkages and synergies between cultural and biological diversities are a key component of conservation and development. Member States will be assisted to put in place strategies for the conservation of cultural and biological diversity, thus responding, among others, to objective I of the Seville Strategy for Biosphere Reserves, United Nations Programme of Action for Small Islands Developing States (paras. 41 and 44), the Convention on Biological Diversity, and MDG 1.

Overall, the activities will seek to:

- demonstrate the interdependence of biological and cultural diversity and the need to jointly conceptualize their sustainability;
- recognize the cultural diversity of human-environment relationships and promote cultural pluralism in development strategies; and
- develop site-specific pilot actions to exemplify practical ways forward to mutually sustain the two diversities.

The main focus will be on sustaining cultural traditions, including traditional uses of land, freshwater and sea, thus directly contributing to paragraph 14 of the action plan for the implementation of the UNESCO Universal Declaration on Cultural Diversity. Research on how cultural traditions impact on, or are supported by, biological diversity will be undertaken and demonstrated. Feedback between cultural and biological diversity will be explored and analysed, and examples of wise practice for sustaining diversities will be developed.

A particular emphasis will be on linking language and its diversity with biological diversity, in particular exploring parallels between endangered languages and endangered species.

Expected results at the end of the biennium

- ◆ Progress made in the knowledge of the interdependence of biological diversity and cultural diversity and its implications.

Performance indicators:

- number of specialized knowledge networks created;
- number of research activities and studies initiated and their results disseminated.

- ◆ Improved understanding of decision-makers on the linkages between biodiversity and cultural diversity, including cultural perspectives on production and maintenance of ecosystem services.

Performance indicators:

- guidelines on incorporating cultural diversity and biodiversity conservation policies produced and disseminated;
- number of countries having developed and integrated cultural and biological diversity policies.

- ◆ Improved sustainability of both cultural and biological diversity in selected sites.

Performance indicator:

– number of projects developed in biosphere reserves, world heritage sites and in selected island systems.

- ◆ Linkages between cultural diversity and biodiversity and between language diversity and biological diversity assessed.

Performance indicators:

– number of case studies illustrating such linkages undertaken and results disseminated;

– study drawn up on the links between human migration and the emergence of new ecosystems and on the links between artistic forms of expression, traditional knowledge and sustainable management of the environment.

Programme IV.2

UNESCO's contribution to the protection of the world's cultural diversity through cultural and natural heritage preservation

04201

Activities

| | |
|--------------------------|---------------------|
| • Regular budget | \$ 9,388,200 |
| Decentralization | 36.8% |
| • Extrabudgetary | \$30,293,600 |
| Total, Activities | \$39,681,800 |

IV.2.1 Promotion and implementation of the Convention concerning the Protection of the World Cultural and Natural Heritage (1972)

0421

Activities

| | |
|--------------------------|---------------------|
| • Regular budget | \$2,108,900 |
| Decentralization | 25.6% |
| • Extrabudgetary | \$17,291,100 |
| Total, Activities | \$19,400,000 |

04210

The General Conference

Authorizes the Director-General

- (a) to carry out the corresponding plan of action for the implementation of the Convention concerning the Protection of the World Cultural and Natural Heritage by:
 - (i) providing support to the World Heritage governing bodies, and
 - (ii) protecting the world's cultural diversity and supporting the development process through the 1972 Convention with a strategic focus on strengthening the credibility of the World Heritage List, by focusing on developing countries and under-represented regions, including Associate Members, ensuring the effective and preventive conservation of World Heritage properties, promoting the development of effective capacity-building measures, and increasing public awareness, involvement and support for World Heritage through communication;
- (b) to allocate for this purpose an amount of \$2,108,900 for programme costs and \$32,400 for indirect programme costs at Headquarters.

Main line of action 1. Support to the World Heritage governing bodies

04211

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,000,000 |
| ● Extrabudgetary | \$ 510,000 |
| Total, Activities | \$1,510,000 |

Background. The function of the World Heritage Centre, established in 1992, is to enhance the effective implementation and promotion of the 1972 *Convention for the Protection of the World Cultural and Natural Heritage*. As the designated Secretariat to the World Heritage Committee, it organizes meetings of the World Heritage Committee, its Bureau and consultative bodies each year, and a General Assembly of States Parties to the World Heritage Convention every two years. The Centre has an extensive World Heritage Information Management System, which includes data for all cultural and natural properties proposed for inclusion on the World Heritage List, and hundreds of World Heritage statutory documents. The Centre also coordinates its work with that of other multilateral environmental agreements and UNESCO's cultural heritage conventions and recommendations.

Strategy. The effective operation of all intergovernmental mechanisms of the *World Heritage Convention* and conservation actions at world heritage properties constitute a priority for UNESCO, given the high visibility of world heritage and the great importance attached to it by the Member States – as reflected in the budgetary reinforcement of this area – and by many non-governmental and private organizations worldwide.

The strategy will consist of four objectives: (i) to ensure the provision to the World Heritage Committee of the necessary administrative, technical and advisory support from the Secretariat and other organizations (e.g. ICOMOS, IUCN and ICCROM); (ii) to communicate the World Heritage Committee's policy directions in clear guidelines and information for States Parties and all other actors involved in world heritage conservation; (iii) to assume the responsibility for the diffusion of timely, clear and concise information and advice to States Parties; and (iv) to devise appropriate processes and systems for the archiving and management of access of information on the value, attributes and state of conservation of world heritage properties.

The Centre's actions related to the operational activities of the Convention are described under MLA 2 and links established in Subprogrammes IV.1.1 and IV.1.3.

Expected results at the end of the biennium

- ◆ Recognition by Member States of UNESCO's lead role in the implementation of the 1972 Convention sustained and consolidated.

Performance indicators:

- increase in the number and type of measures adopted by Member States with a view to implementing the 1972 Convention;
- increase in the number of applications presented to the World Heritage Committee for inscription in the World Heritage List.

- ◆ Policy decisions and orientations by the World Heritage Committee and the General Assembly of States Parties for the implementation of the World Heritage Convention adopted and implemented.
- ◆ Operational Guidelines for the Implementation of the World Heritage Convention in several languages revised and disseminated.

Performance indicators:

- number of language versions produced;
- scope of dissemination.

Main line of action 2. Protecting the world's cultural diversity and supporting the development process through the 1972 Convention

04212

| | |
|--------------------------|---------------------|
| Activities | |
| ● Regular budget | \$ 1,108,900 |
| ● Extrabudgetary | \$16,781,100 |
| Total, Activities | \$17,890,000 |

Background. *The World Heritage Convention (1972)* is making a significant contribution to global natural and cultural heritage conservation with 175 signatory States Parties; a World Heritage List of 730 properties (563 cultural, 144 natural and 23 mixed properties in 125 countries) that continues to grow each year, and a List of World Heritage in Danger that currently includes 33 properties. Assistance is provided to States Parties for the identification, protection, conservation, presentation and transmission to future generations of the cultural and natural heritage. This assistance is being developed through the strengthening of existing and development of new partnerships for world heritage conservation. As the coordinator of UNESCO's world heritage activities, the Centre ensures the collection and transmission of information to, and the coherence of UNESCO's actions with, the policy orientations expressed by the World Heritage Committee in order to better serve the purposes of the Convention.

Strategy. In line with the objectives for the protection of the world heritage adopted by the Committee at its 26th session (Budapest, June 2002), the strategy will consist of: (i) strengthening the credibility of the World Heritage List, as a representative and geographically balanced testimony of cultural and natural properties of outstanding universal value; (ii) ensuring the effective conservation of world heritage properties in close cooperation with the Division of Cultural Heritage and the Division of Ecological Sciences; (iii) promoting the development of effective capacity-building measures, including assistance for preparing the nomination of properties to the World Heritage List, for the understanding and implementation of the World Heritage Convention and related instruments; and (iv) increasing public awareness, involvement and support for world heritage through communication.

The mechanisms for the registration of world heritage nominations and the Global Strategy for a representative World Heritage List will be strengthened as will be existing thematic and regional action programmes for cultural and natural heritage conservation. Further, the launching of the World Heritage Partnership Initiatives will be supported and educational and awareness-building programmes will be intensified.

Expected results at the end of the biennium

- ◆ Number of States Parties to the World Heritage Convention increased and new tentative lists established.

Performance indicators:

- number of new States Parties;
- number of new tentative lists.

- ◆ Nominations of cultural and natural properties from regions or categories of heritage, currently under- or non-represented on the World Heritage List increased, especially in LDCs.

Performance indicators:

- number of nominations received from under- and non-represented regions and categories;
- number of nominations from LDCs.

- ◆ Reporting and monitoring process on the state of conservation of world heritage sites strengthened.

Performance indicators:

- number of annual reports published;
- biannual summary report produced;
- number of management plans supported;
- number of training programmes for technical personnel organized;
- number of sites involved in training

- ◆ World Heritage Partnerships Initiative (WHPI) developed and expanded.

Performance indicators:

- number and diversity of partners involved;
- number of partnerships concluded and implemented;
- Amount of additional funds raised for major conservation projects;
- Educational and awareness-raising programmes conducted;
- Partnerships concluded with media groups.

IV.2.2 Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action

0422

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$ 7,279,300 |
| Decentralization | 40.1% |
| ● Extrabudgetary | \$13,002,500 |
| Total, Activities | \$20,281,800 |

04220

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action in order to:

- (i) protect cultural diversity through the safeguarding of sites and monuments in which the cultural identities of the peoples who built them are expressed, and encourage the resumption of inter-community dialogue through the joint safeguarding by all parties concerned of the heritage in pre- and post-conflict situations, in particular in the framework of subregional and regional cooperation in Africa, Central Asia, Central America and South-East Europe;
- (ii) encourage Member States to ratify the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, raise awareness among Member States, encourage and help them to safeguard and promote their intangible cultural heritage, mainly through the implementation of the Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity, the promotion and dissemination of the traditional music of the world, as well as the reinforcement of the Endangered Languages project, in line with the implementation of the UNESCO Universal Declaration on Cultural Diversity;
- (iii) promote the existing standard-setting instruments by providing expert advice on becoming party to and implementing these instruments (1954 Hague Convention and its two Protocols; 1970 Convention on Illicit Traffic; 1995 UNIDROIT Convention; 2001 Convention on the Underwater Cultural Heritage; 2003 Convention for the Safeguarding of the Intangible Cultural Heritage), and on elaborating national legislation;

- (b) to allocate for this purpose an amount of \$7,279,300 for programme costs and \$83,600 for indirect programme costs at Headquarters.

Main line of action 1. Preserving cultural diversity through the safeguarding of the physical cultural heritage

04221

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$ 3,961,000 |
| ● Extrabudgetary | \$12,002,500 |
| Total, Activities | \$15,963,500 |

Background. The cultural heritage, with its multifarious origins and as a receptacle of memory, embodies the symbolic value of cultural identities and constitutes a fundamental reference for structuring society. The various components of the physical heritage are powerful symbols and are the tangible manifestation of the diversity of peoples, cultures and beliefs that coexist or have existed successively in a single region. It is also for this reason that UNESCO is pursuing its standard-setting action and is continuing to devise such instruments as may provide effective protection for the cultural heritage as a whole. Its operational action is helping to make governments, the private sector and civil society as a whole aware that the cultural heritage is not only an instrument for peace and reconciliation, but also a factor in development.

Strategy. In order to provide optimum protection for cultural diversity, activities will concentrate on sites in which many different cultural identities find expression, those that are representative of the cultural heritage of minorities and those that are of fundamental value or are particularly representative of diverse cultural identities, especially in places where they are most seriously in danger of disappearing; such action will be carried out in close cooperation with the World Heritage Centre. Consequently, regional priorities will be directed towards Africa as part of UNESCO's contribution to the implementation of NEPAD, and towards Central Asia and Central America. These activities will be systematically backed up by activities to train regional specialists and raise awareness among local populations and decision-makers in order to ensure the sites' long-term preservation. UNESCO's expertise will also enable it to respond to emergency situations, and here the strategy will be based on partnerships established with major public or private funding agencies, particularly those of the United Nations system, to which it will contribute its expertise.

Expected results at the end of the biennium

- ◆ Cultural sites preserved, particularly in the LDCs, notably in Africa.
Performance indicators:
 - number of cultural sites preserved;
 - number of countries and LDCs in Africa involved.
- ◆ The capacities and expertise of national and subregional specialists in heritage conservation and management strengthened.
Performance indicators:
 - number of training workshops organized;
 - number of specialists participating and their geographical origin;
 - formation of several regional networks of conservation professionals.
- ◆ Assistance provided for the creation of museums or upgrading of major museums in order to strengthen their role in the protection of cultural diversity.
Performance indicators:
 - number of museums created with UNESCO assistance;
 - number of museums upgraded with UNESCO support.
- ◆ Knowledge about new approaches to cultural heritage and its conservation analysed and shared.
Performance indicators:
 - new approaches documented;
 - publication of "Museum International".



Heritage, dialogue and reconciliation: the heritage in pre- and post-conflict situations Flagship project

Background. As world events unfold, we have witnessed the tragic destruction of cultural heritage, for the heritage can become a prime target, especially in intra-State conflicts for reasons of symbolism, identity, aggressiveness, misunderstanding and rejection. In the last decade or so, UNESCO has played a leading and high-profile role internationally in coordinating complex operations to safeguard heritage damaged or threatened by conflicts, with the assistance of many different partners, both public and private. Those activities are in line with its global mission to protect and preserve the world's cultural heritage in pre- and post-conflict situations and address the need to take systematic initiatives in that regard wherever conflicts loom or arise, in the spirit of the Ohrid Declaration (August 2003). Through its standard-setting action, carried out in parallel with its operational action, UNESCO has endeavoured to alert decision-makers to the compelling need to ratify existing international instruments, particularly the Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict (1954) and its two Protocols (1954 and 1999).

Strategy. The establishment of dialogue and development will be the pillars of the strategy, which will be aimed at highlighting the role of cultural heritage in preserving and rebuilding peace after civil strife or armed conflict. In cases where the cultural heritage has become a target on account of its identity value, UNESCO will endeavour to bring together the various warring parties and populations concerned to encourage them to resume inter-community dialogue through the reconstruction of their heritage. In some cases this will mean restoring the bonds between the population concerned, its history and its cultural affiliations, while in others it will mean helping to restore a sense of common ownership of the shared heritage that has been damaged or is a source of conflict. This will be done by retracing, through its safeguarding action, the various cultural components of the population and of the monuments representing each one of them. Under this peace-promotion programme, UNESCO will coordinate all the international and bilateral activities to safeguard the cultural heritage of Afghanistan, as requested by the Afghan authorities and the Member States. This will involve, *inter alia*, ensuring the functioning of the International Coordination Committee set up by a decision of the Executive Board and of the secretariat of the cultural heritage, media and sports programme entrusted to it by UNAMA. Its action for intercommunity reconciliation will be continued in South-East Europe, the Caucasus region, the Middle East, Cyprus, Cambodia, Timor-Leste and North and South Korea. As part of its action, UNESCO will seek particularly to ensure the implementation and/or ratification of the 1954 Hague Convention and its two additional Protocols, through awareness, negotiation and training activities. Lastly, it will direct its efforts towards the dissemination and promotion of the UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage through awareness-raising activities and in so doing will strengthen the Organization's international standard-setting action.

Expected results at the end of the biennium

- ◆ Effective coordination by UNESCO of international efforts to safeguard the cultural heritage of Afghanistan ensured through the smooth functioning of the International Coordination Committee.
Performance indicators:
 - safeguarding and restoration of a number of cultural monuments;
 - rehabilitation of the Kabul Museum.
- ◆ National capacities for heritage conservation and management strengthened.
Performance indicators:
 - joint training of specialist personnel with the involvement of the countries concerned;
 - management and rehabilitation of multicultural sites in pre- and post-conflict situations at the regional and subregional levels (Central Asia and the Caucasus; South-East Europe; Middle East; Korean Peninsula).
- ◆ Accession by new States Parties to the 1954 Hague Convention and its two Protocols,
Performance indicator:
 - number of countries acceded to Convention and protocols.

- ◆ Promotion of the UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage.
Performance indicator:
 - number of awareness-raising activities carried out at the national and international level.

Main line of action 2. Safeguarding and promoting intangible cultural heritage

04222

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$1,898,500 |
| ● Extrabudgetary | <u>\$1,000,000</u> |
| Total, Activities | \$2,898,500 |

Background. UNESCO has endeavoured to safeguard the intangible cultural heritage and placed special emphasis on raising awareness of Member States on the value and urgent safeguarding of this heritage in order to ensure its transmission to future generations. The impact of the First and Second “Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity” has proved to be significant with regard to the recognition of the value of this heritage at the national, regional, local and community-based level, and to the preparation and fostering of national legislation. The experience gained through this project contributed to the adoption of a Convention for the Safeguarding of the Intangible Cultural Heritage. The promotion of the “Living Human Treasures” system, the Endangered Languages project, the “UNESCO Collection of Traditional Music of the World”, “Women, Intangible Cultural Heritage and Development” and the Clearing House for the Intangible Heritage have further demonstrated the importance of the intangible cultural heritage worldwide.

Strategy. While ensuring the follow-up to the adoption of the Convention for the Safeguarding of the Intangible Cultural Heritage, UNESCO will continue its efforts to raise awareness among Member States, encourage and assist them to safeguard and promote their intangible cultural heritage. The implementation of the “Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity” project will be the first priority action, by providing assistance to Member States for the preparation of their candidature files, creation of national committees for the protection of intangible cultural heritage, inventory-making activities and the implementation of the safeguarding action plans of proclaimed masterpieces. UNESCO will seek to enhance capacities for and awareness about the significance of safeguarding the intangible cultural heritage. In this context, it will also develop a virtual clearing house on intangible cultural heritage, and give assistance for the establishment of Living Human Treasures Systems within national legal frameworks. Finally, efforts will also be directed at promoting and disseminating the traditional music of the world. The second priority action will be the reinforcement of the Endangered Languages project, notably through the use of ICT and other media and by the establishment of a fund, in line with the implementation of the Universal Declaration on Cultural Diversity. While implementing this strategy, UNESCO will reinforce the participation of custodians and creators, particularly women, in the safeguarding of the intangible cultural heritage at all levels, thereby fostering local capacity-building.

Expected results at the end of the biennium

- ◆ Capacities of Member States to address policies for the safeguarding of intangible cultural heritage reinforced.
Performance indicators:
 - preparation and holding of the third Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity;
 - implementation of related action plans;
 - creation of national committees;
 - training of professional staff at national and regional levels;
 - establishment of national inventories and a register of “best practices”.

- ◆ Living Human Treasures System established in several Member States.
Performance indicator:
 - number of Living Human Treasures Systems established.
- ◆ Public awareness of language endangerment raised and national and local capacities for language preservation enhanced
Performance indicators:
 - compilation of a register of best practices;
 - fund-raising campaigns with a view to establishing a fund for seriously endangered languages;
 - use of ICT and other media in awareness-raising campaigns for the safeguarding of endangered languages;
 - number of activities carried out at the national and international level to raise awareness about the mobilization of financial resources for the establishment of a fund.
- ◆ Traditional music supported and sustained.
Performance indicators:
 - production of CDs;
 - digitization of the UNESCO Collection of Traditional Music of the World.

Main line of action 3. Protecting cultural diversity through normative action

04223

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,419,800 |
| ● Extrabudgetary | – |
| Total, Activities | \$1,419,800 |

Background. As the only United Nations agency responsible for the protection of the world's cultural heritage, UNESCO administers and services the 1954 Hague Convention and its two Protocols, the 1970 Convention on Illicit Traffic, the 2001 Convention on the Underwater Cultural Heritage and the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. It also assists in promoting the 1995 UNIDROIT Convention. Finally, it is currently elaborating a convention on cultural diversity as well as pursuing its work relating to the destruction of cultural heritage by means of a declaration.

Strategy. The strategy will be twofold consisting of: (a) promoting existing standard-setting instruments including the new Convention for the Safeguarding of the Intangible Cultural Heritage by disseminating their provisions, providing expert advice on becoming party to and implementing those instruments and on elaborating national legislation notably by the establishment, using extrabudgetary resources, of a database of such legislation, organizing national and regional expert meetings for UNESCO's Member States, drafting and disseminating publications and interacting with target groups and the general public, as well as promoting the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation; and (b) complementing its action in the service of the physical and intangible cultural heritage by helping to elaborate a new international instrument, in the form of a convention on the protection of the diversity of cultural contents and artistic expressions.

Expected results at the end of the biennium

- ◆ The number of States Parties to the UNESCO international standard-setting instruments increased by at least 20 for each instrument.
Performance indicator:
 - number of countries acceding to instruments and regional breakdown.
- ◆ The 2001 Convention on the Underwater Cultural Heritage entered into force.
Performance indicator:
 - 20 or more countries having ratified the Convention.
- ◆ Promotion, with a view to its entry into force, of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

Performance indicator:

– ratification of the Convention by 20 or more countries.

- ◆ Dissemination of the UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage.

Performance indicator:

– number and type of actions carried out at the national and international levels.

- ◆ Contribution to the preparation of the preliminary report on the situation to be regulated and the possible scope of the regulating action proposed, accompanied by the preliminary draft of a convention on the protection of the diversity of cultural contents and artistic expressions.

Programme IV.3

Safeguarding cultural diversity through creativity and development

04301

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$2,955,400 |
| Decentralization | 47.0% |
| ● Extrabudgetary | \$ 560,000 |
| Total, Activities | \$3,515,400 |

IV.3.1 Encouraging arts and crafts for sustainable development

0431

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,477,500 |
| Decentralization | 42.7% |
| ● Extrabudgetary | \$ 560,000 |
| Total, Activities | \$2,037,500 |

04310

The General Conference

Authorizes the Director-General

- (a) to implement Articles 7-9 of the UNESCO Universal Declaration on Cultural Diversity and its corresponding plan of action in order to:
- (i) encourage the development of the arts through the organization of a world conference focusing on arts education as one dimension of quality education (formal and informal) and the adoption of a plan of action as a contribution to the improvement of quality education; the establishment of a world observatory on the status of the artist; the improvement of the vocational training and international mobility of artists; and the promotion of the arts through prizes and other institutional supports, in close cooperation with artistic NGOs;
 - (ii) foster the development of crafts and design by contributing to the acknowledgement of their importance by Member States, including for women empowerment and poverty alleviation strategies as well as for the development of cultural tourism; by enhancing professional capacity-building with a multiplier effect in this area; and through promotional activities such as prizes and contests;
- (b) to allocate for this purpose an amount of \$1,477,500 for programme costs and \$24,400 for indirect programme costs at Headquarters.

Main line of action 1. The living arts and their contribution to human development and social cohesion

04311

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$782,200 |
| ● Extrabudgetary | \$160,000 |
| Total, Activities | \$942,200 |

Background. Contemporary arts are the expression of a people's ability to invent its future by drawing on the genius of its heritage, enriched by contact with other cultures. It is with this in mind that UNESCO has developed its cooperation with artists and its support for art education. The strong focus on cooperation with artists and their contribution to cultural diversity is particularly evident in (i) the follow-up to the *Recommendation concerning the Status of the Artist* (Belgrade, 1980), the updating of the *World Poetry Directory* and the creation of a site on *Music Education and Career Perspectives*; (ii) the awarding of the *UNESCO Prize for the Promotion of the Arts* and the *UNESCO/IMC Prize* to young creators; (iii) the promotion of arts networks; and (iv) the granting, since 1994, of "UNESCO/Aschberg" art fellowships by the International Fund for the Promotion of Culture (IFPC), in furtherance of the mobility and training of artists. With regard to improvement of the quality of education, *the International Appeal by the Director-General of UNESCO for the promotion of arts education and creativity at school (2000)* has already prompted the organization of six regional meetings, reflected on the *Links with Education in Arts* (LEA-International) portal.

Strategy.

- (a) The first component of this strategy will concentrate on the promotion of contemporary arts and creativity, particularly in Africa and the Pacific, and on assistance to artists and their professional networks, to be carried out in collaboration with NGOs operating in the field of continuing education, intercultural exchanges and the professionalization of young artists. Provision will be made in particular for direct assistance to events organized in Member States, such as the World Children's Theatre Festival (Cuba), and the continuation of programmes to spotlight gifted young artists and their creations (UNESCO Prize for the Promotion of the Arts; UNESCO/IMC Prize for Music; International Fund for the Development of Culture, in furtherance of the mobility and training of artists; and the updating of the *World Poetry and World Music Directories*). In addition, the establishment and launching of a *world observatory on the status of the artist*, in collaboration with ILO, will enable an "inventory" to be drawn up on the basis of quantitative and qualitative research on the status of artists and creators, thereby increasing work opportunities for those concerned.
- (b) The second component of the strategy will involve dissemination of the results of quantitative research on the contribution of art education and creativity to quality education through the *LEA-International* portal. These results will be discussed at the World Conference on Art Education, which will conclude with the adoption of a plan of action for formal and non-formal art education. Making practices known through the Observatory could, in the long term, have an impact on the framing of Member States' art policies.

Expected results at the end of the biennium

- ◆ Consolidation of cooperation with artists and specialized networks.
Performance indicators:
 - operational set-up and launching of the *World Observatory on the Status of the Artist*;
 - training for professional organizations and their members;
 - dissemination of information and knowledge through the *Observatory*.
- ◆ Support for innovative initiatives in contemporary arts and creativity
Performance indicator:
 - nature and results of activities supported by UNESCO;
- ◆ Better incorporation of art education into national formal and non-formal education policies
Performance indicators:
 - adoption of policies by a number of Member States;
 - type and number of activities undertaken.

Main line of action 2. Combining economic growth and poverty reduction through crafts and design

04312

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$ 695,300 |
| ● Extrabudgetary | \$ 400,000 |
| Total, Activities | \$1,095,300 |

Background. Crafts and design, while illustrating the diversity of cultural expressions, have become a real fashion trend in international markets, offering important benefits for developing and least developed countries in terms of economic growth and social cohesion. They also present a huge potential for empowering deprived populations and indigenous communities. UNESCO's action has focused on innovative approaches to training with regard to design of new products, packaging, marketing techniques and management of small enterprises, with special emphasis on vocational training of women and youth. The prestige, which accompanies the coveted UNESCO Crafts Prize, has opened up new, significant avenues, as has the introduction of crafts in favour of marginalized youth. In the same spirit, *Design 21 Project for Fashion* has provided market opportunities to hundreds of young designers from the five continents.

Strategy. UNESCO will pursue its catalytic role to advocate the crucial contribution of the crafts sector to sustainable development and poverty eradication. In this connection, efforts will be made to further widen the international recognition of creative artisans, and provide decision-makers with data on the cultural and socio-economic impact of artisanal activities, especially with reference to tourism. Moreover, the promotion of environment-friendly crafts products and the new "Bio-Design" programme will contribute to environmental sustainability, inspired by the WSSD Plan of Implementation. Emphasis will be laid on capacity-building of women and youth in LDCs through pilot projects for the training of trainers in product designs and organizational techniques. Exchange workshops will be foreseen between craftspeople and young students of design institutes in order to promote interactions and stimulate creativity, using new technologies. The crafts programme will also seek to promote quality crafts and design creations through the Internet with the creation of a UNESCO Portal ("catalogue of catalogues").

Expected results at the end of the biennium

- ◆ The importance of crafts and their contribution to the development of the cultural tourism industry is integrated into national policies.

Performance indicators:

 - number of countries where relevant new measures are adopted;
 - number of initiatives promoted in this domain (festivals, fairs, workshops, etc.).
- ◆ Professional capacities in design, production and marketing strengthened at the local level.

Performance indicators:

 - number and geographical origin of trainers provided with expertise;
 - gender breakdown of trainers;
 - adoption and assignment of the UNESCO quality label in a number of countries.
- ◆ Wider access to the international market obtained for craftspeople and designers from developing countries.

Performance indicators:

 - award of the UNESCO Crafts Prize, implementation of the "Design 21" project, and launch of exhibitions at UNESCO House;
 - professional careers of young designer award winners tracked;
 - number of Internet consultations at *unescoartisans.com* and number of persons involved from various countries.

IV.3.2 Strengthening the role of cultural creation in human and economic development

0432

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,477,900 |
| Decentralization | 51.3% |
| ● Extrabudgetary | – |
| Total, Activities | \$1,477,900 |

04320

The General Conference

Authorizes the Director-General

- (a) to implement Articles 7-9 of the UNESCO Universal Declaration on Cultural Diversity and its corresponding plan of action in order to:
- (i) contribute to a more equitable and larger choice of diversified cultural products through the development of sustainable cultural industries in developing countries and those in transition, including policy advice, capacity-building, transfer of know-how, the development of infrastructures, and piracy prevention, through innovative public/private partnerships under the Global Alliance for Cultural Diversity; and promote world recognition of the contribution of all cultures to literary and cinematographic creations in their paramount expressions;
 - (ii) increase awareness at the public policy-making levels on the fundamental role of copyright and intellectual property in UNESCO's fields of competence for the development of creativity using the digital version of the *Copyright Bulletin* as a tool; upgrade the effectiveness of collecting management of the rights of authors and artists; build consensus towards reaffirming and promoting the equitable balance between the interests of rightsholders and those of the public in the digital environment;
- (b) to allocate for this purpose an amount of \$1,477,900 for programme costs and \$19,500 for indirect programme costs at Headquarters.

Main line of action 1. Cultural industries and copyright: policies and partnerships

04321

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,477,900 |
| ● Extrabudgetary | – |
| Total, Activities | \$1,477,900 |

Background. Cultural industries – including books, audiovisuals and multimedia – generate jobs, income and revenue and are at the same time a central vehicle for promoting cultural diversity at local and international level. In this spirit, the Global Alliance for Cultural Diversity, launched in 2001, now has several thousand correspondents and a hundred or so established partners coming from all regions and belonging to the public and private sectors and civil society. Other organizations such as UNCTAD, WIPO and ILO are participating in the effort to promote the development of viable small- and medium-sized cultural enterprises in developing countries and countries in transition. At the same time, access to literary and artistic creation is embedded in cultural goods and services, which, protected by copyright, circulate worldwide in traditional and electronic form. The due recognition of the rights of authors and artists is currently challenged by the spread of piracy, and increasingly also e-piracy. Awareness-raising, training, and updating of national copyright legislation for adaptation to cyberspace is urgently needed, especially in view of UNESCO's statutory obligations in this domain.

Strategy. The creation of an environment conducive to the strengthening and development of creative industries will be pursued in least developed and developing countries and countries in transition, on the basis of the results of the UNESCO regional studies on the subject. Action in this area will include the promotion of the Florence Agreement on the free circulation of cultural goods and its Nairobi Protocol, and, in cooperation with UNCTAD, extend into the international debate on fair trade of audiovisual services in a globalized world. The aims of the Global Alliance will be pursued through cooperation with professional networks, corporations and institutions, the provision of guidance, technical expertise, and training, and the setting up of operational projects – “public-private partnerships” – for enterprise development. The celebration of World Book and Copyright Day, the designation of the World Book Capital, and the Books for All initiative will give impulse to the book industry and reading. Cultural and linguistic diversity, and access to literary works, will be enhanced through the *Index Translationum* and the online Information Centre on Literature and Translation. Similarly, the establishment of a list of representative works of world cinema will be pursued with the International Film and Television Council. Training and education in copyright and neighbouring rights will be pursued through a renewed electronic version of the Copyright Bulletin and copyright Chairs, and support for creation and for collecting societies will contribute to piracy prevention. Through consultative meetings with WIPO, also based on its Internet treaties, UNESCO will endeavour to promote an equitable balance between the interests of rightsholders and the public interest for the development of the information society. The analysis of technical protection measures, digital rights management, and appropriate licence mechanisms, will engender the identification of “good practices” in this area to the benefit of least developed and developing countries.

Expected results at the end of the biennium

- ◆ National capacities to promote local cultural industries and products locally and globally are strengthened through the Global Alliance.

Performance indicators:

 - number of meaningful partnerships concluded and operational;
 - financial resources and investment mobilized for projects;
 - number and type of beneficiaries in developing countries and countries in transition;
 - new mechanisms developed for piracy prevention.
- ◆ Professional capacities for enterprise development in the cultural sector strengthened through the Global Alliance.

Performance indicators:

 - number of individuals trained in a variety of countries;
 - training support materials developed and used by networks and institutions.
- ◆ Role of cultural industries in sustaining cultural diversity enhanced.

Performance indicators:

 - quality of events, festivals and fairs in developing countries, and countries in transition;
 - number of representative works of world cinematography and literary creation identified;
 - number of translators involved;
 - number of web portal visitors/users.
- ◆ Work on an inspirational model for national legislators on the equitable balance between different interests in cyberspace advanced.

Performance indicators:

 - qualitative assessment of progress achieved;
 - appreciation by stakeholders and the Intergovernmental Committees of the Universal Copyright Convention and the Rome Convention.

Projects relating to cross-cutting themes

0450

| | |
|-------------------|-------------|
| Regular budget | |
| ● Activities: | \$1,700,000 |
| Decentralization: | 73.5% |

04500

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action to execute to completion the projects relating 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”;
- (b) to evaluate and monitor the implementation of the various projects, and to assess their impact;
- (c) to ensure intersectoral cooperation within UNESCO and coordination with other United Nations agencies and funds in order to enhance the coherence and learning process in the execution of approved projects;
- (d) to allocate for this purpose an amount of \$1,700,000 for programme costs.

The projects listed hereunder and their corresponding budgetary allocations have been anchored under Major Programme IV in view of their main thematic subject and orientation pertaining to education. These projects were conceived on an intersectoral and interdisciplinary basis by teams involving at least three sectors and/or field offices for each project. Special arrangements will again be made for the administration of these projects. Their substantive activities will be planned and implemented jointly by members of the respective intersectoral teams. A summary of all projects relating to the two cross-cutting themes is provided at the end of Part II.A (paragraph 08001). Efforts will be made to seek extrabudgetary resources from potential donors in order to maximize the impact of these projects.

◆ Eradication of poverty, especially extreme poverty

04510

| | |
|---------------------|-------------|
| Regular Budget | |
| ● Activities: | \$1,200,000 |
| ● Decentralization: | 82.5% |

Handicraft as a socio-economic and cultural development factor

04511

| | |
|----------------|-----------|
| Regular Budget | |
| ● Activities: | \$300,000 |

Objectives. For disfavoured social groups, especially women and youth, handicraft has the double potential of raising living standards and preserving cultural heritage. Drawing on the results of the cross-cutting project “traditional crafts as a window to job opportunities for the poorest youth” (2002-2003), the project will be regionally expanded (Mesoamerica, the Caribbean, Africa and Asia-Pacific). Its main objectives are (i) to train women and youth in design, trading and the use of new applied technologies for the creation of handicrafts; (ii) to provide decision-makers with a strategy for small crafts enterprises; (iii) to foster the establishment of craft micro-enterprises; and (iv) to enhance access to regional and world markets for disfavoured artisans. The project’s interregional approach will ensure a focus on South-South cooperation and the exchange of best practices.

Expected results at the end of the biennium. Artisans trained; new craft micro-enterprises established; digital catalogues of countries' "handcraft specialities" prepared; informational and educational booklets on processes and techniques of handcraft production prepared and disseminated; systematization and evaluation document on transfer of technology and educational purposes prepared.

Cultural and ecotourism in the mountainous regions of Central and South Asia

04512

Regular Budget

● Activities: \$300,000

Objectives. The overall goal of this interdisciplinary project is to promote community-based cultural and ecotourism in selected mountain areas in Central and South Asia. The project's three main objectives are (i) poverty eradication through tourism; (ii) reduction of rural-urban migration; and (iii) preservation of cultural and natural heritage. The project's second phase will build on previous achievements, exploring forms of sustainable tourism that can provide income-generating activities and extending project activities to Iran and to Bhutan. It will expand the work of capacity-building among local communities, building on the networking of phase one, which has created links between similar activities in six Central and South Asian countries – India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan and Tajikistan.

Expected results at the end of the biennium. Local capacities in the field of ecotourism management, marketing and service delivery developed; regional network aimed at sharing professional experience and expertise strengthened; economic development enhanced through local capacity-building in web design and promotion; rural populations trained in production, marketing and sale of high-quality craft items; regional mountain guide training programme set up; and local income-generating opportunities stipulated through cultural festivals.

Forging innovative and interdisciplinary approaches to the Aral Sea Basin

04513

Regular Budget

● Activities: \$150,000

Objectives. The project aims to provide an innovative and forward-looking approach to solving the development problems of the Aral Sea ecological disaster area through specific interdisciplinary educational, scientific and cultural programmes. The main objectives are to strengthen local capacity for scientific research, preserve heritage sites, develop cultural and ecotourism, and provide sustainable incomes for local populations through crafts and business skills training.

Expected results at the end of the biennium. Data on cultural sites incorporated in existing GIS data-base on sustainable land and water use; atlas of cultural heritage sites of ancient Khorezm produced; small cultural enterprises created; pilot planting of alternative cash crops accomplished; educational and information materials produced and disseminated; virtual laboratory for the Aral Sea set up in Khorezm University.

Youth development and poverty reduction through sustainable community tourism in the Caribbean (YouthPATH)

04514

Regular Budget
● Activities: \$300,000

Objectives. This initiative focuses on unemployed youth, primarily in rural communities with a potential for the development of sustainable heritage tourism. The project aims to involve youth in community tourism and the preservation of cultural and natural heritage sites. Building on the tools developed during phase one, the project will now expand to comprise training initiatives (protection, promotion, and marketing) in the five start-up island countries, plus five new ones in the Caribbean. The project will provide youth with modern entrepreneurial skills and teach the use of the new information technologies, along with current trends in community tourism and methodologies for the maintenance of heritage sites, as advocated by the UNESCO World Heritage Centre.

Expected results at the end of the biennium. Youth trained and employed in the field of heritage tourism; sustainable community tourism sites functioning; policy papers for heritage protection, preservation and tourism management published; linkages with related initiatives in other small islands in the Caribbean, the Indian and Pacific Oceans established; regional actions and cooperation initiatives launched, understanding of the project's social impact enhanced through evaluations.

Strategy for the sustainable development of tourism in the Sahara

04515

Regular Budget
● Activities: \$150,000

Objectives. The project will foster the incorporation of poverty reduction in the Sahara into tourism development strategies, in particular by strengthening cooperation among the 10 Member States concerned (Algeria, Chad, Egypt, Libyan Arab Jamahiriya, Mali, Morocco, Mauritania, Niger, Sudan, Tunisia). The project's second operational stage will contribute to the establishment of a framework conducive to empowerment and participatory approaches in the fields of culture, environment and tourism. The aim will be to promote the cultural and natural heritage of the Sahara through national and international tourism that meets visitors' expectations while ensuring resource sustainability and respect for the lifestyles of local communities.

Expected results at the end of the biennium. Decision-makers sensitized to the poverty issues of local communities; policies/measures developed to ensure greater acknowledgement of the situation of poor communities and of the value of the natural and cultural heritage; quality tourism products, associated with the protection and enhancement of the natural and cultural heritage of the Sahara, developed and promoted.

◆ The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society

04520

| | |
|---------------------|-----------|
| Regular Budget | |
| ● Activities: | \$500,000 |
| ● Decentralization: | 52.0% |

ICTs for World Heritage preservation and promotion

04521

| | |
|----------------|-----------|
| Regular Budget | |
| ● Activities: | \$200,000 |

Objectives. The project aims to use modern information and communication technologies to engage young people in preservation and promotion of the world heritage and sustainable development of the environment. Likewise the project will, with the help of modern ICTs, foster cross-cultural communication on world heritage issues among the countries of Northern and Central Europe and Asia that are located in the area of three seas, the Baltic, Black and Caspian Seas.

Expected results at the end of the biennium. Common informational and educational space developed on the world heritage for sustainable development in the countries of the Baltic, Black and Caspian Seas; young people involved in the protection of the world and national heritage; best practices on heritage education prepared and disseminated through traditional and new information and communication technologies.

DIGI-ARTS subportal/UNESCO knowledge portal

04522

| | |
|----------------|-----------|
| Regular Budget | |
| ● Activities: | \$300,000 |

Objectives. The Digi-Arts project, an Internet sub-portal that will serve artists, in particular adolescents and young people, aims to promote creativity, cultural and artistic diversity and intercultural dialogue. The site was set up in the previous biennium as part of the UNESCO knowledge portal. In the second phase, the aim of the project will be to build cultural self-development capacities and capacities for expression and exchanges in the field of digital creation. In particular, the activities will seek to: (i) create a facility for artistic creativity for a network of young people, the “Young Digital Creators”, in order to promote exchanges on major themes such as war and peace, ethics and tolerance, ecology and environment, etc.; (ii) establish a programme of seminars and workshops broadcast online through the e-learning system; and (iii) strengthen the international exchange network and the information centre on digital arts research and history.

Expected results at the end of the biennium. Network for the encouragement of dialogue among young people from different geocultural regions on the main themes promoted by UNESCO established and operational; artists and young people trained in the field of digital arts, in particular through an e-learning system, and access to specific and diversified regional content; decentralized networks of specialists and institutions working in the field of digital creation established.

Cooperation with extrabudgetary funding sources

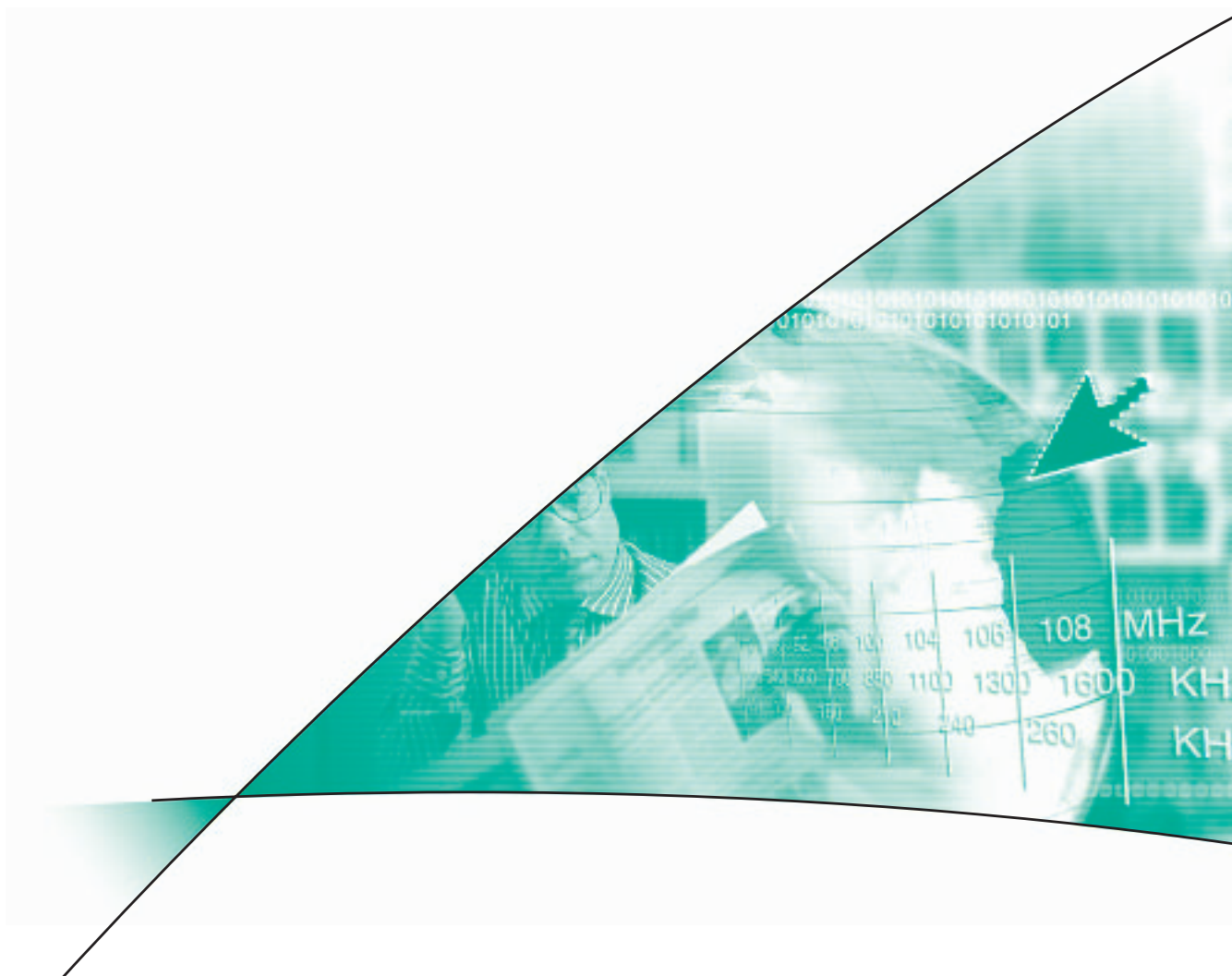
- 04601** Extrabudgetary resources channelled through UNESCO will be harmonized with the priority programme objectives with a view to protecting cultural diversity and promoting dialogue of cultures.
- 04602** The long-standing cooperation with Member States through funds-in-trust agreements will be continued, especially in the field of cultural heritage. In addition voluntary contributions stemming from partnerships with Member States, their National Commissions, NGOs, the business community and universities will be sought for all programme activities. Projects funded by such resources will seek to build capacities of the countries concerned and enhance the transfer of knowledge and best practices. In addition, through consultations with organizations of the United Nations system and regional intergovernmental organizations the carrying out of joint activities by adding the resources of the various partners will be enhanced.
- 04603** UNESCO field offices will be encouraged to integrate the culture domain into the United Nations Development Assistance Framework (UNDAF) and Common Country Assessment schemes so as to allow for a coordinated approach of donors at decentralized level.
- 04604** The existing cooperation with the multilateral funding institutions such as the World Bank and regional development banks will be strengthened in order to assure a consistent implementation of the recommendations of the Intergovernmental Conference on Cultural Policies for Development (Stockholm 1998) and in particular with a view to assisting Member States in devising public policies which take due account of cultural diversity in the development process.
- 04605** In the field of heritage, the new Partnership Initiative launched during the Congress on the occasion of the 30th anniversary of the World Heritage Convention will be implemented by seeking resources especially from the private sector. Furthermore, efforts will be strengthened to enlarge partnerships with donor countries, financing agencies and foundations, in particular those of the United Nations system, in order to gather extrabudgetary projects for the restoration, long-term conservation and capacity-building of local specialists for cultural sites and monuments that illustrate the cultural diversity of the countries and communities concerned. Particular attention will be paid to regions, which are of special interest for the international community.
- 04606** Strategic alliances with the business sector under the “Global Alliance for Cultural Diversity” will be pursued, as they constitute one of the main operating principles of this initiative. Some 25 pilot partnership projects to strengthen local cultural enterprises and industries and enforce copyright in developing countries and those in transition, launched during its first phase (2002-2003), will be the basis for fund-raising and partnership-making efforts during 2004-2005. Concrete results and lessons learned from partnership projects such as Algeria (publishing), Brazil (multimedia), Cuba and Jamaica (music), Kenya (publishing), Peru (crafts), Russian Federation (museum derivate products) and Zambia (tourism industries) will enable grant applications to be made for foundations and draw the interest and attention of the creative business world.
- 04607** With regard to crafts and design development, the cooperation established since 1995 with Felissimo Corporation, Japan, for the promotion of young fashion designers worldwide will be pursued under the “Design 21” Project and will be further strengthened for design and crafts activities in the developing countries. A new programme “Bio-design” will be launched with funding from the Chinese Culturelink Network.



United Nations Educational,
Scientific and Cultural Organization

Major Programme V

Communication and information



MAJOR PROGRAMME V

Communication and information

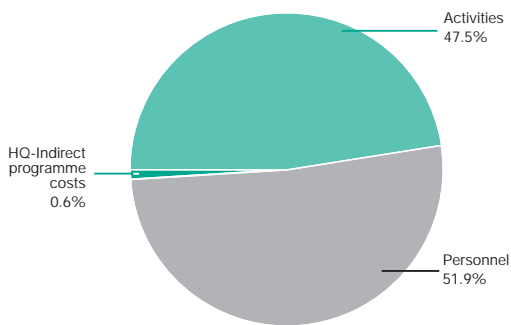
05001

| | Regular Budget | | | Total Appropriation 2004-2005 | Extra-budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|-------------------|----------------|------------|-----------------------------|-------------------------------|--|---------------------------|
| | Programme | | | | | |
| | Personnel | Activities | HQ-Indirect Programme Costs | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Major Programme V | 18 454 000 | 16 878 200 | 209 200 | 35 541 400 | 10 268 900 | 45 810 300 |

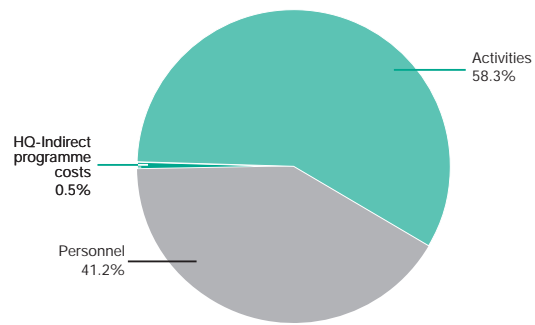
1. Funds already received or firmly committed.

DISTRIBUTION OF RESOURCES

REGULAR BUDGET



REGULAR BUDGET + EXTRABUDGETARY

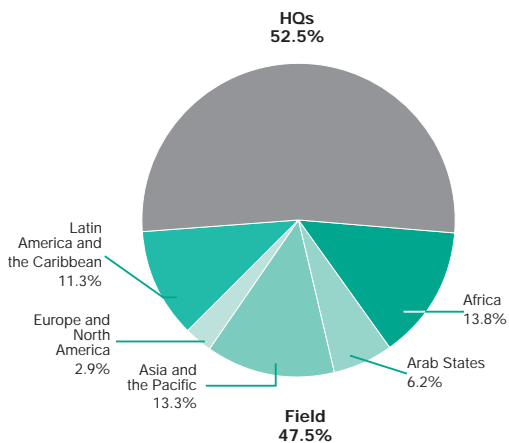


05002

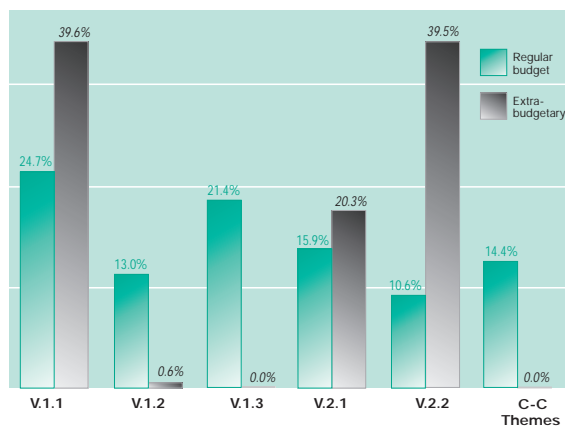
| Major Programme V | | Regular Budget Activities | Extra-budgetary Resources ¹ | Total Resources for Activities |
|--|---|---------------------------|--|--------------------------------|
| | | \$ | \$ | \$ |
| Programme V.1 | Fostering equitable access to information and knowledge for development, especially in the public domain | | | |
| Subprogramme V.1.1 | Fostering actions to reduce digital divide and promote social inclusion | 4 167 000 | 3 893 000 | 8 060 000 |
| Subprogramme V.1.2 | Harnessing ICTs for education | 2 200 100 | 60 000 | 2 260 100 |
| Subprogramme V.1.3 | Promoting the expression of cultural and linguistic diversity through communication and information | 3 608 500 | – | 3 608 500 |
| | Total, Programme V.1 | 9 975 600 | 3 953 000 | 13 928 600 |
| Programme V.2 | Promoting freedom of expression and communication development | | | |
| Subprogramme V.2.1 | Promoting freedom of expression and the independence and pluralism of the media | 2 690 200 | 2 000 000 | 4 690 200 |
| Subprogramme V.2.2 | Supporting development of communication media | 1 782 400 | 3 881 900 | 5 664 300 |
| | Total, Programme V.2 | 4 472 600 | 5 881 900 | 10 354 500 |
| Projects relating to cross-cutting themes | | | | |
| ♦ | Eradication of poverty, especially extreme poverty | – | – | – |
| ♦ | The contribution of communication and information technologies to the development of education, science and culture and the construction of a knowledge society | 2 430 000 | – | 2 430 000 |
| | Total, Projects relating to cross-cutting themes | 2 430 000 | – | 2 430 000 |
| | 32 C/5 - Total activities, Major Programme V | 16 878 200 | 9 834 900 | 26 713 100 |

1. Funds already received or firmly committed.

DISTRIBUTION OF REGULAR BUDGET RESOURCES FOR ACTIVITIES – HEADQUARTERS AND FIELD



DISTRIBUTION OF REGULAR AND EXTRABUDGETARY RESOURCES FOR ACTIVITIES



Communication and information

05003 Access to information and knowledge increasingly determine patterns of learning, cultural expressions and social participation and provide opportunities for development, more effective poverty reduction and preservation of peace. Knowledge has become a principal force of social transformation. Information and communication technologies (ICTs) open up new horizons for building inclusive knowledge societies through education, the exchange and sharing of knowledge, the promotion of creativity and intercultural dialogue. They also bring about new challenges for freedom of expression, which is an essential condition for sustainable development, democracy and peace.

05004 To address these challenges, the communication and information programme concentrates on two main areas. The first area, “fostering equitable access to information and knowledge for development, especially in the public domain”, which is the principal priority for the biennium, has been strengthened and will be assigned 68% of the overall amount of resources allocated to programme activities (excluding the cross-cutting theme projects) under Major Programme V, as compared to 55% in 31 C/5 Approved. The second area, “promoting freedom of expression and the development of communication”, which corresponds to the two “other priorities”, concerns other important components of UNESCO’s mandate. The programme is structured along these two interrelated and complementary areas. As compared to document 31 C/5, which also had “access to information and knowledge” as principal priority, increased emphasis is being placed on “information and knowledge” as a lever for development, participation and social inclusion. Hence the importance given, throughout the programme, to the promotion of a strong public domain of information and of public service broadcasting which are key to addressing existing disparities in accessibility to and sharing of information as well as increasing participation in global information networks.

05005 Major Programme V will continue to pursue strategic objectives 10 to 12 of the Medium-Term Strategy for 2002-2007 (31 C/4 Approved), in close cooperation with other major programmes. It will also contribute to achieving the objectives of the two cross-cutting themes namely, “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”. As the “lead sector” for the second cross-cutting theme, the Communication and Information Sector will reinforce synergies between its own programmes and the cross-cutting projects relating to this theme.

05006 The enhanced convergence between the communication and information components in conceptualizing and implementing the programme, initiated in past years, will be pursued, particularly in defining common principles, policies and strategies, establishing joint training programmes, sharing content development and working towards the same target groups in enhancing social inclusion. Establishing intersectorality as a strong strategic element is another main trend of the programme: this is particularly the case for actions envisaged to harness ICTs for

education, in line with the goals of “Education for All”, and to promote the expression of cultural and linguistic diversity in the media and cyberspace, in keeping with the Universal Declaration on Cultural Diversity.

05007 UNESCO will seek to strengthen synergies with international partner initiatives aimed at bridging the digital divide: the UN ICT Task Force, the UN/ITU led World Summit on the Information Society (WSIS), to which UNESCO is expected to make a substantive contribution, the Global Knowledge Partnership and regional initiatives such as NEPAD, while enhancing the Organization’s own intergovernmental and international cooperation mechanisms – the Information for All Programme (IFAP) and the International Programme for Development of Communication (IPDC). The collaboration developed over the past years with non-governmental organizations and international professional associations will be equally strengthened, as will be cooperation with major institutions in relevant fields of communication media and information, such as the Bibliotheca Alexandrina.

05008 Under the principal priority, fostering equitable access to information and knowledge for development, especially in the public domain (Programme V.1), UNESCO’s work on reducing the digital divide and promoting social inclusion (Subprogramme V.1.1) is oriented towards assisting Member States in the formulation of integrated communication and information policies and strategies. Such policies should include the promotion of the public domain of information as a means of ensuring universal access to essential information and knowledge and the adaptation of media legislation to conform to internationally recognized principles of freedom of expression, human rights and democracy. Strengthening capacities of communication and information professionals is another priority in this regard, with an emphasis on ICT-enhanced learning, training of trainers and the promotion of open and distance learning methods. To enhance social inclusion, efforts will focus on increasing community access to information, particularly local content through community multimedia centres, telecentres, libraries, archives and other information channels, to improve participation in the development process and contribute to empowerment and poverty reduction. The promotion of editorially independent public service broadcasting (PSB) and strengthening of their cultural and educational role through building strategic alliances with major professional stakeholders, decision-makers, and civil society will be an important aspect of these actions.

05009 Harnessing ICTs for education (Subprogramme V.1.2) and promoting the expression of cultural and linguistic diversity through communication and information (Subprogramme V.1.3) will be carried out in close cooperation with Major Programmes I and IV respectively, each sector bringing its expertise, resources and know-how. Concerning ICTs and education, emphasis will be placed on training of journalists as well as other communication and information professionals to promote the goals of Education for All through media and information channels; the promotion of ICT-enhanced learning; and awareness-raising about the importance of information, media and IT literacy at all levels of the education process. Under the new UNESCO Programme for Creative Content, which is closely linked to UNESCO’s Global Alliance for Cultural Diversity, the Organization will support creativity and innovation in local content production for television, radio and new media. Similarly, the Memory of the World Programme will continue to be developed as the international reference framework for information preservation, with particular attention given to the promotion and

dissemination of the International Charter for the Preservation of Digital Heritage adopted by the General Conference.

05010 The promotion of freedom of expression and communication development (Programme V.2) will continue to receive priority attention. In this context, UNESCO will continue to assume its leading role in promoting press freedom, freedom of expression and democracy (Subprogramme V.2.1), especially through the celebration of World Press Freedom Day, the awarding of the UNESCO/Guillermo Cano World Press Freedom Prize, and support for monitoring work by professional organizations. The development of independent and pluralistic media landscape in post-conflict areas through the provision of ICTs and training is another key area of action. Under fostering media development (Subprogramme V.2.2), efforts will be pursued, particularly through the International Programme for the Development of Communication (IPDC), to strengthen the capacities of communication media in developing countries through innovative, catalytic projects that promote freedom of expression and media pluralism. As a part of UNESCO's overall response to the follow-up to the World Summit on Sustainable Development (WSSD), actions will be developed to enhance the impact of communication and information for sustainable development, paying particular attention to the catalytic role of community media and information service providers in transmitting development messages and in promoting governance and social change.

05011 The rate of decentralization of regular programme resources of the Communication and Information Sector during the planned period will increase from 41.9% in 31 C/5 to 47.5% in document 32 C/5. Moreover, the presence of staff members with communication and information profile in UNESCO cluster offices has been increased. In 2004-2005, all but two cluster offices will have communication and information specialists.

05012 The plan of action of Major Programme V aims at the implementation of the programme resolutions adopted by the General Conference, the texts of which are reproduced at the beginning of the corresponding subprogrammes and of the projects relating to cross-cutting themes anchored under this major programme (i.e. paragraphs 05110, 01520, 01530, 05210, 05220 and 05500), as well as of the resolutions cited hereunder:

- 41 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace
- 42 Charter on the Preservation of Digital Heritage
- 43 Amendments to the Statutes of the International Programme for the Development of Communication (IPDC)
- 47 New perspectives in UNESCO's activities pertaining to the dialogue among civilizations, including in particular follow-up to the New Delhi Ministerial Conference

the texts of which appear in Volume 1 of the Records of the 32nd session of the General Conference.

The plan of action also takes into account draft resolutions (DRs) relating to this major programme approved by the General Conference.

Programme V.1

Medium-Term Strategy, paragraphs 165-168, 171-173, 176

Fostering equitable access to information and knowledge for development, especially in the public domain

05101

Activities

| | |
|--------------------------|---------------------|
| • Regular budget | \$ 9,975,600 |
| Decentralization | 50.0% |
| • Extrabudgetary | \$ 3,953,000 |
| Total, Activities | \$13,928,600 |

V.1.1 Fostering actions to reduce digital divide and promote social inclusion

0511

Activities

| | |
|--------------------------|--------------------|
| • Regular budget | \$4,167,000 |
| Decentralization | 50.0% |
| • Extrabudgetary | \$3,893,000 |
| Total, Activities | \$8,060,000 |

05110

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) foster actions to reduce the digital divide, especially in developing countries, and promote social inclusion by enhancing the Information for All Programme as well as international strategic initiatives, such as the World Summit on the Information Society, and by supporting the formulation of national and regional communication and information policies and strategies with a view to creating open and non-exclusive knowledge societies that are based on human rights and fundamental freedoms;
- (ii) strengthen capacities of communication and information professionals and institutions, in particular through new training delivery methods and networking, especially in developing countries and countries in transition, and by fostering broader professional and academic exchanges;
- (iii) foster community-centred development and change by devising strategies and projects to enhance information access, especially in the public domain and for youth and disadvantaged groups, particularly the physically, visually and hearing impaired, through multimedia/ telecentres, libraries, archives and similar information services, especially in developing countries;

- (iv) promote and strengthen editorially independent public service broadcasting (PSB) as a unique service providing universal access to information and knowledge through quality and diverse content reflecting the needs and expectations of the various target audiences; provide assistance to national public radio and television in developing countries in using ICTs to enhance digital broadcasting services; and advise Member States on legal, regulatory, financial and other major issues related to PSB;
- (b) to allocate for this purpose an amount of \$4,167,000 for programme costs, and \$73,900 for indirect programme costs at Headquarters.

Main line of action 1. Promoting research, principles and policies for knowledge societies

05111

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$973,400 |
| ● Extrabudgetary | — |
| Total, Activities | \$973,400 |

Background. The globalization process, largely driven by information and communication technologies (ICTs), is leading to fundamental social and cultural transformations in which knowledge and information are the principal forces. Knowledge and information increasingly determine patterns of growth, thus building opportunities for development, more effective poverty reduction and preservation of peace. In this context, UNESCO's core missions to "promote the free exchange of ideas and knowledge" and to "maintain, increase and diffuse knowledge" have never been more relevant. Communication and information open new horizons for creating inclusive knowledge societies through education, the exchange of scientific knowledge and the promotion of creativity and intercultural dialogue. ICTs also bring about new challenges for freedom of expression and cultural diversity, gender equity and reduction of disparities and new forms of exclusion existing in access to and participation in the information society. A number of international and regional initiatives have been launched to help in narrowing the digital divide, including UNESCO's Information for All Programme (IFAP). Its underlying principles, particularly those of education for all, universal access to information, freedom of expression and cultural diversity (many of them are reflected in the "Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace") are among the topics discussed during the first part of the UN/ITU led World Summit on the Information Society (Geneva, December 2003).

Strategy. UNESCO will continue to pursue strategic objectives 10 and 11 of the Medium-Term Strategy for 2002-2007 and to promote four closely linked principles for the development of equitable knowledge societies addressed by the ministerial round table "Towards knowledge societies" held during the 32nd session of the General Conference, and the World Summit on the Information Society (WSIS): equal access to education, universal access to information, freedom of expression and cultural and linguistic diversity. UNESCO will contribute to the creation of an international strategic partnership to enhance means of communication, reduce the digital divide and establish a knowledge society that is open and non-exclusive. Support will be provided to Member States for the formulation and adoption of integrated communication and information policies and strategies and the establishment or adaptation of media legislation as well as laws promoting access to information, which conforms to internationally recognized principles of freedom of expression, human rights and democracy. Based on the promotion of the concept of "public domain of information" as a "common public good", the strategy aims at encouraging national authorities to adopt pertinent policies and guidelines to facilitate the development of a vibrant public domain which is key in addressing existing disparities and providing broader access to global information

networks. In a context of challenges posed by the new media, the strategy will also consist of sensitizing governments, parliamentarians and public institutions to the importance of freedom of expression, including freedom to access, to produce and to share information which is essential for enhancing democratic governance and transparency. Consultations and consensus-building will be pursued on important ethical, socio-cultural and policy issues underlying the development of inclusive knowledge societies, at the global and regional levels and, involving all stakeholders. Due attention will be paid to the impact of globalization on knowledge societies, including the potentially negative aspects, notably by encouraging the production and dissemination of local content. Through WebWorld, the website of the Communication and Information Sector which includes the Observatory on the Information Society, UNESCO will concentrate on the collection of pertinent information and monitoring of main trends.

Another important element of the strategy will be the application of the most recent results of international research and the identification and diffusion of sustainable operational models. Special attention will be paid to emerging gender-related issues as well as to the needs, contributions and expectations of young people in all policy, societal and regulatory aspects related to ICTs. Action will be targeted to the needs of developing countries, especially the least developed countries and countries in transition. Key to the strategy will be closer synergies with international partner initiatives such as the UN ICT Task Force, the World Summit on the Information Society (WSIS) (Tunis, 2005) and the Global Knowledge Partnership, as well as will regional initiatives such as the New Partnership for Africa's Development (NEPAD) while enhancing the Organization's own intergovernmental and international cooperation mechanisms, mainly its Information for All Programme (IFAP), which will work in synergy with the International Programme for the Development of Communication (IPDC).

Expected results at the end of the biennium

- ◆ International framework of cooperation for building knowledge societies strengthened and the Information for All Programme (IFAP) consolidated.

Performance indicators:

 - IFAP Council and the Bureau involved in planning and reviewing of programme activities through two Council meetings and four meetings of the Bureau;
 - number of national IFAP committees established;
 - number and quality of supporting actions undertaken by IFAP National Committees or other agencies to implement information strategies at the national level;
 - number of joint interventions by IFAP and IPDC on major issues relating to building of knowledge societies.
- ◆ UNESCO positioned and active as a key organization in preparing for the second part of WSIS (Tunis 2005).
- ◆ Relevant sections of WSIS Declaration of Principles and Action Plan (Geneva 2003) implemented.

Performance indicators:

 - implementation of substantial items and responsibilities assigned to UNESCO in the 2003 WSIS Action Plan;
 - creation of monitoring mechanism for implementation;
 - participation of UNESCO's stakeholders in the implementation of the plan of action, especially through NGO meetings.
- ◆ Information about the challenges of knowledge societies and of advances in ICTs for conventional and electronic media shared and enhanced.

Performance indicators:

 - coverage of broad international developments and events by UNESCO's electronic clearing house services (e.g. Observatory on the Information Society, WebWorld);
 - number of visitors to clearing house services;
 - best practices identified, documented and disseminated.
- ◆ Formulation of national and regional information and communication policies and strategies supported and broadened.

Performance indicators:

 - guidelines developed and disseminated;
 - advisory services provided to a number of countries for elaboration of national plans;
 - national plans elaborated;
 - legislation on communication and information adopted or revised in a number of countries;
 - Regional information networks (RINAF, APIN, INFOLAC) strengthened.

- ◆ Freedom in access to information, media independence and pluralism improved.
 - Performance indicators:*
 - extent of advisory services provided to Member States to adapt media legislation to democratic principles;
 - countries adopting laws to promote access to information;
 - countries advised on legislative provisions for freedom of expression, media independence and access to information;
 - initiatives to promote dialogue among parliamentarians, legislators and human rights community;
 - participation of civil society in media legislative process.

Main line of action 2. Strengthening capacities of communication and information professionals and institutions

05112

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$ 865,600 |
| ● Extrabudgetary | \$2,393,000 |
| Total, Activities | \$3,258,600 |

Background. Capacity-building in communication and information is crucial for reducing the digital divide and for building knowledge societies based on freedom of expression and pluralism. In a rapidly changing media landscape, the constant evolution of ICTs and the emergence of new professional profiles in both communication and information fields require a continuous process of improving the skills and knowledge of professionals. Training institutions, centres and networks also need support to strengthen and update their capacities. Training of communication and information specialists has long been a priority action of UNESCO, especially in developing countries. In recent years, the Organization's action has focused on practical training programmes, curriculum design and updating, support for training institutions, the promotion of open source software as well as the development and distribution of essential information handling tools.

Strategy. Action will seek to harness ICTs for their multiplier effect in offering training opportunities for communication and information professionals. The strategy will consist of consultations with decision-makers, training institutions and experts to identify integrated approaches to addressing training needs and strengthening institutions. Close cooperation will be sought with donors, stakeholders and professional organizations in co-financing, assessing best practices and evaluating training activities. High priority will be given to the training of trainers in order to ensure the long-term impact of UNESCO's action in this area as well as hands-on training, especially for women and young professionals in developing countries and countries in transition. Training of IT professionals will focus on new methods and techniques for the development and provision of information and communication services. Another important element of the strategy will be the provision of support for the production and distribution of multimedia, modular training course materials and information processing tools, based on the model of open source software, as a key means to dissemination of information and knowledge. In this context, the UNESCO Knowledge Portal will provide a platform for facilitating networking as well as international and regional cooperation among professional communities and organizations. The promotion of open and distance learning methods and lifelong learning among communication and information professionals as well as the establishment of open access agreements to further broaden access to the training materials and information processing tools will be an important element of the strategy.

Expected results at the end of the biennium

- ◆ Exchange of information and expertise among information and communication communities enhanced.
 - Performance indicators:*
 - networks of communication and information institutions and research centres set up and operational;
 - number of experts and institutions enlisted.

- ◆ Expertise, capabilities and learning opportunities in new trends of ICTs enhanced.
Performance indicators:
 - communication and information trainers and professionals trained in various regions;
 - capacities built of regional training institutions and centres in different regions;
 - women training centres set up or reinforced;
 - provision and dissemination of quality training materials, including the production and distribution of multimedia, modular training course materials.
- ◆ Freedom of expression and freedom of the press enhanced in university education and in training of media professionals.
Performance indicators:
 - new UNESCO chairs on freedom of expression established in various regions;
 - regional seminars (in Africa and in Latin America and the Caribbean) held on ethics and freedom of the press;
 - number of media professionals from different countries trained through regional seminars.
- ◆ Capacities in information handling and access to knowledge of librarians, statisticians and other information specialists increased.
Performance indicators:
 - preparation and dissemination of UNESCO information processing tools notably CDS/ISIS, Greenstone, and IDAMS, in different languages;
 - production, adaptation and distribution of associated documentation and training toolkits;
 - number and geographical breakdown of users;
 - group training sessions organized in various regions.

Main line of action 3. Increasing community access through multimedia/telecentres, libraries, archives and other information service providers

05113

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,239,000 |
| ● Extrabudgetary | – |
| Total, Activities | \$1,239,000 |

Background. Rural communities, disadvantaged urban areas and professional communities in developing countries, the least developed countries, and countries in transition are often marginalized from full participation in the benefits of technological advances in the information society. At stake is the availability of resources and infrastructures – both energy and hardware – and training. Access to information, including local contents, can improve participation in the development process, thereby contributing to empowerment and poverty reduction. Over the past years, UNESCO has been particularly successful in integrating community and national level infrastructures to support community-based development through public libraries, archives, information centres, Multipurpose Community Telecentres (MCTs) and community media. The recent experience of Community Multimedia Centres (CMCs), combining community radio with ICTs, provides a platform for a wide range of applications for community development, including education, health, agriculture, daily life, poverty alleviation, participatory management and local decision making.

Strategy. The strategy seeks to encourage communities to manage their own development by placing emphasis on the development of both low-cost community information access programmes and national infrastructures to bridge the digital divide. Broad partnerships for implementation of activities will be sought with civil society, NGOs and specialized institutions to ensure the availability of the best expertise in each aspect of community access development. Having traditionally supported the strengthening of the institutional capacity of libraries and archives as gateways to information, the Organization will continue to assist these centres to acquire appropriate technologies and network resources. Training

programmes will be developed with specially-designed training materials to meet the needs of community staff, volunteers and activists. The UNESCO Network of Associated Libraries (UNAL) grouping 450 members in 90 countries and the INFOYOUTH Programme will be supported to play an enhanced role in this context. Action will be targeted to meeting the needs of the disadvantaged groups, including the disabled, indigenous people and marginalized groups in both rural and urban areas. UNESCO will disseminate the monitoring and evaluation methods that have been developed for CMCs, MCTs and other information institutions to foster effective project evaluation and exchange of best practices. Special attention will be given to the development of community media in LDCs and in countries in transition to help in providing access to non-partisan information to local population as well as to the use of ICTs to prevent the escalation of localized communal violence, especially in conflict situations.



Flagship Activity: Community Multimedia Centres

By combining community radio and telecentre facilities, the Community Multimedia Centre (CMC) offers marginalized communities a gateway to participation in the information society. Each CMC provides an information and communication platform for basic human development needs such as health, education, nutrition and income-generation. Promoting local content production, it recognizes and utilizes the wealth of skills, initiative and indigenous knowledge within the community. In this way, information, communication and knowledge become the basic tools of the poor in improving their own lives.

The Community Multimedia Centre uses several strategies to encourage even the most marginalized members of the community to become active users of its services. Facilitators help members of the public to use the computers and other facilities, while training is offered at low cost or free of charge to priority groups. Radio browsing programmes offer mass, indirect access to online resources. In these programmes, the content of web pages is discussed, explained and contextualized in the community's languages.

The first combined community radio and telecentre was developed in Kothmale, Sri Lanka, starting in 1999. As a result of its demonstrated success, UNESCO developed a generic CMC concept and launched the Community Multimedia Centre initiative in January 2001 at an international seminar held in Kothmale. Since then CMCs have been developed in some 15 countries in Africa, Asia and the Caribbean.

The first results of these pilot CMCs have been highly positive and this has led to the launch of a scale-up initiative in three African countries. UNESCO will now lead a multi-stakeholder partnership to implement a programme strategy and funding model for large-scale CMC programmes, taking into account infrastructure, content and policy challenges in the selected countries as a showcase. The aim is to reach a critical mass that enables ICT to change whole societies at the grass roots.

Expected results at the end of the biennium

- ◆ Community access to and skills for communication and information for development improved.
 - Performance indicators:*
 - community communication and information centres created in marginalized communities in several countries;
 - training workshops conducted;
 - training materials developed and distributed;
 - development and dissemination of relevant monitoring and evaluation mechanisms and tools;
 - guidelines on the role of libraries in knowledge societies produced and distributed.
- ◆ Access to information of disadvantaged youth enhanced in developing countries and countries in transition.
 - Performance indicators:*
 - youth info-structures created and operational;
 - number of individuals and institutions involved;

- training provided in the use of ICTs;
- number of participants by geographic breakdown.
- ◆ Capacities of communities to access and exchange information for development reinforced.
Performance indicators:
 - networks of libraries, archives, telecentres and other information service providers created in various regions;
 - number of individuals, institutions and communities involved;
 - best practices documented and shared.
- ◆ Awareness of and knowledge about the importance of community access increased among policy- and decision-makers.
Performance indicators:
 - materials on community communication and information centres produced and disseminated to community decision-makers in several countries and languages;
 - report on an interregional research on the use and impact of community access resources prepared and distributed.

Main line of action 4. Enhancing public service broadcasting

05114

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$1,089,000 |
| ● Extrabudgetary | \$1,500,000 |
| Total, Activities | \$2,589,000 |

Background. Public service broadcasting (PSB) has an important role to play in providing access to and participation in public life. Especially in developing countries, PSB can be instrumental in promoting access to education and culture, developing knowledge, and fostering interactions among citizens. For the majority of the world population, comprising inhabitants of huge rural areas and illiterate people, radio and television remain the most available and widespread ICTs, with radio in the first place as primary communication medium. UNESCO has been committed to supporting and promoting public broadcasting as well as preservation of its contents which serve the interests of people as citizens rather than as consumers, by reaching all populations and specific groups and thereby contributing to social inclusion and strengthening of civil society.

Strategy. The strategy seeks to enhance the role of public broadcasting as a unique service providing universal access to information and knowledge through quality and diverse content reflecting the needs, concerns and expectations of the various target audiences. Action will focus on promoting and strengthening editorially independent public broadcasting media organizations to enable them to fulfill their cultural and educational role; on building strategic alliances with major professional stakeholders, decision-makers, civil society; and sensitizing governments and public opinion on the unique mission of PSB. The strategy will also entail advising Member States on legal, regulatory, financial and other major issues related to PSB; promoting associations of citizens for quality broadcasting and encouraging media professionals to reduce violence both in news and fictional programmes in electronic media with special emphasis on children and youth. Other components of the strategy are: the provision of assistance to national public radio and television in developing countries in using ICTs to enhance digital broadcasting services, to provide access to public domain information and to preserve contents for future access and public service oriented programming; the promotion of strategies for the digital migration of contents for enhanced access. This action will be carried out in close cooperation with media professionals and their associations. Emphasis will be placed on countries/regions where similar activities are not implemented by other institutions so as to maximize UNESCO's resources, visibility and impact.

Expected results at the end of the biennium

- ◆ Recognition of the educational and cultural functions of PSB as a gateway to the knowledge society increased.

Performance indicators:

- publication and dissemination of a multilingual reference book on best PSB practices;
- need for international observatory for systematic monitoring of PSB examined;
- guidelines and criteria for evaluation of PSB elaborated and distributed.

- ◆ Media pluralism and independence in Member States enhanced.

Performance indicators:

- extent of advisory services provided to Member States on transformation from state-controlled broadcasting institutions to editorially independent PSB entities.

- ◆ Access to information enhanced for PSB audiences.

Performance indicators:

- ICT and other capacities built for PSB national radio and television organizations in developing countries and countries in transition;
- preservation and access policies as well as standards for digital migration of contents elaborated and disseminated.

- ◆ Capacities of disadvantaged communities to express themselves through PSB in developing countries improved.

Performance indicators:

- skills-enhancement training workshops conducted;
- number of participants from various countries/regions.

- ◆ Audience participation in public service broadcasting enhanced.

Performance indicators:

- regional workshops conducted to promote associations of viewers and listeners and dialogue between broadcasters and civil society groups;
- number of participants from various countries/regions.

- ◆ Innovative approaches aimed at reduction of violence in the electronic media supported.

Performance indicators:

- regional seminars held;
- number of representatives of the professional community and of civil society involved;
- programmes and approaches developed and adapted in actual broadcasts.

V.1.2 Harnessing ICTs for education

0512

Activities

| | |
|--------------------------|--------------------|
| ● Regular budget | \$2,200,100 |
| Decentralization | 50.0% |
| ● Extrabudgetary | \$ 60,000 |
| Total, Activities | \$2,260,100 |

05120

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action in order to:
- (i) promote the objectives of Education for All through media and information channels;
 - (ii) encourage ICT-enhanced learning by supporting exploration, development and testing of multimedia learning methods targeting the needs of educational institutions in developing countries;
 - (iii) foster the development of media and ICT literacy at all levels of the education process, formal and non-formal, with special emphasis on youth especially in developing countries;
- (b) to allocate for this purpose an amount of \$2,200,100 for programme costs, and \$36,400 for indirect programme costs at Headquarters.

Main line of action 1. Promoting Education for All through media and information channels

05121

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$451,900 |
| ● Extrabudgetary | \$ 60,000 |
| Total, Activities | \$511,900 |

Background. The World Declaration on Education for All (EFA), adopted in Jomtien (1990) and the Dakar Framework for Action (2000) called for a learning environment in which everyone has the chance to acquire the foundation for life-long learning and full participation in society. However, high illiteracy rates and low levels of schooling among disadvantaged groups, especially women, in many developing countries continue to limit their ability to lift themselves out of poverty. The innovative use of new communication and information technologies and the media can contribute to overcoming the limitations of formal and non-formal education and help to empower disadvantaged groups to participate fully in development. One of the greatest challenges currently facing many Member States is therefore that of transforming their societies into learning societies. The media, libraries and information centres can contribute to achieving this transformation. With the accelerating trend towards digital convergence, ICTs provide major opportunities to support the use of the media, libraries and information centres in fostering and improving access to education. In this context, UNESCO has a major role to play in adapting these institutions to educational purposes and in sensitizing the actors in the media and information channels to their functions in promoting Education for All.

Strategy. The strategy consists of concentration of efforts and resources, international partnerships and cooperation between international institutions and national agencies with a view to elaborating national and international advocacy strategies, using media and information channels for awareness-raising and promotion of public debate on EFA needs, objectives and goals. Support will be given for the development of media programmes to strengthen educational provision and delivery for all communities, particularly those to which access has traditionally been limited. The strategy will also include the use of innovative approaches to train education journalists and information “gatekeepers” about education issues and EFA, and to enhance the level of their skills and coverage of these issues. These will be designated to raise popular awareness of educational issues and help to achieve the goals of the Dakar Framework for Action. The action is designed to be undertaken in close intersectoral cooperation with Major Programme I.

Expected results at the end of the biennium

- ◆ Public understanding of the importance of Education for All enhanced.
 - Performance indicators:*
 - awareness campaigns in media and information channels encouraged and supported;
 - extent of local, national and international media coverage and messages in information channels on the implementation of the Dakar Framework of Action;
 - number of journalists from various countries trained.
- ◆ Information about learning opportunities and network-based learning environments broadened.
 - Performance indicators:*
 - tools for improving learning environments and educational programmes developed and disseminated in number of regions/countries;
 - number of media and information channels involved;
 - feedback obtained.

Main line of action 2. Promoting ICT-enhanced learning

05122

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,056,000 |
| ● Extrabudgetary | – |
| Total, Activities | \$1,056,000 |

Background. The impact of information and communication technologies (ICTs) on teaching and learning has been increasing at all levels, from basic to higher and life-long education, providing new perspectives and opportunities for expanding traditional education processes and systems. ICTs are more and more becoming an integral part of educational strategies, providing greater flexibility in learning situations, promoting increased interactivity for learners and connectivity to people and learning resources in different parts of the world. However, ICT-enhanced learning offers often do not meet expectations in terms of access equity, quality, diversity and affordability, particularly for developing countries. In the last biennium, cooperation was established between Major Programmes I and V to study, promote and disseminate the use of ICTs in education, as a follow-up to the Second World Education Forum (Dakar, 2000). A number of studies and pilot projects including a study on new information and communication technologies and education were carried out, in close cooperation with the Education Sector and concerned UNESCO institutes, notably IICBA and IITE, to identify and test a continuum of technologies to support and enrich learning, and to improve the way technologies are used to better respond to learning needs.

Strategy. Keeping in mind educational needs and goals as well as policy issues which are being dealt with under Major Programme I, the Strategy aims at helping education to benefit from the innovative use of ICTs by promoting exploration, development and testing of multimedia learning support techniques such as interactive learning modules, e-learning platforms, and Internet and satellite delivery, targeting the needs of basic education, higher education with emphasis on teacher training and virtual universities.

UNESCO will also foster access to software and electronic educational materials through the development of metadata standards and an international portal for open educational resources, and will encourage partnerships among open and distance learning stakeholders such as content developers, support service providers, Ministries of Education, teachers and learners. National institutions and international partners will be given expertise and advisory assistance on policy, needs assessment, guidelines and training to take advantage of opportunities for ICT-enabled education. UNESCO will also promote the development and use of open source software to accommodate the needs of educational institutions in developing countries. Action will be carried out through close cooperation with Major Programme I, including UNESCO institutes, notably IICBA and IITE.

Expected results at the end of the biennium

- ◆ Knowledge and awareness among decision-makers about ICT-enhanced learning possibilities increased.
 - Performance indicators:*
 - interregional research report produced and disseminated;
 - guidelines and best-practice advice on ICT-enhanced learning possibilities, particularly for open and distance learning, developed and provided to Member States.
- ◆ Access to open educational resources and to open source, free software in areas of interest to educational institutions increased.
 - Performance indicators:*
 - international portal for teaching and learning materials set up, based on common information handling methods;
 - number of subscribers and participants;
 - number of sites of open source, free software developed along with training material utilization of software packages offered.
- ◆ Collaboration in support of ICT-based distance learning enhanced.
 - Performance indicators:*
 - component to test and promote cooperation between national broadcasters and open universities prepared and provided to Member States;

- pilot project on model courseware and delivery support for open and distance learning developed in UNESCO's domains;
- pilot projects developed involving national broadcasters and open universities from several countries.

Main line of action 3. Empowering people through information, media and ICT literacy

05123

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$692,200 |
| ● Extrabudgetary | – |
| Total, Activities | \$692,200 |

Background. Empowerment of people through information, media and ICT literacy is also an important prerequisite for harnessing ICTs for education and fostering equitable access to information and knowledge. Information and media literacy enhances the pursuit of knowledge by equipping individuals with the skills and abilities for critical reception, assessment and use of information in their professional and personal lives. Moreover, the ever intensifying transnational flows of satellite TV channels, electronic games and Internet tend to threaten or marginalize media content designed for young people, women and minority groups in most countries. Many UNESCO partners have stressed the importance of media education or media literacy for young people to increase their knowledge and awareness of how the media function.

Strategy. The main strategy consists of awareness-raising about the importance of information, media and ICT literacy at all levels of the education process – basic education, primary and secondary education, technical and vocational training and lifelong education – and of establishing guidelines for integrating information literacy issues in curricula. A particular focus will be on training teachers to sensitize them to the importance of information, media and ICT literacy in the education process to enable them to incorporate information literacy into their teaching and to provide them with appropriate pedagogical methods and curricula. To sustain UNESCO's engagement with NEPAD, consultations will also be held with decision-makers, training institutions and experts to build up integrated approaches for the use of ICT in addressing training needs and strengthening capacities in this field. Close cooperation will be sought with donors, stakeholders and professional associations in co-financing best practices of e-learning and the use of ICT in and for the learning process, and in evaluating training activities. Efforts will be made to increase African teachers' access to ICT through setting up specialized centres, and supporting the production and distribution of multimedia, modular training course material and information processing tools. An essential element of the strategy is the integration of libraries into information, media and ICT literacy programmes. Libraries provide resources and services in an environment that fosters free and open inquiry and serve as a catalyst for the interpretation, integration, and application of knowledge in all fields of learning. The strategy will also involve actions designed to strengthen cooperation among international associations of media researchers and practitioners concerned with media education and youth. Particular attention will be given to the collection and dissemination of best practices in educational radio and television programmes for young people.

Expected results at the end of the biennium

- ◆ International awareness raised about the importance of information, media and ICT literacy.
 - Performance indicators:*
 - international alliance on information literacy with all concerned institutions established under UNESCO auspices;
 - international campaign developed and conducted;
 - guidelines for information, media and ICT literacy training produced and disseminated in developing countries (including model curricula and online training modules).
- ◆ Capacities of training institutions and teachers in information and media literacy enhanced.

Performance indicators:

- number of pilot initiatives in ICT literacy for marginalized communities;
 - pilot activities in ICT literacy evaluated and their results widely shared;
 - information and media literacy modules produced and disseminated;
 - number of initiatives to integrate media literacy into education curricula.
- ◆ Basic applications for water management and ICT literacy promoted within NEPAD.
- Performance indicator:*
- ICT capacities of teachers and water specialists enhanced.

V.1.3 Promoting the expression of cultural and linguistic diversity through communication and information

0513

Activities

| | |
|--------------------------|--------------------|
| ● Regular budget | \$3,608,500 |
| Decentralization | 50.0% |
| ● Extrabudgetary | – |
| Total, Activities | \$3,608,500 |

05130

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action in order to:
- (i) promote the expression of pluralism and cultural diversity in the media and global information networks, inter alia through the Programme for Creative Content designed to encourage the production and dissemination of culturally diverse and multilingual contents in the media;
 - (ii) support the preservation of documentary and audiovisual heritage across all media, inter alia through the Memory of the World Programme, and encourage the application of the provisions of the Charter on the Preservation of Digital Heritage;
- (b) to allocate for this purpose an amount of \$3,608,500 for programme costs, and \$32,700 for indirect programme costs at Headquarters.

Main line of action 1. Supporting culturally diverse and multilingual contents

05131

Activities

| | |
|--------------------------|--------------------|
| ● Regular budget | \$2,796,700 |
| ● Extrabudgetary | – |
| Total, Activities | \$2,796,700 |

Background. The media industry and information and communication technologies (ICTs) are transforming the perceptions and lifestyles of millions of people around the world. In this context, UNESCO has been active in promoting the creation and dissemination of local content reflecting the values and experience of local cultures and languages. During the 2002-2003 biennium, UNESCO's work to encourage culturally diverse and multilingual contents was consolidated through a new Programme for Creative Content to support creativity and innovation in local content production for television, radio and new

media. In a complementary approach in the information area, a number of activities and pilot projects were initiated focusing on policy formulation, statistical surveys and the production of online tools to promote multilingualism in cyberspace, particularly within Initiative B@bel. By building on this base and expanding its network of partners, UNESCO will continue to promote multilingualism in the media and on the Internet, especially in developing countries. This is also in line with the Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace adopted by the 32nd session of the General Conference.

Strategy. Based on the principles set forth in the Universal Declaration on Cultural Diversity, the strategy for promoting cultural and linguistic diversity in the media and intercultural dialogue will involve (i) sensitizing decision-makers on the need to encourage the production, safeguarding and dissemination of diversified contents in the media and global information networks, (ii) developing training modules, guidelines and reference material for communication and information professionals, particularly in developing countries, and (iii) providing seed funding for innovative content production and co-production and supporting their dissemination and exchange at the regional and international levels. Action will target television, radio, print journalism, ICT schools and training institutions, producers, ICT-based media developers, information institutions, in developing countries, least developed countries, and countries in transition. The mobilization of partnerships with international associations, NGOs, institutions from both the public and private sector, to co-implement or co-finance the activities envisaged will be a key element of the strategy. It will also involve encouraging an optimal use of ICTs for the circulation of local content – from local to local and local to global. Action on creative content in Major Programme V will be undertaken in close cooperation with Major Programme IV, especially its Global Alliance for Cultural Diversity initiative. ICT support for multilingualism will be strengthened through a freely accessible online inventory of linguistic resources and statistics, and pilot projects designed to facilitate the development and application of technologies and to make linguistically diverse information contents more widely available.

Expected results at the end of the biennium

- ◆ Knowledge and skills of communication and information professionals enhanced in preparing culturally diverse and multilingual contents.
Performance indicators:
 - international reference and practical guidelines produced, disseminated and applied in various regions;
 - number of TV practitioners trained in script writing, digital editing and post-production work in various regions.
- ◆ Quality content production promoted utilizing both traditional and new media.
Performance indicators:
 - technical and financial support provided for audiovisual and online content production in various countries and standards improved and disseminated;
 - number of professional organizations and associations of producers supported worldwide;
 - number of productions supported annually in various regions.
- ◆ Access of local content/endogenous programmes to international audiences increased and flow of intercultural information from South to South and from South to North improved.
Performance indicators:
 - number of works and producers given access to international distribution channels;
 - national and regional initiatives such as the Digital Silk Road and Spice Routes, launched and supported;
 - number of exhibitions on cultural diversity showcasing the local content supported;
 - arrangements made with TV festivals and markets, fairs and international forums for promotion of local content at international level;
 - internet sites with local content created and extent of downloads;
 - online internet video catalogues created and maintained;
 - number of annual input of full-length endogenous/local content programmes from producers in various regions.
- ◆ Awareness and knowledge of media, ICTs and the expression of cultural and linguistic diversity increased.
Performance indicators:
 - new partnerships created involving several countries for the production and co-production of local content;

- digital databases with volumes of local content developed;
- publication and distribution of an international research report;
- handbook on Journalists and the Internet produced and distributed.

Main line of action 2. Preserving information and audiovisual heritage

05132

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$811,800 |
| ● Extrabudgetary | – |
| Total, Activities | \$811,800 |

Background. The world’s documentary heritage constitutes a major part of mankind’s memory and reflects the diversity of peoples, languages and cultures. This heritage is stored in libraries and archives and increasingly in electronic form, especially online repertoires. Through the Memory of the World Programme and other initiatives such as the Digital Silk Road Project, UNESCO has played a leading role in preserving information and communication contents as well as in optimizing access to this heritage. The Organization’s action has helped national news agencies to anticipate technical advances and to adapt to technological change, especially in news and information preservation and storage.

Strategy. UNESCO will continue the Memory of the World Programme as the international reference framework for information preservation. Preservation and access policies relating to documentary heritage across all media will be further elaborated. The Organization will also implement pilot projects to demonstrate innovative methods for preservation and access with special attention given to libraries and archives collections affected by natural and man-made disasters. UNESCO will encourage the elaboration of strategies to facilitate the digital collection and storage of cultural heritage contents. This includes the strengthening of national news agencies by equipping them with modern information preservation means. The promotion and dissemination of the International Charter for the Preservation of Digital Heritage will be an important element of the strategy. Specially designed training materials and programmes on digital heritage will be developed for information and communication professionals making use of distance learning techniques.



Flagship Activity: Memory of the World

The memory of the peoples of the world is of vital importance in preserving cultural identities, in linking past and present and in shaping the future. The documentary heritage in libraries and archives constitutes a major part of that memory and reflects the diversity of peoples, languages and cultures. But that memory is fragile. A considerable proportion of the world’s documentary heritage disappears through “natural” causes: acidified paper crumbling to dust, or leather, parchment, film and magnetic tape being attacked by light, heat, damp and dust.

Recognizing that urgent action was required to stem the disappearance of vast parts of the world’s documentary memory, UNESCO in 1992 launched the “Memory of the World” Programme to protect and promote that heritage. The scope of the Programme is vast and involves a variety of partners, ranging from students, scholars and the general public to owners, providers and producers of information and manufacturers of end products. An International Advisory Committee for the “Memory of the World” Programme was appointed to guide the planning and implementation of the Programme as a whole. So far two Memory of the World regional committees and 47 national committees have been set up.

The “Memory of the World” Register lists documentary heritage which has been identified by the “Memory of the World” International Advisory Committee as meeting the selection criteria similar in some ways to UNESCO’s World Heritage List. However, the nomination and registration of documents under the “Memory of the World” label have no legal or financial implications. Sixty-eight collections from 33 countries are now placed on the Register.

Expected results at the end of the biennium

- ◆ An international framework for the preservation of information and audiovisual heritage established.
 - Performance indicators:*
 - principles on preservation of digital heritage applied in Member States;
 - awareness about the preservation of and access to documentary and digital heritage raised;
 - principles contained in the Draft International Charter for the Preservation of Digital Heritage adopted and applied.
- ◆ Capacities in heritage protection of different media formats improved and news agency archiving standards for online database sharing developed.
 - Performance indicators:*
 - number of media professionals trained;
 - number of news agencies involved in consultations;
 - number of countries provided with advisory revises on policy development and research facilities;
 - guidelines prepared and widely disseminated.
- ◆ Digital preservation of media heritage strengthened.
 - Performance indicators:*
 - communication and information professionals trained in various regions;
 - policies and guidelines for media heritage developed and applied in Member States;
 - content of Memory of the World website expanded and number of visitors/hits;
 - guidelines for the preservation of documentary heritage disseminated worldwide.
- ◆ Access to audiovisual heritage improved.
 - Performance indicators:*
 - international references to audiovisual heritage documents in online catalogues;
 - diversity of the Memory of the World Register broadened;
 - participants in network of Memory of the World National Committees.

Programme V.2

Medium-Term Strategy, paragraphs 165-166, 176-177

Promoting freedom of expression and communication development

05201

Activities

| | |
|--------------------------|---------------------|
| • Regular budget | \$ 4,472,600 |
| Decentralization | 50.0% |
| • Extrabudgetary | \$ 5,881,900 |
| Total, Activities | \$10,354,500 |

V.2.1 Promoting freedom of expression and the independence and pluralism of the media

0521

Activities

| | |
|--------------------------|--------------------|
| • Regular budget | \$2,690,200 |
| Decentralization | 50.0% |
| • Extrabudgetary | \$2,000,000 |
| Total, Activities | \$4,690,200 |

05210

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) promote freedom of expression and freedom of the press as a fundamental right, and develop sensitization, the promotion of the protection of the rights of journalists and monitoring activities including the implementation of 29 C/Resolution 29 on combating impunity in regard to violence against journalists and media institutions;
- (ii) enhance the visibility of the Organization's activities to promote freedom of expression, inter alia through the celebration of World Press Freedom Day and the award of the UNESCO/ Guillermo Cano World Press Freedom Prize;
- (iii) encourage the development of independent media, especially in conflict and post-conflict areas, by supporting and providing technical assistance to non-partisan media, providing advisory services on media legislation, promoting the safety of journalists and enhancing dialogue among media professionals;

(b) to allocate for this purpose an amount of \$2,690,200 for programme costs, and \$34,500 for indirect programme costs at Headquarters.

Main line of action 1. Promoting press freedom, freedom of expression and democracy

05211

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,827,900 |
| ● Extrabudgetary | — |
| Total, Activities | \$1,827,900 |

Background. Freedom of expression is the cornerstone of any democratic society, which UNESCO, with its mandate to promote the “free flow of ideas by word and image”, is called upon to foster. UNESCO’s action in this field places emphasis on creating an environment that is conducive to the full enjoyment of freedom of expression, through promoting press freedom as well as enhancing the importance of freedom of expression in democracy among decision-makers and civil society. UNESCO’s action in promoting freedom of expression and its corollary, the freedom of the press, is of particular relevance in the development of knowledge societies. The new media landscape generated by the rapid development and spread of information and communication technologies presents complex challenges which require new approaches to ensure freedom of expression, access for all, and the free flow of information and knowledge.

Strategy. The main strategy, which aims at promoting and upholding the principle of freedom of expression, as defined in Article 19 of the Universal Declaration on Human Rights, consists of five inter-related actions. The first action will be the awarding of the UNESCO/Guillermo Cano World Press Freedom Prize which has become an integral part of each year’s celebrations of World Press Freedom Day (3 May) and which concretely expresses UNESCO’s commitment to freedom of speech and to those who suffer from repression and persecution in the exercise of their profession as journalists. Secondly, UNESCO, with its partners, will play a leading role among the international community in sensitizing the public as well as governmental authorities about press freedom and protecting the right of journalists through the International Freedom of Expression Exchange (IFEX) alert network grouping 1,500 members in more than 130 countries and regional networks. Thirdly, support will be provided to implement UNESCO’s 29 C/Resolution 29 on combating the impunity of violence against journalists and media institutions. Fourthly, support will be provided to media professional organizations to promote safety for local and international news reporters working in conflict areas. Fifthly, efforts will be deployed to raise awareness about importance of privacy and freedom of access to information in libraries and other traditional information institutions.



Flagship Activity: World Press Freedom Day and World Press Freedom Prize

UNESCO is committed to promoting freedom of expression and freedom of the press, essential for the exercise of human rights and the functioning of a democratic society. Efforts to generate public awareness of the links between a free press and democracy, and of the right to freedom of expression and worldwide violations thereof are an important part of UNESCO’s action for press freedom.

In 1991, the General Conference recommended that the United Nations General Assembly proclaim 3 May as “World Press Freedom Day”, a day to mark the fundamental principles of press freedom. Throughout the world this day, which coincides with the anniversary of the Declaration of Windhoek on Promoting an Independent and Pluralistic African Press, serves as an occasion to inform the public of violations of the right to freedom of expression and as a reminder that many journalists brave death or jail sentence to bring people their daily news. On this occasion, media professional groups, National Commissions for UNESCO, United Nations and UNESCO field offices as well as non-governmental

organizations hold a series of events worldwide such as the launching of websites, the publication of CD-ROMs, meetings, rallies, conferences, or the award of prizes for press cartoons.

UNESCO has also established an annual World Press Freedom Prize, the UNESCO/Guillermo Cano Prize, in honor of the Colombian journalist who was killed in 1986 in front of his newspaper building. This annual \$25,000 prize is awarded to a person, organization, or institution that has made a notable contribution to the defence or promotion of freedom of the press anywhere in the world.

Expected results at the end of the biennium

- ◆ Public awareness of press freedom as a fundamental right increased.
 - Performance indicators:*
 - annual celebration of World Press Freedom Day (3 May);
 - annual award of UNESCO/Guillermo Cano World Press Freedom Prize;
 - round tables, press conferences, media events organized in various countries;
 - media coverage about press freedom events and issues in major newspapers in all regions.
- ◆ Decision-makers and the international community sensitized on the importance and new trends with respect to freedom of expression in knowledge societies.
 - Performance indicators:*
 - need for a UNESCO Observatory on freedom of expression examined;
 - importance of freedom of expression introduced and accepted as a principle by WSIS.
- ◆ Protection of press freedom and of the rights of journalist enhanced.
 - Performance indicators:*
 - support provided to monitoring work of International Freedom of Expression Exchange (IFEX);
 - number of other regional networks provided with financial support and expertise;
 - global campaign launched and implemented on need to combat impunity of violence against journalists and media institutions;
 - website created and number of visitors.
- ◆ Awareness of safety and reporting in conflict situations among journalists increased.
 - Performance indicators:*
 - professional organizations supported to provide training to journalists;
 - number of journalists trained in various regions;
 - strategies developed to support media in open and conflict zones;
 - network established in collaboration with media NGOs and professional organizations to assist media in conflict zones;
 - UNESCO position paper on assistance to media in open and post-conflict areas developed;
 - support provided to the establishment and work of the International News Safety Institute (INSI).
- ◆ Opportunities for independent and diversified news collection and dissemination increased.
 - Performance indicators:*
 - diversity of news through independent news organizations;
 - free software for news operations developed and distributed;
 - publication “News operations in the era of the Internet” adapted and translated.

Main line of action 2. Promoting independent media in conflict situations

05212

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$ 862,300 |
| ● Extrabudgetary | \$2,000,000 |
| Total, Activities | \$2,862,300 |

Background. For several years now, UNESCO has been supporting independent media in conflict and post-conflict situations to enable them to gather and disseminate non-partisan information. In this respect, the assistance provided to independent media in South East Europe, Angola, the Great Lakes Region in Africa, the Middle East, East Timor, and Afghanistan has contributed to peace building and reconciliation processes. UNESCO's action in this area includes the promotion of dialogue among media professionals in zones of conflict and the outside world and provision of advice to the authorities of countries in post-conflict situations in drafting new media legislation, which enhances the development of freedom of expression. This action in promoting independent media in conflict situations has been recognized by the international community. The humanitarian nature of this work was recognized by the Office of the United Nations High Commissioner for Refugees and the Department of Humanitarian Affairs in the June 1994 United Nations Inter-Agency Appeal. In 1996 the Appeal designated UNESCO as lead agency for assistance to independent media for the reconstruction period in the former Yugoslavia. Since then the Organization has received considerable financial support from a number of donor countries.

Strategy. The strategy adopted here involves cooperation and collaboration with intergovernmental organizations, donors, NGOs, national authorities, local and international media in providing technical and material assistance designed to promote the development of independent and pluralistic media landscapes in post-conflict areas. The technical assistance includes provision of and access to ICTs, especially Internet facilities and training in their use to provide the population in conflict situations with increased access to non-partisan information. The strategy will also consist of harnessing both traditional media and ICTs to promote dialogue initiatives, which represent important elements in the peace and reconciliation process. Another key component of the strategy is training of media professionals which will be done in close cooperation with professional media organizations.

Expected results at the end of the biennium

- ◆ Capacities of independent media increased to provide access to non-partisan information.

Performance indicators:

 - number of participants from various regions/countries taking part in training courses, workshops and seminars;
 - use of ICTs for information gathering by independent media in various regions;
 - media economically viable as a result of management training;
 - wider access of the population to non-partisan information.
- ◆ Dialogue and cooperation among media professionals and in civil society reinforced to support efforts for restoration and consolidation of peace in conflict and post-conflict areas.

Performance indicators:

 - creation of environment more open for dialogue and tolerance through dialogue projects among media professionals;
 - seminars/workshops for media professionals held in different conflict and post-conflict areas;
 - number of productions and co-productions promoting values of peace and dialogue;
 - young people empowered through improved use of ICTs and information networks to promote dialogue, mutual understanding and respect for human life and human dignity.
- ◆ Freedom of expression and democratic media environment in post-conflict areas promoted.

Performance indicators:

 - assistance provided to media in conflict zones in line with the goals laid down in this position paper;
 - number of follow-up activities to the SIDA/UNESCO Conference (2003) on assistance to media in conflict zones;

- wider access to non-partisan information promoted through new independent and pluralistic media, both private and public;
- professional standards and management techniques for media professionals imparted for work in tension-ridden environments;
- improved capacities of women media professionals in post-conflict areas.

V.2.2 Supporting development of communication media

0522

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,782,400 |
| Decentralization | 50.0% |
| ● Extrabudgetary | \$3,881,900 |
| Total, Activities | \$5,664,300 |

05220

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action in order to:
- (i) assist Member States, particularly the developing countries, in strengthening their communication capacities by developing independent and pluralistic media and improving media access to ICTs, in particular through the International Programme for the Development of Communication (IPDC);
 - (ii) enhance the impact of communication and information for sustainable development by supporting public domain community media and information service providers in mobilizing different social groups on major development issues such as education, democratic governance, HIV/AIDS, food security, water and the environment;
- (b) to allocate for this purpose an amount of \$1,782,400 for programme costs, and \$31,700 for indirect programme costs at Headquarters.

Main line of action 1. Fostering media development

05221

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$ 920,100 |
| ● Extrabudgetary | \$ 250,000 |
| Total, Activities | \$1,170,100 |

Background. Fostering media development continues to be of vital importance to many countries that have limited access to the advanced modes of news and information dissemination. Radio, television and the print media, reinforced by innovative applications of ICTs, are capable of reaching the entire populations with knowledge and information, contributing to poverty alleviation and human development and participation of citizens in national democratic processes. For the last two decades, UNESCO has been committed to developing communication through a broad range of projects and activities which aim principally at establishing rural media using low-cost and energy-saving communication technologies, modernizing news agencies, upgrading public broadcasting capacities, supporting professional training and developing human resources for the communication media. The Organization has mobilized about

\$88 million for over 900 projects in more than 130 countries under the International Programme for the Development of Communication (IPDC).

Strategy. UNESCO will continue its efforts, particularly through the IPDC, to strengthen communication media in developing countries by concentrating on innovative, catalytic projects concerned with development of media and human resources and that clearly promote freedom of expression and media pluralism. In line with the recommendations and plans of action adopted by five regional seminars on promoting independent and pluralistic media organized between 1991 and 1997, UNESCO will continue to assist independent media organizations to achieve economic self-sufficiency and viability as the best guarantee for editorial independence. Special attention will be given to strengthening international partnerships and building strategic alliances of major stakeholders in the field of communication media development. The strategy will address the critical needs for training, technical advice, appropriate equipment to upgrade media capacities, the quality of journalism and media programmes in developing countries and extrabudgetary funds will be secured therefor, especially through the International Programme for the Development of Communication (IPDC). Increased coordination and complementary action will be developed between IPDC and IFAP in projects which aim at improving media access to ICTs. In the framework of the INFOYOUTH Programme, support will be provided for the digital enhancement of existing media by and for young people through the interconnection of radio, television and Internet.

Expected results at the end of the biennium

- ◆ Capacities of communication media in developing countries and countries in transition strengthened.
Performance indicators:
 - IPDC funding support provided for projects;
 - enhanced quality of projects and their implementation;
 - number and scope of international partnerships in communication development;
 - methods of work of the IPDC Intergovernmental Council and fund-raising improved;
 - number of strategic plans developed for critical capacity-building in selected LDCs/countries in transition.
- ◆ Capacities of new agencies, broadcasting organizations and the print media in developing countries, particularly LDCs, to access information services improved.
Performance indicator:
 - number of news agencies, broadcasting organizations and newspapers supported in terms of enhanced access to number of news sources.
- ◆ Freedom of expression, media pluralism and professional standards in journalism promoted.
Performance indicators:
 - number of skills-enhancement workshops conducted;
 - number of participants in various countries.
- ◆ Capacities of young people to collect and disseminate youth-related information enhanced.
Performance indicators:
 - number of youth initiatives provided with access to and use of ICTs and linking ICTs and traditional media;
 - number of training courses provided and number of participants from various countries;
 - information units created in selected countries.
- ◆ Synergies between IPDC and IFAP programmes enhanced.
Performance indicators:
 - number of projects developed and implemented in line with the cross-cutting priorities of IPDC and IFAP programmes;
 - number of joint interventions by IPDC and IFAP on major issues relating to building of knowledge societies.

Main line of action 2. Enhancing the impact of communication and information for sustainable development

05222

Activities

| | |
|--------------------------|--------------------|
| ● Regular budget | \$ 862,300 |
| ● Extrabudgetary | \$3,631,900 |
| Total, Activities | \$4,494,200 |

Background. Communication and information is essential to involve people in the process of their own development. They act as a catalyst for economic, political and social change and require multiple approaches to give a voice to all segments of society. Access to information and free and unfettered media plays a positive role in accelerating sustainable economic and social development and thus, by extension, in helping to remove the conditions of poverty and the lack of public debate. Therefore, UNESCO has supported appropriate communication, technologies and information facilities to ensure access to knowledge and information for sustainable development.

Strategy. Working towards the achievement of the Millennium Development Goals, especially that of reducing extreme poverty by at least half, by 2015, UNESCO will ensure the full and effective involvement of all stakeholders in communication and information for sustainable development. Particular attention will be paid to the catalytic role of the public domain, community media and information service providers in transmitting development messages. Action will be developed in close cooperation with relevant UNESCO's programmes in education (especially in the context of the United Nations Decade of Education for Sustainable Development (2005-2014)), natural sciences, social and human sciences, and culture. In key areas such as HIV/AIDS, food security, water and the environment, the focus will be on an increased effort to facilitate the production of up-to-date, relevant materials that mobilize communities and promote social change. Awareness-raising within Member States will be conducted on the role of the media in promoting democratic governance and sustainable development, its usefulness as a transmitter of new ideas and information, and its ability to give a voice to the poor. Close attention will be paid to the networking of ICT centres and institutions in order to build and maintain sustainable information resources, and technologies particularly at the regional level. Priority will be given to developing countries, and least developed countries. Extrabudgetary resources will be mobilized to extend the scope of activities.

Expected results at the end of the biennium

- ◆ Capacity of communication and information professionals to produce and disseminate development messages increased and awareness of development issues and the role of a free press raised.

Performance indicators:

- specialized training workshops held in all regions;
- number of productions on developmental issues supported;
- social change enhanced through the production and dissemination of topic-specific materials in a number of key areas.

- ◆ Knowledge and understanding about the contribution of ICTs to sustainable development and poverty reduction improved.

Performance indicator:

- research report produced and disseminated to major stakeholders worldwide.

- ◆ Partnerships with communication and information institutions strengthened for sustainable development.

Performance indicators:

- number of associations and institutions provided with financial and technical assistance;
- UNESCO supported networks operational;
- global network of young television producers on HIV/AIDS established;
- number of young producers involved from various countries.

- ◆ Information handling, access and maintenance capacities improved in countries and regions.

Performance indicators:

- number of regional and local training workshops conducted;
- number of media practitioners trained/sensitized to maintenance issues in target countries/regions;
- locally relevant guidelines and toolkits on appropriate technologies and on culture of maintenance developed and distributed.

Projects relating to cross-cutting themes

0550

| | |
|--------------------|-------------|
| Regular budget | |
| ● Activities: | \$2,430,000 |
| ● Decentralization | 32.4% |

05500

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action to execute to completion the projects relating 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”, taking account of the needs of developing countries;
- (b) to evaluate and monitor the implementation, as well as assessing the impact, of the various projects;
- (c) to ensure intersectoral cooperation within UNESCO and coordination with other United Nations agencies and funds in order to enhance consistency and the learning process in the execution of approved projects;
- (d) to allocate for this purpose an amount of \$2,430,000 for programme costs.

05501

The projects listed hereunder and their corresponding budgetary allocations have been anchored under Major Programme V in view of their main thematic subject and orientation pertaining to communication and information. These projects were conceived on an intersectoral and interdisciplinary basis by teams involving at least three sectors and/or field offices for each project. Special arrangements will again be made for the administration of these projects. Their substantive activities will be planned and implemented jointly by members of the respective intersectoral teams. A summary of all projects relating to the two cross-cutting themes is provided at the end of Part II.A (para. 08001). Efforts will be made to seek extrabudgetary resources from potential donors in order to maximize the impact of these projects.

◆ **The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society**

05520

| | |
|---------------------|-------------|
| Regular budget | |
| ● Activities: | \$2,430,000 |
| ● Decentralization: | 32.4% |

ICTs helping to fight HIV/AIDS: changing young people’s behaviour through preventive education schemes

05521

| | |
|----------------|-----------|
| Regular Budget | |
| ● Activities: | \$200,000 |

Objectives. The project aims at increasing awareness of HIV/AIDS prevention among young people based on the new possibilities offered by information and communication technologies (ICTs). It will promote access to comprehensive and reliable youth-friendly information in quest of behavioral changes.

Furthermore, it will seek to encourage a spirit of analysis on the part of the youth involved on how to use ICTs more actively in the fight against HIV/AIDS and turning these recommendations into concrete preventive actions. Youth-led, youth-servicing non-governmental organizations and volunteers will be involved in HIV/AIDS preventive activities with the use of ICTs – e.g. collecting materials, creating web pages related to the topic, contacting volunteers with people in need through the Internet.

Expected results at the end of the biennium. Information packages and training schemes for improving HIV/AIDS awareness and prevention adapted to regional contexts and disseminated among disadvantaged youth; youth-friendly websites and youth information centres created and partnerships developed with existing Internet cafés and other meeting points; information on HIV/AIDS, including best preventive practices and experiences prepared and disseminated through traditional media and ICTs.

Harnessing ICTs for the audiovisual industry and public service broadcasting in developing countries

05522

Regular Budget
● Activities: \$300,000

Objectives. The project aims to advise developing countries in Africa, Asia and Latin America in the potentials of ICT-enhanced broadcasting, both in their audiovisual industry and public service broadcasting. Member States are supported in their international commitments and national policies in the audiovisual field and ICTs, by analysing current trends in broadcasting and formulating recommendations to the various partners involved. A second component of the project contributes to bridging the knowledge gap between developed and developing countries by providing capacity-building in broadcasting and audiovisual policy and encouraging pilot innovative solutions. The third component concerns content development on major societal and development issues.

Expected results at the end of the biennium. Recommendations concerning broadcasting and audiovisual policies published, disseminated and discussed in regional and national forums; policy-makers from developing countries advised in broadcasting and audiovisual policy-making and strategy; awareness raised among local authorities on the importance of cultural diversity and its expression through ICTs; production staff of broadcasters trained in ICT use; content produced and disseminated on major societal and development issues, including HIV/AIDS discrimination, human rights, tolerance and peace issues.

ICTs for intercultural dialogue and diversity: developing communication capacities of indigenous peoples

05523

Regular Budget
● Activities: \$150,000

Objectives. The globalization process increasingly puts at risk cultural resources of indigenous peoples. This project aims at preserving these resources through access to ICTs and indigenous content development. By fostering intercultural dialogue between marginalized indigenous peoples and other groups in both urban and rural settings, the use of ICT's will contribute to assert indigenous peoples identity, and fight discrimination. Additionally, this project will enable indigenous stakeholders to acquire greater mastery of ICTs, thus opening up opportunities for traditional and innovative income-generating activities.

Expected results at the end of the biennium. Indigenous community leaders trained in ICT use; indigenous cultural content produced for television, radio and new media; awareness raised at national and international levels about indigenous creativity and about the importance of cultural diversity expressed through ICTs.

E-campus – Improving open distance learning

05524

Regular Budget
● Activities: \$300,000

Objectives. The main goal of this project is to accelerate the adoption and best use of ICT-assisted Open Distance Learning (ODL) as a crucial pillar of the virtual university concept. It will be anchored in the Mediterranean, Africa, Asia and Latin America in cooperation with universities and open distance learning providers. The project has three objectives: (i) to establish common standards and to assure quality control for the development of feasibility studies in Africa and Asia prepared ODL modules; (ii) to build up a public domain virtual library of ODL modules; and (iii) to establish centres providing technical and methodological support and training in ODL. It draws on the experience of last biennium's "virtual universities" project and interrelates with the EU Avicenna project in the Mediterranean area and the project of the establishment of an international Guide for the Creation of Electronic Theses proposed to UNESCO by a consortium of four universities in Canada, Chile, Germany and France.

Expected results at the end of the biennium. Distance training materials developed, adapted and translated; university digital libraries established; feasibility studies in Africa and Asia prepared; ODL methods and guidelines accessible online and off-line; ODL support and training centres in Africa, Asia and Latin America established, staff capacities improved to develop and provide ODL services; quality insurance criteria adopted; international Guide for the Creation of Electronic Theses elaborated and disseminated.

Preserving our digital heritage

05525

Regular Budget
● Activities: \$200,000

Objectives. With the emerging information society, more and more knowledge resources are distributed and stored in digital form. This project aims at the preservation and lasting accessibility of multilingual and multicultural digital heritage. It builds on UNESCO's campaign for the preservation of the world's digital heritage launched under the previous biennium that resulted in the development of technical guidelines, the preparation of a Draft Charter and raising awareness of a range of stakeholders. The objective is to launch a number of pilot projects for digital preservation worldwide, to focus on capacity-building through a series of regional training workshops and to foster the implementation of principles contained in the international Charter.

Expected results at the end of the biennium. Demonstration projects in digital preservation implemented; experts trained in digital preservation project management; countries supported in formulating national policies pertaining to digital heritage.

ICT-supported distance education for secondary schools in Asia and Africa

05526

Regular Budget
● Activities: \$180,000

Objectives. The main goal of this project is to develop and launch successful ICT course delivery systems to secondary schools and community centres in Asia and Africa, thus providing opportunities for better learning to students in disadvantaged areas. The project will concentrate on the production and promotion of (open source-based) alternative models and methodologies of course delivery in secondary education, South-South experience sharing and the gender perspective. It will draw on the Dakar Framework for Action, the conclusions of the Inter-Agency Consultative Group on Secondary Education and Youth Affairs, the Information for All Programme (IFAP) and the UNESCO INFOYOUTH Programme.

Expected results at the end of the biennium. Functional ICT-based delivery systems established; recommendations on effective ICT-supported distance education delivery models and methodologies for secondary schools in disadvantaged areas produced and disseminated; quality-distance education course delivered; student-centered teaching and active learning stimulated.

ICTs as a tool for governance and democratic participation

05527

Regular Budget
● Activities: \$200,000

Objectives. The main goal is to promote the use of information and communication technologies for enhancing governance and democratic participation. The project will focus on delivering contents on political mechanisms, decision and participation processes and to create a space for online dialogue between public authorities, community leaders, grass-roots non-governmental organizations and citizens. The project will be implemented in the context of the follow-up to the recommendations and Plan of Action of the World Summit on the Information Society (WSIS, Geneva, 2003) and will provide a framework for preparatory work for the second phase of WSIS (Tunis, 2005).

Expected results at the end of the biennium. Dialogue between citizens and political stakeholders improved; countries supported in formulating policies for strengthening governance at national and local levels; Internet platforms developed and operational; cooperation, networking and knowledge sharing enhanced on governance-related issues; pilot approaches and best practices collected and disseminated.

Strengthening telecentres in Central America

05528

Regular Budget
● Activities: \$200,000

Objectives: One of the main objectives of this project is to promote subregional agreements to apply technical, economic and professional criteria for the development, strengthening, and cooperation between telecentres. The centres play a major role in giving poor and marginal populations access to new information and communication technologies in Central America. The project will also contribute to establish and execute national policies for the establishment, financing, and evaluation of telecentres, facilitate research and evaluate the development and impact of telecentres in the region.

Expected results at the end of the biennium. Common Central American strategy formulated for the establishment, development, financing, and evaluation of telecentres; subregional technical, organizational, administrative, and financial model for telecentres developed; national policies for the establishment, development, financing, and evaluation of the telecentres formulated and disseminated.

Free open source software for information processing and education

05529

Regular Budget
● Activities: \$300,000

Objectives. Building on UNESCO's Free Software Portal, the main goal of the project is to promote and encourage use of free open source software in the Organization's fields of competence and to contribute to their development and distribution as "global public goods" serving UNESCO's Member States. A web-based collaborative working environment will catalyse and coordinate the production and

dissemination free-of-charge of selected UNESCO open source tools for processing information, communicating knowledge and facilitating education. The whole development is based on the “Open Source Software/Free Software” (OSSFS) development model, thus encouraging international solidarity, collaboration and voluntary community work among institutions, programmers and computer users.

Expected results at the end of the biennium. UNESCO Free Software Portal consolidated in harmony with UNESCO’s fields of competence, extended and made available in several languages; awareness raised about free software as a technical and economical viable alternative to the use of proprietary software; mechanisms for the OSSFS development of UNESCO software projects established; software development plan, architecture and design documents published; source code of all software tools available.

UNESCO knowledge portal

05530

Regular Budget

- Activities: \$400,000

Objectives. UNESCO has a key role to play as a global knowledge broker in its areas of competence, involving the gathering, transfer, dissemination and sharing of information, data, knowledge and best practices. The creation of a comprehensive Internet-based UNESCO knowledge portal initiated in the last biennium, shall serve as an entry point to a range of diversified knowledge put at the public disposal, as a public repository and as a means of action; the availability of a content-rich, diversified public domain tool is a key ingredient in the construction of knowledge societies. The UNESCO portal comprises several interactive thematic and sectoral sub-portals, including an education portal, the UNESCO/IOC Regional Ocean sub-portals, the Digi-Arts sub-portal, and the communication and information WebWorld sub-portal. The UNESCO knowledge portal offers access to a pool of information and data, especially from the public domain, on education, the sciences, culture and communication. The portal is supported through the web team of the Bureau of Public Information (BPI), which ensures consistency and overall content presentation, and a specifically designed technical infrastructure provided through the Division of Information Systems and Telecommunications (ADM/DIT).

Expected results at the end of the biennium. A comprehensive, multidisciplinary knowledge portal with several sub-portals in UNESCO’s fields of competence and portal applications for the Organization’s stakeholder groups established and operational; increased access to information and data in the public domain in education, science, culture, communication and information provided; a clearing house/knowledge base of materials, research and best practices created; active participation of National Commissions and networking of national and international partners ensured, including parliamentarians, NGOs and the private sector; increased visibility of UNESCO’s programmes and activities worldwide promoted.

Cooperation with extrabudgetary funding sources

05601

Under Major Programme V, UNESCO will continue to reinforce its cooperation with multilateral and bilateral institutions and donors in the public and private sectors, and other stakeholders. In line with the Millennium Assembly Declaration, UNESCO will contribute to achieving the international community's commitment to bridge the digital divide, to promote the use of ICTs for development and to ensure the development of knowledge societies that are open and non-exclusive. In this respect, the Organization will intensify its efforts to collaborate with the international donor community in generating funding for actions designed to further the effective harnessing of ICTs for development.

05602

The Organization will seek to achieve a greater integration of efforts among the donor community and multilateral development institutions in responding to capacity-building in ICTs infrastructures and human resources development through coordinated or joint programme and project approaches. Increased efforts will be made to enhance the Organization's own intergovernmental and international cooperation mechanisms, the International Programme for the Development of Communication (IPDC) and the Information for All Programme (IFAP) and to improve synergies with the UN ICT Task Force and international initiatives such as the organization of the second phase of the World Summit on the Information Society (Tunis, 2005).

05603

In the principal priority area of "fostering equitable access to information and knowledge for development, especially in the public domain", partnerships will be developed with multilateral institutions such as UNDP, ITU and the World Bank, regional intergovernmental organizations such as the European Union, bilateral donors, civil society and the private sector for programmes and projects related to ICTs for community-based development, local content production; the use of ICTs for education, scientific research and communication; networking for open and distance learning; the setting up of interactive thematic portals for access to information in the public domain; as well as developing applications for governance and strengthening democratic processes.

05604

Building upon the successful experiment of multipurpose community multimedia centres (CMC) carried out in a number of countries in the past years, UNESCO will continue to develop, jointly with international organizations, in particular ITU, UNDP, the European Union and the World Bank; bilateral donors such as Belgium and a number of NGOs, those initiatives combining radio, the Internet and other information and communication technologies aimed at empowering disadvantaged communities and facilitating their access to information and knowledge.

05605

UNESCO has gained considerable experience over the past years in actions aimed at promoting freedom of expression, media pluralism and independence, including access to non-partisan information in conflict and post-conflict areas. Using this experience, the Organization will increase its efforts to secure support from multilateral donors such as the European Union and bilateral donors like SIDA for such activities. This action will involve close cooperation with intergovernmental organizations (in particular the United Nations – UNHCR/DHA inter-agency appeals, OSCE, Stability Pact) and international professional media organizations.

05606

Funds-in-trust and voluntary contributions made to the IPDC Special Account will continue to play a catalytic role in the actions on fostering media development and enhancing the impact of communication and information on sustainable development. To enhance the implementation of the programme and projects in these areas, the Organization will mobilize the requisite extrabudgetary resources from UNAIDS and donor countries.

UNESCO Institute for Statistics

Medium-Term Strategy, paragraphs 33, 58 and 187

06001

| | Regular Budget | | | Total Appropriation 2004-2005 | Extra-budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|---|----------------|------------------|--------------------------|-------------------------------|--|---------------------------|
| | Programme | | | | | |
| | Personnel | Activities | Indirect Programme Costs | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Financial allocation | - | 9 020 000 | - | 9 020 000 | - | 9 020 000 |
| Total, UNESCO Institute for Statistics | - | 9 020 000 | - | 9 020 000 | - | 9 020 000 |

1. Funds already received or firmly committed.

06002

Within UNESCO's mandate to contribute to the advancement and sharing of knowledge and the free flow of ideas, the UNESCO Institute for Statistics (UIS) provides statistical information on education, science, culture and communication to inform decision-making in Member States. Thus the emphasis is on policy relevant statistical information. In this context, UIS will focus on four key objectives: (i) to foster the methodological development of cross-national statistics in its areas of interest, and to promote best international practice in statistics; (ii) to work with partners in countries to ensure the collection, production, analysis and timely dissemination of policy-relevant statistics and indicators based on this development work; (iii) to support the development of the statistical and analytical capacities of Member States; and (iv) to promote the analysis of data for national and international needs.

06003

The General Conference,

Acknowledging the report of the Governing Board of the UNESCO Institute for Statistics (UIS) for 2001-2002 (32 C/REP/20),

1. *Invites* the Governing Board of UIS to focus the Institute's programme on the following priorities:
 - (a) to monitor emerging policy priorities and information needs so as to introduce further improvements to UNESCO's international statistical database and its system for the collection and dissemination of cross-national statistics within UNESCO's fields of competence by strengthening communication with the Member States and cooperation with the field offices and partner agencies and networks;
 - (b) to develop new statistical concepts, methodologies and standards in education, science, culture and communication, and to promote standardization in the collection and production of quality statistics and indicators at both national and international levels for informing policy and monitoring progress towards development goals;

- (c) to contribute to building national statistical capacity by participating in sector analysis and project work in collaboration with development agencies, and through the dissemination of technical guidelines and tools, training of national personnel, and providing expert advice and support to in-country statistical activities;
 - (d) to strengthen statistical analysis in partnership with research institutions so as to provide value added to available data and to generate widespread use of information in support of policy- and decision-making;
2. *Authorizes* the Director-General to support the UNESCO Institute for Statistics by providing a financial allocation of \$9,020,000;
 3. *Invites* Member States, international organizations, development and donor agencies, foundations and the private sector to contribute financially or by other appropriate means to the implementation and expansion of the activities of the UNESCO Institute for Statistics.

06004

Main line of action 1. Improvement of the UNESCO international statistical database

Background. There is a continuing fundamental need to improve the timeliness, relevance, validity and completeness of existing cross-national statistics. Improvements in statistics require resources and commitment and progress is rarely fast. Thus this work remains at the heart of UIS activities. Regular data collection must also be regularly reviewed to ensure the data remain relevant and to incorporate new indicators which are required to reflect aspects of education, science and technology, culture and communication which have not been addressed adequately.

Strategy. Regular consultations will be carried out with users and producers of data in order to identify the priority needs for cross-national policy information of a regional and international nature in relation to the broad fields of education, science, culture and communication. The aim of improving the scope, coverage and quality of the UNESCO statistical database will underpin this work. UIS will seek to extend the relationships with national statisticians and policy-makers with the assistance of UNESCO field offices, so as to inform and consult them about new policy needs, statistical standards, methodologies and best practices, and to help them to better respond to UNESCO statistical inquiries.

New international statistical surveys in UNESCO's fields of action will be designed and carried out to collect more policy-relevant data and to improve the quality of the information and accompanying contextual information. New surveys will be developed in the areas of culture, communication, science and technology drawing on the extensive reviews of these areas carried out in 2002 and 2003 by UIS. There will be a full review of the education survey instruments (which will have been used for four annual surveys) during the 2004-2005 biennium to ensure their continued policy relevance. While functioning as a centre for close networking with leading and national and international statistical institutions, particularly those in developing countries UIS will also continue its functional relationship with other agencies engaged in relevant data collection and analysis.

As envisaged in document 31 C/4, the EFA Observatory within UIS will continue to monitor national progress towards the Dakar goals focussing on the statistical support for a review of progress in the mid-decade. Providing data relevant to the goal on gender which falls due on 2005 will be a particular priority and to this end UIS will carefully examine the recommendations from a review of the gender dimension of its data which is being undertaken in 2003. Existing partnerships with international and intergovernmental organizations, including OECD and Eurostat, and with regional organizations and networks, like the Summit of Americas, will be fostered to harmonize data collection; to agree on common standards and procedures; and to organize regional workshops with a view to improving the quality of both cross-national and nationally specific statistics. Greater exploitation of relevant data from secondary sources will take place so as to avoid duplication of data collection and, through the process of triangulation, to validate data. Similarly, the use of household and institutional surveys will be expanded in cooperation

with the Member States and other international agencies in order to complement data from administrative sources. UIS will increasingly collect and deliver the data electronically, and will support countries to take advantage of these developments.

Expected results at the end of the biennium.

- ◆ Policy relevant, complete, timely and reliable data in UNESCO's fields of competence provided to Member States and to other key users.

Performance indicators:

- harmonized data collection systems, agreed common standards and procedures;
- targets towards achieving improvements in the coverage and speed of data collection and availability established and monitored;
- statistical surveys, statistics and indicators disseminated;
- new international surveys in the fields of culture, communication and the sciences developed and an operational plan agreed with Member States and the relevant Sectors.

- ◆ Network coordinated including international organizations and statistical agencies.

Performance indicators:

- number of Member States and agencies actively participating in the network;
- number and type of partnership agreements with other agencies, national networks, NGOs and civil society;
- number of annual workshops;
- methods of consultation enhanced;
- significant reduction in the duplication of data collection by UNESCO and other agencies.

06005

Main line of action 2. Developing new statistical concepts, methodologies and standards

Background. Methodological work, integrating recent advances in statistics with those in technology, is essential in order to develop new methods of data collection which meet new data needs. It is an essential first step before new data can be incorporated into the existing regular data collections which are acknowledged to have deficiencies. For example, the follow-up to the World Education Forum calls for the development of better indicators for the systematic monitoring of both formal and non-formal basic education, early childhood development, learning achievement, and better measurements of literacy. The World Conference on Science placed emphasis on developing data for science policy and education. The development of cross-nationally comparable data of value for national policy-makers and of relevance to the international targets requires the involvement of a wide range of interested parties, including Member States, international and regional organizations, and civil society. UIS has responsibility for a number of international statistical standards and it is essential that these are kept under review to ensure their continued relevance.

Strategy. The aim will be to develop, test and implement new methodologies to collect, analyse and present the relevant data. UIS will strive to ensure that all key interested bodies can advise on and contribute to the development work. Groups of specialists will be formed to advise on the appropriate methodology in each area. Decisions about the focus of work of UIS will be informed by the willingness of other agencies to take responsibility for some of the development work since the resources available to UIS do not permit it to take the lead in methodological research for all possible new indicators. As a key element of the follow-up to the World Education Forum, UIS has, through the EFA Observatory established the needs for new data and indicators. Prioritization of these needs will be carried out in close collaboration with the Education Sector, EFA partner agencies, and the international team working on the Global EFA Monitoring Report. Particular attention will be paid to the development of literacy measures as a key element of the International Literacy Decade. The ISCED Operational Manual will be finalized and disseminated widely together with relevant training material so as to assist the Member States in implementing the revised ISCED with a view to improving international comparability of the educational data.

UNESCO will continue to participate in international methodological evaluations and developments in relation to science and technology data, in particular those organized by OECD and Eurostat in order to ensure that the development of new data collection builds on existing knowledge. National networks in science data will be created to help develop and implement appropriate methodologies.

UIS will invite the agencies and institutions currently collecting and disseminating international statistics on communication to form a network aimed at harmonizing and improving the statistical and measurement methodologies currently in use and at identifying gaps in existing data sources which users feel are a priority to fill. The World Forum on the Information Society in December 2003 will be used as the launching pad for these developments.

Consultations have been already initiated with agencies and Member States interested in developing improved culture indicators and UIS has initiated discussions on the use of cultural data to inform policy. This work will continue with the aim of updating the Framework for Culture Statistics to provide the conceptual and methodological basis for national and international collection and dissemination of statistics on culture.

In each of these areas, methodologies will be developed and fully tested in a variety of countries. Accompanying documentation in the form of best practice guidelines will be produced and briefing sessions held to help producers and users to understand the rationale, implementation and interpretation of the methods and resulting data.

Expected result at the end of the biennium

- ◆ The methodology for the collection of statistics for national policy-making and for monitoring international development goals (in all sectors) developed and improved.

Performance indicators:

- *pilot projects conducted with pilot countries;*
- *agreed-upon indicators and methodologies;*
- *best practices, guidelines, methodological descriptions and standards concerning statistics in UNESCO's fields of competence widely disseminated;*
- *support provided to Member States to implement new tools and approaches.*

06006

Main line of action 3. Statistical capacity-building

Background. The demand for relevant, reliable and timely statistics and indicators among policy-makers and the international community has increased significantly during recent years. Yet, the experiences of the EFA 2000 Assessment and of other recent UIS data collections show that a large number of countries still suffer from lack of adequate statistical capacities and information to support policy- and decision-making. This is especially acute in relation to statistics on science and culture. For national statistical capacity-building efforts to be effective, the training of national statisticians at regional and national levels has to be relevant to their immediate needs and sensitive to their circumstances and must also address the long-term sustainability of the statistical production.

Strategy. National commitment, donor support, and technical expertise for statistical capacity-building will be mobilized with a focus on increased within-country use by policy planners. Account will also be taken of the development of national capabilities for the reliable monitoring of international EFA and MDG goals. UNESCO Member States will be directly consulted about their needs and priorities in order to inform UIS decisions about the balance of statistical capacity-building across UNESCO's areas of interest. UNESCO sectors, multilateral and national donor agencies, and NGO's will also be involved in this process. Inventories of regional and national experts will be established. Statistical development plans/projects will be formulated through multi-agency and multisectoral assessments in developing countries in coordination, where appropriate, with the inter-agency initiative PARIS21 (Partnerships in Statistics for Development for the 21st Century), and bilaterally with other relevant organizations. Assistance will be provided specifically to Member States to improve their capacity to complete existing UIS questionnaires.

Technical guides and manuals will be prepared and widely disseminated. This will include case-study material and will address statistical concepts, indicators and associated methodologies focusing on best practices in national statistical activities. Regional and national training will be conducted in collaboration with partner agencies, to train national statisticians in data collection and statistical production, and data users in analysis and interpretation.

In the education area specifically a programme of statistical capacity-building will be implemented in Member States, including monitoring, evaluation and technical support in 11 fast track countries in support of reliable EFA monitoring, with funding provided by the European Union. Ongoing statistical capacity-building activities of UIS will continue. These include the NESIS project hosted by the UNESCO Offices in Harare and Dakar under the auspices of ADEA; the PAPED project in the Arab States conducted in partnership with a consortium of donors, and in collaboration with the Beirut Regional Bureau; the provision of technical assistance to Caribbean countries, and statistical capacity-building in support of PRELAC, the new regional education plan for Latin America and the Caribbean, in collaboration with the OREALC regional bureau.

Expected results at the end of the biennium.

- ◆ Political commitment to strengthening of data systems and to use of data by countries reinforced.
Performance indicators:
 - number of projects aimed at statistical capacity-building in UNESCO's fields of action funded by donor agencies;
 - number of sectoral development projects incorporating statistical capacity-building components;
 - number of countries having prepared action plans identifying short-term actions to improve the quality of data reported to UIS, as well as longer-term data plans.
- ◆ A common framework established to diagnose the strengths and weaknesses of a country's statistical system and for monitoring progress of statistical capacity-building efforts developed.
Performance indicators:
 - agreed-upon common framework;
 - number of countries using the framework to assess policy information needs and statistical gaps.
- ◆ Capacities in the field of data collection, statistical production, analysis and interpretation of data strengthened in Member States.
Performance indicators:
 - number of national statisticians trained (disaggregated by country);
 - technical guides and tools widely disseminated and used in training courses;
 - technical guides and tools used as reference tools for national statistical production;
 - a cadre of experts identified in various areas of expertise for use in projects to provide technical assistance and training.

06007

Main line of action 4. Strengthening statistical analysis and dissemination of policy-relevant information

Background. Relevant and reliable statistics and indicators are essential to the development and formulation of sound policies and for determining appropriate targets and monitoring progress. Very often data are under-exploited and under-utilized in the decision-making processes. It is essential for UNESCO to play a catalytic role in developing innovative approaches to statistical analysis and in spreading the practice of evidence-based policy-making. Such analysis will focus on data collected in the Organization's fields of interest and on their relationship to broader issues such as poverty reduction and human development. Existing data continue to be under-exploited and a priority of the work of UIS will be to further develop the database to improve its accessibility and ease of use. Since it is important that data are used in an informed way these developments will also ensure that access to clear, complete and accurate metadata will be provided and that users will be encouraged to use it appropriately.

Strategy. The promotion of evidence-based policy-making can in part be achieved by disseminating more policy-relevant and easy to understand statistical information. In this context, priority will be given to the distribution of a wider range of statistical material for a variety of audiences, including analysis responding to the international and national policy needs. Regular publications will assess progress towards internationally agreed development goals. These publications will be especially important in the context of EFA, and other international targets such as the Millennium Development Goals.

It is anticipated that a significant proportion of the value-added statistical analysis will be conducted by UIS in close collaboration with programme sectors, UNESCO institutes and field offices. UIS will expand its ability to analyse educational data enabling it to both provide new perspectives on the data collected from Member States, and to integrate these data with those from other sources, particularly from household and school-based data collections. Central themes of analysis will be the study of education quality and equity as related to teaching and learning conditions, and the contribution of human and financial resources towards improving these conditions. Networks and partnerships have been developed with policy analysts and experts in research institutions and other regional and international organizations and they will be essential to the delivery of this strategy to inform and contribute to policy debates and decision-making. Academic partners with particular expertise will be sought and cooperation with universities worldwide, including in particular those in Montreal, will be strengthened.

UIS will contribute statistical expertise to ensure that publications, where appropriate, include time series analysis and projections in order to inform policy-makers of anticipated trends. The Institute will work in close cooperation with national statisticians and researchers in order to help them analyse data relating to their own countries in a comparative context. The Institute will build on the experience gained through the World Education Indicators project to develop similar programmes with other groups of countries and to carry the experience to culture, communication and science data. The possibility of national statisticians studying at UIS or in one of the Montreal universities will also be explored, as will the idea of an annual UIS summer school on data confrontation.

The contents, functions and user interface of the UNESCO statistical database will be upgraded in order to allow online access for electronic data entry and dissemination and the UIS web facilities will be enhanced through the use of interactive tools and discussion groups.

Expected results at the end of the biennium

- ◆ Evidence-based policy-making more widely applied in UNESCO's fields of competence at both international and national levels.

Performance indicators:

- *a programme of research and statistical analysis established in collaboration with a network of research institutions and other organizations conducting statistical analysis on policy issues;*
- *policy relevant statistics and data widely disseminated;*
- *number of hits on the online database;*
- *number of users supplied with data directly from UIS;*
- *number of countries where UNESCO is an active partner of national statistics authorities to help them analyse data in a comparative context for the definition of policies;*
- *improved analytical capacity at UIS and in support of Member States;*
- *regular research conducted on user satisfaction with a view to refine the UIS customer-focus conducted.*

Financial arrangements

06008

The financial resources of UIS will consist of: (i) a financial allocation approved by the General Conference under the regular programme; and (ii) voluntary contributions from Member States, international organizations, foundations and other donor bodies as well as fees received for certain training and research projects. A financial allocation, under the regular budget, amounting to \$9,020,000 is appropriated towards the cost of personnel and activities as well as indirect programme costs.

Extrabudgetary resources

- 06009** Part of the rationale for establishing UIS as a semi-autonomous institute of UNESCO was to encourage additional funds from other sources to supplement the core financing from UNESCO.
- 06010** In particular the location of UIS in Montreal is to be supported by the Federal Government of Canada and the provincial Government of Quebec. An initial sum was provided for 2001-2002 to cover the costs of relocation and refurbishment of the accommodation. There is now continuing support on an annual basis for the rental and running costs of the Institute in Canada. In addition, the Canadian International Development Agency will provide a contribution of \$640,000 per year for UIS activities over five years.
- 06011** The World Bank has been an advocate for the establishment of UIS and has provided funds to support its creation as well as for activities early in its life. An application has already been made to the World Bank for 2004 for the World Education Indicators project, the Caribbean Regional Development project, the Quality of Education Study, the EFA Observatory (see also paragraph 01123), the Summit of the Americas Education Indicators project and the Pan Arab Project for Education Decision Support System.
- 06012** The Netherlands, Ireland and the Swedish International Development Agency have provided continued assistance for the NESIS project in Africa through ADEA and this is expected to continue. Support will be sought from the United Kingdom which has provided financial support and the secondment of a senior expert to EFA monitoring. Similarly, France has provided a senior expert based in Africa working on capacity-building and continued assistance of this type will be sought. EU funding for statistical capacity-building in EFA will run to the end of 2005 at approximately one million euro a year.
- 06013** The Rockefeller Foundation has provided assistance for the development of cultural statistics and it is hoped that a long term relationship might be formed with them. Extrabudgetary funding has largely been provided for education statistics and so particular efforts will be devoted to obtaining support for statistics relating to science, culture and communication and to cross-cutting issues to take advantage of UIS's position in support of all of UNESCO's sectors.
- 06014** Statistical capacity-building is increasingly seen as the most important way for UIS to improve data quality at source, but requires significant funding to achieve major improvements. UIS will be especially keen to raise additional funds for development of methodologies to collect new data to expand the value of the set of indicators collected under the auspices of Education for All, also to improve the collection of data on the measurement of literacy, and on inequalities in our societies with a particular focus on data on "excluded" populations and to enhance the work in statistics on science, technology, communication and culture. Support will also be sought from multilateral and bilateral funding sources for specific assistance to project work in relation to the main lines of action of UIS. To date some of the most valuable assistance has been provided to UIS in kind through the secondment of expert staff (in the last biennium staffing assistance has been provided by the United Kingdom, France, Sweden and Denmark).

Field — Management of decentralized programmes

07001

| Regular Budget | | | Total Appropriation 2004-2005 | Extra- budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|----------------|------------|------------|-------------------------------------|---|---------------------------------|
| | Personnel | Activities | | | |
| | \$ | \$ | \$ | \$ | \$ |
| Personnel | 32 215 900 | – | 32 215 900 | – | 32 215 900 |

1. Funds already received or firmly committed.

07002

Field offices are planning and implementing the Organization's programmes and actions at the country and regional levels. The Bureau of Field Coordination (BFC) maintains an overall coordination and managerial role of the infrastructure and support services for the offices involved. Heads of field offices implement strategies collaboratively with local partners and stakeholders, including National Commissions, actors of civil society and international agencies. They also have the responsibility to participate fully in joint activities and programmes of the United Nations system, especially in the context of UNDG activities and the pursuit of MDGs.

07003

Field offices are accountable to BFC for an efficient use of scarce organizational resources (finance and staffing) and to the Sector ADGs for decentralized delivery, impact and performance results. Much effort will be devoted to adopt a dynamic and targeted approach to mobilizing extrabudgetary resources, and gearing them to the Organization's strategic objectives and priorities. Field offices further ensure UNESCO visibility and action in Member States, and contribute to the creation and implementation of alternative forms of UNESCO presence in cluster countries where there is no formal UNESCO field office.

Summary of projects relating to cross-cutting themes

- ◆ Eradication of poverty, especially extreme poverty
- ◆ The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society

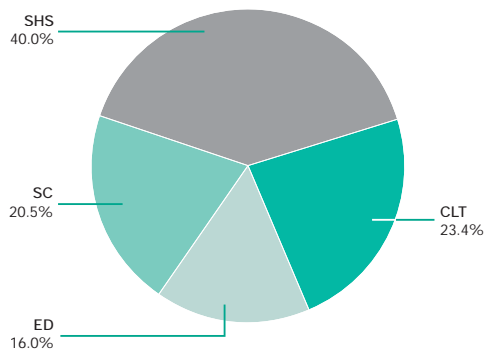
08001

| Regular Budget ¹ | | | | | |
|---------------------------------|------------------------|------------------|----------------|------------------|-------------------|
| Major Programme | Eradication of Poverty | | ICTs | | Total |
| | N° of Projects | Amount | N° of Projects | Amount | |
| | | \$ | | \$ | \$ |
| I Education | 4 | 820 000 | 5 | 1 140 000 | 1 960 000 |
| II Natural sciences | 5 | 1 050 000 | 3 | 660 000 | 1 710 000 |
| III Social and human sciences | 5 | 2 050 000 | 3 | 550 000 | 2 600 000 |
| IV Culture | 5 | 1 200 000 | 2 | 500 000 | 1 700 000 |
| V Communication and information | – | – | 10 | 2 430 000 | 2 430 000 |
| Total | 19 | 5 120 000 | 23 | 5 280 000 | 10 400 000 |

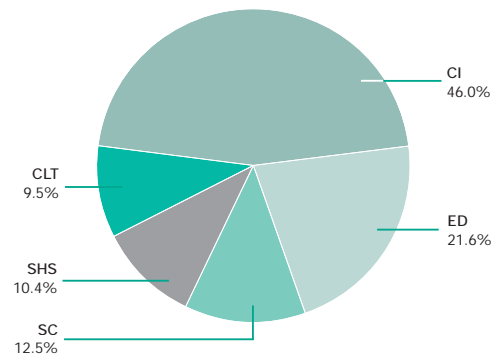
1. Significant efforts will be made to seek extrabudgetary resources from potential donors in order to maximize the impact of the projects.

DISTRIBUTION OF REGULAR BUDGET RESOURCES FOR PROJECTS

Eradication of poverty



Information and communication technologies



◆ Eradication of poverty, especially extreme poverty

| 32 C/5 para. ref. | Project | Regular budget |
|----------------------|---|-------------------|
| | | \$ |
| | Major Programme I Education | |
| 01511 | Enhancing the socio-economic skills of deprived youth in the Arab States | 300 000 |
| 01512 | Technology-related vocational training for marginalized girls: schools and learning centres as community catalysts for poverty reduction | 100 000 |
| 01513 | Breaking the poverty cycle of women: empowering adolescent girls to become agents of social transformation in South Asia | 300 000 |
| 01514 | Non-formal education and environmental management for indigenous communities in Indonesia | 120 000 |
| | Total, Major Programme I | 820 000 |
| | Major Programme II Natural sciences | |
| 02511 | Integrating science and technology into micro-finance schemes: from subsistence living to small-scale enterprises | 300 000 |
| 02512 | Indigenous building technologies in Central Asia and Afghanistan | 150 000 |
| 02513 | Local and Indigenous Knowledge Systems (LINKS) in a global society | 300 000 |
| 02514 | The UNISOL-TAPE alliance against poverty | 200 000 |
| 02515 | Small-scale mining and sustainable development in Latin America | 100 000 |
| | Total, Major Programme II | 1 050 000 |
| | Major Programme III Social and human sciences | |
| 03511 | Poverty reduction - building national capacities for research and policy analysis, developing country strategies and action plans and monitoring their implementation | 1 000 000 |
| 03512 | Ethical and human rights dimensions of poverty: towards a new paradigm in the fight against poverty | 300 000 |
| 03513 | Urban poverty alleviation among young and female migrants in China, Lao People's Democratic Republic, Cambodia and Mongolia | 300 000 |
| 03514 | Combating exploitative migration of women and children in Africa | 150 000 |
| 03515 | Contributing to the eradication of poverty by strengthening human security in Burkina Faso, Mali, Niger and Benin | 300 000 |
| | Total, Major Programme III | 2 050 000 |
| | Major Programme IV Culture | |
| 04511 | Handicraft as a socio-economic and cultural development factor | 300 000 |
| 04512 | Cultural and eco-tourism in the mountainous regions of Central and South Asia | 300 000 |
| 04513 | Forging innovative and interdisciplinary approaches to the Aral Sea Basin | 150 000 |
| 04514 | Youth development and poverty reduction through sustainable community tourism in the Caribbean (YouthPATH) | 300 000 |
| 04515 | Strategy for the sustainable development of tourism in the Sahara | 150 000 |
| | Total, Major Programme IV | 1 200 000 |
| | Total, Eradication of poverty, especially extreme poverty | 5 120 000 |

◆ The contribution of information and communication technologies to the development of education, science, and culture and the construction of a knowledge society

| 32 C/5 para. ref. | Project | Regular budget |
|----------------------|--|-------------------|
| | | \$ |
| | Major Programme I Education | |
| 01521 | New opportunities for children and young people with disabilities | 200 000 |
| 01522 | Methodologies for digital libraries | 300 000 |
| 01523 | Higher education open and distance learning knowledge base | 260 000 |
| 01524 | The application of remote sensing for integrated management of ecosystems and water resources in Africa | 210 000 |
| 01525 | ICTs for the promotion of literacy, especially in E-9 countries | 170 000 |
| | Total, Major Programme I | 1 140 000 |
| | Major Programme II Natural sciences | |
| 02521 | Information and communication technology in science and engineering education in Africa | 200 000 |
| 02522 | Small Islands' Voice (SIV) | 260 000 |
| 02523 | UNESCO/IOC regional ocean subportals as part of the UNESCO knowledge portal | 200 000 |
| | Total, Major Programme II | 660 000 |
| | Major Programme III Social and human sciences | |
| 03521 | ICTs as a tool for local governance in Africa, Latin America and the Caribbean | 200 000 |
| 03522 | Electronic network of UNESCO Chairs in Africa and African Virtual UNITWIN Research and Training Network | 150 000 |
| 03523 | Social inclusion for isolated communities in the Caribbean | 200 000 |
| | Total, Major Programme III | 550 000 |
| | Major Programme IV Culture | |
| 04521 | ICTs for World Heritage preservation and promotion | 200 000 |
| 04522 | DIGI-ARTS subportal / UNESCO knowledge portal | 300 000 |
| | Total, Major Programme IV | 500 000 |
| | Major Programme V Communication and information | |
| 05521 | ICTs fighting HIV/AIDS: changing young people's behaviour through preventive education schemes | 200 000 |
| 05522 | Harnessing ICTs for the audiovisual industry and public service broadcasting in developing countries | 300 000 |
| 05523 | ICTs for intercultural dialogue and diversity: developing communication capacities of indigenous peoples | 150 000 |
| 05524 | E-campus - Improving open distance learning | 300 000 |
| 05525 | Preserving our digital heritage | 200 000 |
| 05526 | ICT-supported distance education for secondary schools in Asia and Africa | 180 000 |
| 05527 | ICTs as a tool for governance and democratic participation | 200 000 |
| 05528 | Strengthening telecentres in Central America | 200 000 |
| 05529 | Free Open Source Software for information processing and education | 300 000 |
| 05530 | UNESCO knowledge portal | 400 000 |
| | Total, Major Programme V | 2 430 000 |
| | Total, Information and communication technologies | 5 280 000 |

Part II.B

Participation Programme

09001

| | Regular Budget | | Total Appropriation 2004-2005 | Extra- budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|-------------------------|----------------|------------|-------------------------------------|---|---------------------------------|
| | Personnel | Activities | | | |
| | \$ | \$ | \$ | \$ | \$ |
| Participation Programme | – | 23 000 000 | 23 000 000 | – | 23 000 000 |

1. Funds already received or firmly committed.

09002

Priority under the Participation Programme will be given to the developing countries and countries in transition. The Programme has been allocated increased resources and will align itself on the priority lines of action defined for the regular programme. Arrangements will be made to permit the implementation of subregional, regional and interregional projects. Finally, accountability mechanisms will be strengthened so as to ensure results-based programming, management and monitoring, in particular by means of financial reports and statutory evaluation reports.

1. The Participation Programme provides direct assistance to initiatives undertaken by Member States in the Organization's fields of competence, in line with the priorities that they themselves determine. Assistance under the Participation Programme is intended to promote activities of a national, subregional, regional or interregional nature that fall within the framework of actions foreseen in the major programmes, projects and transdisciplinary activities under Part II of the Programme and Budget. It is also aimed at strengthening the partnership with the National Commissions and international non-governmental organizations (NGOs). A quota will be set aside for regional activities not submitted as part of a national request.
2. Such assistance may include: the services of specialists and consultants; fellowships and study grants; publications; equipment (other than vehicles); conferences and meetings, seminars and training courses; financial contributions or other services deemed necessary by all concerned. Emergency assistance may also be extended in the event of natural disaster or exceptional circumstances, particularly in the form of technical or financial assistance, to evaluate urgent needs in the fields of competence of UNESCO and to respond to them where relevant. The nature and scope of such aid will be decided by the Director-General in consultation with the National Commission(s) or the government(s) concerned, within the limits of a ceiling set by the governing bodies for the granting of emergency assistance.
3. Assistance under the Participation Programme is provided to Member States or Associate Members upon requests submitted in principle through National Commissions, or where there is no National Commission, through a designated government channel. International NGOs may also benefit from assistance under the Participation Programme. The Director-General will give priority to the needs of developing countries and countries

in transition, as well as to those of the four target groups which are mainstreamed throughout UNESCO's programme: Africa, women, youth and the LDCs. He will also take into consideration the need to ensure transparency and balance in the distribution of the resources of the Participation Programme.

4. Efforts to rationalize the procedures for approving requests, to speed up their processing and to disseminate more detailed reports on the implementation of the Programme will be continued in order to improve the management of the Participation Programme. At the same time, the focus in 2004-2005 will also be on improving the formulation and evaluation of requests and the monitoring of projects so as to enhance the necessary complementarity between the Participation Programme and the strategic objectives and the priorities identified in the C/4 and C/5 documents. An intersectoral committee, headed by ADG/ERC, with responsibility for selecting the requests submitted under the Participation Programme will recommend to the Director-General the applications to approve and ensure that they comply with the criteria, procedures and priorities established by the C/4 and C/5 documents.

09003

Expected results at the end of the biennium

- ◆ Alignment of the implementation of the Participation Programme on the main priorities defined for the regular programme;
- ◆ Development of the capacities of National Commissions and strengthening of the participation of Member States, particularly the most disadvantaged countries (LDCs and developing countries) and countries in transition, in the life of the Organization;
- ◆ Increased transparency in the execution of the Participation Programme and strengthening of accountability mechanisms so as to ensure improved results-based management and monitoring;
- ◆ Improved evaluation of the impact of projects implemented on the basis of financial reports and evaluation reports transmitted within the specified time limits.

09004

The General Conference

I

1. **Authorizes** the Director-General:
 - (a) to implement the Programme of Participation in the activities of Member States, in accordance with the following principles and conditions;
 - (b) to allocate for this purpose an amount of \$23,000,000 for direct programme costs;

A. Principles

1. The Participation Programme is one of the means employed by the Organization to achieve its objectives, through participation in activities carried out by Member States or Associate Members, or by territories, organizations or institutions, in its fields of competence. This participation is designed to strengthen the partnership between UNESCO and its Member States and make that partnership more effective through a sharing of contributions.
2. Priority under the Participation Programme will be given to the developing countries and countries in transition.
3. Requests shall be submitted to the Director-General by the Member States through the National Commissions for UNESCO or, where there is no National Commission, through a designated government channel.
4. The projects or action plans submitted by the Member States under the Participation Programme must relate to the activities of the Organization, in particular to the major programmes, interdisciplinary projects, the activities on behalf of women, youth, Africa and the least developed countries, and the activities of the National Commissions for UNESCO. The selection of the Participation Programme projects will particularly keep in mind the priorities defined by the governing bodies for UNESCO's regular programme.

5. Each Member State may submit **12 requests** or projects, which must be numbered in order of priority from **1 to 12**. Requests or projects from national non-governmental organizations will come within the quota submitted by each Member State.
6. The order of priority laid down by the Member State may only be changed by the National Commission itself.
7. The international non-governmental organizations enjoying formal or operational relations with UNESCO, of which the list is established by the Executive Board, may submit up to three requests under the Participation Programme for projects with subregional, regional or interregional impact, provided that their requests are supported by at least two of the Member States concerned by the request.
8. The deadline for submission of requests has been set for **29 February 2004, except for emergency assistance and regional projects**.
9. *Beneficiaries.* Assistance under the Participation Programme may be accorded to:
 - (a) Member States or Associate Members upon request through their National Commissions or, where there is no National Commission, through a designated government channel, to promote activities of a national character. For activities of a subregional or interregional character, requests are submitted by the National Commissions of the Member States or Associate Members on whose territory they take place; these requests must be supported by at least two other National Commissions of participating Member States or Associate Members. For activities of a regional character, requests are limited to three by region and must be submitted by one Member State or a group of Member States. These requests must be supported by at least three Member States (or Associate Members) concerned and will not come within the quota (of 12 requests) submitted by each Member State if they so wish;
 - (b) a non-self-governing or trust territory, upon the request of the National Commission of the Member State responsible for the conduct of the territory's external relations;
 - (c) international non-governmental organizations maintaining formal or operational relations with UNESCO as defined in paragraph 7 above;
 - (d) the Permanent Observer of Palestine to UNESCO, where the participation requested relates to activities in UNESCO's fields of competence in the Palestinian Autonomous Territories.
10. *Forms of assistance.* Assistance under the Participation Programme may comprise the provision of:
 - (a) the services of specialists and consultants;
 - (b) fellowships and study grants;
 - (c) publications, periodicals and documentation;
 - (d) equipment (other than vehicles);
 - (e) conferences and meetings, seminars and training courses: translation and interpretation services, participants' travel costs, the services of consultants, and other services deemed necessary by all concerned (not including those of UNESCO staff members);
 - (f) financial contributions.
11. *Total amount of assistance.* Whichever of the above forms of assistance is requested, the total value of the assistance provided for each request shall not be in excess of \$26,000 for a national project or activity, \$35,000 for a subregional or interregional project or activity, and \$46,000 for a regional project or activity; the financial provision made by the applicant must be sufficient to execute the activity satisfactorily.
12. *Approval of requests.* When deciding upon a request the Director-General shall take into account:
 - (a) the total amount approved by the General Conference for this Programme;
 - (b) the assessment of the request made by the relevant Sector(s);
 - (c) the recommendation of the Intersectoral Committee chaired by ADG/ERC and responsible for screening the Participation Programme requests which are to be in conformity with established criteria, procedures and priorities;

- (d) the contribution that such participation can effectively make to the attainment of Member States' objectives in UNESCO's fields of competence and within the framework of the programme activities approved by the General Conference, to which participation must be closely linked;
- (e) the need to pursue a more equitable balance in the distribution of funds, by giving priority to the needs of developing countries and countries in transition, as well as those of Africa, women, youth and the LDCs which need to be mainstreamed throughout all programmes;
- (f) the need to ensure that funding for each approved project is, to the extent possible, allocated no later than 30 days before the date set for the start of the implementation of the project concerned, and in accordance with the conditions laid down in paragraph B.14(a).

13. *Implementation:*

- (a) the Participation Programme will be implemented within the biennial programme of the Organization, of which it forms an integral part. Implementation of a request is the responsibility of the Member State or other applicant. The request submitted to the Director-General must show specific scheduled commencement and termination dates for the implementation of projects, cost estimates, promised or expected funding from the Member States or private institutions;
- (b) the achievements of the Participation Programme will be made more widely known with a view to the planning and implementation of the Organization's future activities. An evaluation of the Participation Programme's impact and results in Member States and its adequacy with the objectives and priorities set by UNESCO will be carried out during the biennium. The evaluation reports, submitted after completion of each project by Member States, will be useful to the Secretariat for this purpose. Evaluation may also be undertaken while the project is being carried out.

B. Conditions

14. Assistance under the Participation Programme will be provided only if the applicant, when sending in the written requests to the Director-General, accepts the following conditions. The applicant shall:
- (a) assume full financial and administrative responsibility for implementing the plans and programmes for which participation is provided; in the case of a financial contribution, submit to the Director-General at the close of the project an itemized statement accounting for the activities executed and certifying that the funds allocated have been used for the implementation of the project, and return to UNESCO any balance not used for project purposes; it is to be understood that no new financial contribution will be paid until the applicant has submitted all the financial reports certified by both the chief financial officer of the relevant ministry and the Secretary-General of the National Commission in respect of contributions previously approved by the Director-General and for which payments were effected prior to 31 December of the first year of the previous budgetary period. Also, given the need for proper accountability, all the additional supporting documents necessary shall be kept by the applicant for a period of five years after the end of the biennium concerned and provided to UNESCO or the auditor upon written request. Nevertheless, in certain exceptional cases or in unavoidable circumstances, the Director-General may decide on the most appropriate way to handle requests, provided that he duly informs the Executive Board;
 - (b) undertake to provide on a compulsory basis, together with the financial report mentioned in subparagraph (a) above, a detailed evaluation report on the results of the activities financed and their usefulness for the Member State or States and UNESCO;
 - (c) pay, where participation is accorded in the form of study grants, the cost of the grant-holders' passports, visas, medical examinations and salaries while they are abroad, if they are in receipt of a salary; help them find suitable employment when they return to their countries of origin in accordance with national regulations;
 - (d) maintain and insure against all risks any property supplied by UNESCO, from the time of its arrival at the point of delivery;

- (e) undertake to cover UNESCO against any claim or liability resulting from the activities provided for in this resolution, except where it is agreed by UNESCO and the National Commission of the Member State concerned that such claim or liability arises from gross negligence or wilful misconduct;
- (f) grant to UNESCO, with regard to activities to be carried out in connection with the Participation Programme, the privileges and immunities set out in the 1947 Convention on the Privileges and Immunities of the Specialized Agencies.

C. Emergency assistance

15. Criteria for according emergency assistance by UNESCO

- (a) Emergency assistance may be accorded by UNESCO when:
 - (i) there are nationwide insurmountable circumstances (earthquakes, storms, cyclones, hurricanes, tornadoes, typhoons, landslides, volcanic eruptions, fires, droughts, floods or wars, etc.) which have catastrophic consequences for the Member State in the fields of education, science, culture or communication and which it cannot overcome on its own;
 - (ii) there are multilateral emergency assistance efforts undertaken by the international community or the United Nations system;
 - (iii) the Member State requests UNESCO to provide emergency assistance, in accordance with (i) and (ii) above, in the fields of its competence, through its National Commission or an established government channel;
 - (iv) the Member State is prepared to accept the Organization's recommendations in the light of the present criteria.
- (b) UNESCO emergency assistance should be restricted to the Organization's fields of competence and should begin once the threat to life has been overcome and the physical priorities have been met (food, clothing, shelter and medical assistance).
- (c) UNESCO emergency assistance should be concentrated on:
 - (i) assessing the situation and evaluating the basic requirements;
 - (ii) providing expertise and formulating recommendations on resolving the situation in the fields of its competence;
 - (iii) helping to identify outside funding sources and extrabudgetary funds.
- (d) Emergency assistance in cash or in kind should be limited to the strict minimum and only provided in exceptional cases.
- (e) No administrative support or personnel costs shall be financed through emergency assistance.
- (f) The total budget for any emergency assistance project shall not exceed \$25,000. It may be complemented by extrabudgetary funds identified for this purpose or other sources of funding.
- (g) Emergency assistance shall not be provided if the Member State's request may be met within the ordinary Participation Programme.
- (h) Emergency assistance shall be provided in coordination with other United Nations agencies.

16. Procedures to be followed when providing emergency assistance

- (a) Faced with an emergency situation, a Member State, through the National Commission or established channel, will identify, as appropriate, its needs and the type of assistance which it requires from UNESCO, in its fields of competence.
- (b) The Director-General shall then inform the Member State, through the National Commission or established channel, of his decision.
- (c) When appropriate, and in agreement with the Member State, a technical assessment mission will be sent to appraise the situation and report back to the Director-General.
- (d) The Secretariat shall report to the Member State on the assistance and the amounts it envisages providing and the follow-up, if any, which could be considered; the total value of the assistance provided shall not be in excess of \$25,000.
- (e) In the case of goods or services to be supplied by UNESCO there shall be no international competitive bidding if the situation requires urgent action.
- (f) An evaluation report, and save exception, a financial report, shall be submitted by the Member State after completion of the project;

II

2. **Invites** the Director-General:

- (a) to communicate without delay, in order to enhance the presentation, follow-up and evaluation of the projects submitted under the Participation Programme, to the National Commissions or, where there is no National Commission, through a designated government channel, the reasons for modifying or denying the requested amounts;
- (b) to inform the National Commissions, or where there is no National Commission, a designated government channel, of all projects and activities undertaken by international non-governmental organizations in their respective countries with support from the Participation Programme;
- (c) to provide to every session of the Executive Board a report including the following information:
 - (i) a list of applications for contributions from the Participation Programme received in the Secretariat;
 - (ii) a list of the projects approved under the Participation Programme and those under emergency assistance, together with the amounts approved to finance them, and any other cost and support connected with them;
 - (iii) a list of international non-governmental organizations along the same lines as that provided for countries in (ii) above;
- (d) to ensure the percentage of the Participation Programme funds for emergency assistance, international non-governmental organizations and regional activities does not exceed 7%, 5% and 3% respectively of the allocated amount for the Participation Programme for a given biennium;
- (e) to give priority to requests for the benefit of developing countries and countries in transition.

Part II.C

Programme Related Services

10001

| | Regular Budget | | Total Appropriation 2004-2005 | Extra- budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|--|-------------------|------------------|-------------------------------------|---|---------------------------------|
| | Personnel | Activities | | | |
| | \$ | \$ | \$ | \$ | \$ |
| 1. Coordination of action to benefit Africa | 2 582 200 | 581 800 | 3 164 000 | – | 3 164 000 |
| 2. Fellowships Programme | 1 004 000 | 1 518 600 | 2 522 600 | 1 393 700 | 3 916 300 |
| 3. Public Information | 10 386 100 | 4 130 000 | 14 516 100 | 2 031 500 | 16 547 600 |
| 4. Strategic planning and programme monitoring | 5 284 300 | 1 784 100 | 7 068 400 | 176 000 | 7 244 400 |
| 5. Budget preparation and monitoring | 3 948 200 | 206 000 | 4 154 200 | 976 000 | 5 130 200 |
| Total, PART ILC | 23 204 800 | 8 220 500 | 31 425 300 | 4 577 200 | 36 002 500 |

1. Extrabudgetary self-financing funds and funds already received or firmly committed for operational projects.

Chapter 1 – Coordination of action to benefit Africa

Responsible Unit: Africa Department (AFR)

11001

Activities

| | |
|--------------------------|------------------|
| ● Regular budget | \$581,800 |
| ● Extrabudgetary | – |
| Total, Activities | \$581,800 |

11002

The General Conference

Authorizes the Director-General:

(a) to implement the following plan of action:

through the Africa Department, to strengthen cooperation with the African Member States by encouraging future-oriented reflection and the formulation of strategies in the Organization's fields of competence; to provide support to NEPAD to encourage international, regional and subregional cooperation with a view, inter alia, to promoting integrated sustainable development, including by alleviating poverty, promoting education for all, fostering access to the knowledge society through the new communication technologies, peace and dialogue, and preserving cultural identity and diversity, and for that purpose to mobilize bilateral and multilateral cooperation mechanisms;

(b) to allocate for this purpose an amount of \$581,800 for programme costs and \$2,582,200 for staff costs.

11003

All the Department's activities will be geared to the continuing attainment, within UNESCO's fields of competence, of the priority objectives of the New Partnership for Africa's Development (NEPAD), regarded by the United Nations as the platform for its cooperation with Africa, and of the goals of the Millennium Declaration, particularly its Chapter VII, and of the Plan of Action of the World Summit on Sustainable Development, in particular its Chapter VIII, and of the Plan of Action of the World Summit on the Information Society.

11004

The Medium-Term Strategy (2002-2007), as spelled out in particular in the regional strategy for Africa developed in 2002, and the recommendations of the UNESCO Committee for NEPAD, will constitute the framework for giving focus to, regulating and inspiring this action.

11005

Strategy. In order to carry out these activities, the Department will pursue an intersectoral, interdisciplinary approach so as to generate synergies, to foster interaction between the partners involved and to promote linkages between programmes/projects for the purpose of boosting and strengthening a process of comprehensive, integrated and holistic development.

At the internal level: it will rely on a network of focal points operating within the sectors and on the internal members of the UNESCO Committee for NEPAD; it will also take advantage of new opportunities for cooperation with field offices.

At the external level: it will enlist the expertise and experience of the outside members of the UNESCO Committee for NEPAD, their knowledge of African realities and their decision-making powers in their respective countries; at subregional and regional levels it will secure the support of the Africa Group and the Permanent Delegations for the programme and will strengthen the participatory commitment of National Commissions in the implementation of the programme.

It will strengthen its role as a focal point for cooperation with African regional and subregional organizations, on the one hand, and for joint United Nations programmes in Africa, on the other, in order to foster the subregional and regional approach of the projects/programmes.

It will see to it that, in agreement with the sectors, partners and beneficiaries concerned, the activities carried out under the "Priority Africa Special Account" give pride of place to such a fully integrated approach.

During 2004-2005, action will focus on four principal approaches and areas:

(a) NEPAD – the new platform for UNESCO-African solidarity.

As UNESCO's focal point for NEPAD, the Department (i) will continue to strengthen cooperative links with the Secretariat and the NEPAD Steering and Implementation committees. To this end, it will set up consultative machinery in order to dovetail and harmonize the activities conducted within the framework of this partnership; (ii) it will provide the Secretariat of the UNESCO Committee for NEPAD, and it will endeavour to have its recommendations taken into account by the sectors, particularly in their work plans; (iii) it will continue to carry out follow-up and coordination activities in regard to projects/programmes and activities relating to NEPAD.

The department will continue to carry out, in liaison with intellectuals and cultural leaders, research institutes and organizations representing civil society, inquiries and prospective studies on NEPAD and in general on the future of Africa and the economic, geopolitical and sociocultural issues and challenges which will face the continent, in order to provide analyses and create data bases. Within this framework, it will conduct research projects targeted on the contribution of African civil society and African diasporas to the implementation of NEPAD priorities within UNESCO's fields of competence.

(b) Strengthening coordination of the programme in order to promote integrated, sustainable development in Africa.

In regard to programme coordination, the Department (i) will ensure coherent, integrated programme design; (ii) will see to it that its implementation best reflects the priorities defined for each of the major programmes and cross-cutting themes; (iii) will ensure that emphasis is placed on: basic education, in particular teacher training and girls' education, water resources, cultural diversity and the intangible heritage, the struggle against HIV/AIDS, and the culture of peace; (iv) will support efforts by African countries to give effect to the Dakar Plan of Action and the action plans adopted by the World Summit on Sustainable Development, the World Summit on the Information Society, to the Millennium Declaration and to the MINEDAF VIII recommendations; (v) will take part in this context in intersectoral working groups, and will set up machinery and channels designed to maximize the programme's impact in the field.

- (c) Strengthening relations with Member States and partnerships in Africa to ensure that the continent's priorities are taken more effectively into account.

Cooperative links with African Member States will be strengthened. Particular stress will be placed on the preparation, organization, follow-up and evaluation of the Director-General's official visits to Africa. In this context, the Department will continue (i) to coordinate implementation of the decisions of the governing bodies concerning Africa and to ensure follow-up to the memoranda of agreements, special action plans and briefing notes; (ii) to strengthen the exchange and consultation mechanisms with the African Group; and (iii) to ensure follow-up to requests by African countries under the Participation Programme.

In relation to support for NEPAD and the regional and subregional integration process, cooperation with the new African Union and its commissions in charge of areas coinciding with UNESCO's own fields of competence, and with subregional organizations, will be the focus of particular attention. In this regard, (i) in application of existing cooperative agreements, joint commission meetings will be held with AU, ECOWAS, SADC, CEMAC, IOC, CPLP and PALOP in order to evaluate the implementation of current joint activity programmes; (ii) consultations initiated with CENSAD, IGAD, EAC, and COMESA will be pursued with a view to concluding agreements and/or joint programmes; (iii) assistance will also continue to be given to the Lake Chad Basin Commission, CILSS, WICS and CICIBA; (iv) new partnerships will be promoted in particular with parliamentarians, NGOs and organizations representing civil society. In this regard, the Department will monitor in particular, in liaison with ERC, the implementation of the recommendations of the Forum of African NGOs.

As the Organization's focal point for joint United Nations programmes in Africa, the Department will take part in the consultation processes relating to such programmes.

- (d) Providing means of action and enhancing visibility.

The Department will (i) conduct activities for raising extrabudgetary funds which it will make available to programme sectors through the "Priority Africa Special Account" in the form of start-up funds or additional funding earmarked for priority projects in Africa; (ii) in liaison with BPI, continue, as part of the effort to implement the Organization's communication plan, to carry out promotional and communication activities designed to enhance the visibility of UNESCO's actions in Africa. To this end, it will publish the "Listening to Africa" bulletin as well as the review of UNESCO's achievements in Africa during the biennium.

11006

The plan of action of this Chapter aims at the implementation of resolution 46(I) adopted by the General Conference, as well as of the general resolutions cited hereunder:

50 Strengthening cooperation with the Republic of Angola

51 Strengthening cooperation with the Republic of Côte d'Ivoire

52 Strengthening cooperation with the Democratic Republic of the Congo

the texts of which appear in Volume 1 of the records of the 32nd session of the General Conference.

11007

Expected results at the end of the biennium

- ◆ Liaison and cooperation ensured between the Secretariat and the NEPAD steering and implementation committees.
- ◆ African policy-makers alerted to the issues at stake and to the Organization's contributions to the implementation of NEPAD.
- ◆ UNESCO's programme in Africa and for Africa formulated and implemented on a coherent, intersectoral and harmonized basis, in line with the priorities of the major programmes and the cross-cutting themes of document 31 C/4.
- ◆ Extrabudgetary resources marshalled and made available to programme sectors for the funding of priority projects in Africa.
- ◆ Local, national, subregional and regional partnerships promoted in the implementation of the programme, targeted in particular on reducing poverty and marginalization.
- ◆ Human and institutional capacities built to ensure participation of African actors in the context of globalization, knowledge societies and the promotion of tangible and intangible heritage.
- ◆ Reports, studies and analyses published and disseminated.
- ◆ Relations with African Member States developed, in particular through their permanent delegates and the groups established at Headquarters.
- ◆ Databases on cooperative activities with African Member States updated.

Chapter 2 – Fellowships Programme

Responsible unit: Sector for External Relations and Cooperation (ERC)

12001

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,518,600 |
| ● Extrabudgetary | \$1,246,700 |
| Total, Activities | \$2,765,300 |

12002

The General Conference

Authorizes the Director-General:

(a) to implement the following plan of action:

through the Fellowships Programme, to contribute to the enhancement of human resources and national capacity-building in areas that are closely aligned to UNESCO’s strategic objectives and programme priorities, by the award and administration of fellowships, study and travel grants; to increase fellowships through co-sponsorship arrangements with interested donors and extrabudgetary funding sources, and to explore possibilities for strengthening the Fellowships Programme through partnerships with civil society and non-governmental organizations;

(b) to allocate for this purpose an amount of \$1,518,600 for programme costs and \$1,004,000 for staff costs.

12003

A double-pronged strategy will be pursued: (i) with a view to enhancing capacity-building in Member States, and in the framework of the Fellowship Programme, short-term fellowships will be awarded in areas closely aligned to the Organization’s priority programmes; and, (ii) with a view to increasing fellowships opportunities for developing countries and countries in transition, and with the additional resources earmarked for the programme, a proactive policy will be adopted towards seeking and negotiating cost-sharing arrangements with interested donors under the Co-Sponsored Fellowships Programme. Efforts will be made to mobilize extrabudgetary resources through new partnerships with civil society and non-governmental organizations. The Fellowships Section will continue to administer fellowships, study and travel grants offered under the regular programme (including the Participation Programme) and extrabudgetary resources, and cooperate with programme sectors in monitoring their fellowship, study and travel grant activities. An Intersectoral Screening Committee, chaired by ADG/ERC, will be established to ensure transparency, equitable geographical distribution and conformity with the strategic objectives and programme priorities as defined in the C/4 and C/5 documents when granting UNESCO fellowships. Cooperation with the United Nations will be continued with a view to harmonizing policies in the administration of fellowships and sharing information on best practices.

12004

Expected results at the end of the biennium

- ◆ National capacities enhanced in areas of UNESCO programme priorities.
- ◆ Fellowship beneficiaries empowered in areas of programme priorities through the sharing of knowledge and upgrading of skills at the graduate and postgraduate levels.
- ◆ Fellowship opportunities expanded through new partnerships with Member States, civil society and non-governmental organizations.
- ◆ Administration of fellowships harmonized through cooperation with the United Nations system.
- ◆ Alignment accomplishment between thematic areas for which fellowships are granted and the strategic objectives of document 31 C/4 and priorities of document 32 C/5.

Chapter 3 – Public information

Responsible unit: Bureau of Public Information (BPI)

13001

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$4,130,000 |
| ● Extrabudgetary | \$1,940,500 |
| Total, Activities | \$6,070,500 |

13002

The General Conference

Authorizes the Director-General:

(a) to implement the following plan of action:

through its Bureau of Public Information, to promote greater understanding of and public support for UNESCO's programmes and pronouncements by means of more and better media coverage in all regions, drawing also on the role of field offices, National Commissions and UNESCO institutions and centres, increasing the number of languages in which UNESCO offers publications for sale and improving the navigability of its constantly expanding website;

(b) to allocate for this purpose an amount of \$4,130,000 for programme costs and \$10,386,100 for staff costs.

13003

The Bureau of Public Information (BPI) brings together essential public information and dissemination services including relations with the press and audiovisual media, publications for sale, video production and co-production, the editorial coordination of UNESCO websites and the staging of public events.

13004

Strategy. UNESCO's communication and public information strategy draws a distinction between substantive information on the Organization's programmes and activities in the fields of education, science, culture and communications and communication on institutional processes and the messages, initiatives and public positions taken by the Director-General in the face of unfolding events. While the former is the product of permanent concertation between BPI and the programme sectors, the latter is coordinated, within the Office of the Director-General, by his spokesperson, drawing on BPI's assistance as required.

BPI's principal objective is to help establish UNESCO as an essential point of reference in all public debates on areas under its mandate. To achieve this goal, BPI relies more on establishing and nurturing a sustained working relationship with the mass media all over the world than on products of its own. A media action plan, developed and constantly updated in cooperation with the programme sectors, guides the day to day work of BPI. This action plan – a calendar of media-oriented activities – reflects and seeks to give wide public exposure to the organization's strategic priorities.

To help UNESCO field offices and National Commissions to develop the capacity to produce media-oriented material locally and to disseminate it effectively, BPI, in cooperation with BFC and ERC, conducts media training workshops at Headquarters and in the field. Local and regional media action plans are developed in the course of these workshops. As these plans are actually carried out, UNESCO's activities in the field will attract increased attention from national, regional and local media.

To reach out to television audiences around the world, co-production agreements with major television channels and producers are negotiated and entered into by BPI. Resulting programmes – such as the series of two-minute vignettes on the world's disappearing languages co-produced by UNESCO and the Discovery Channel, for example – carry UNESCO's messages to millions of viewers.

BPI is also responsible for the publication or co-publication of printed works and audiovisual products offered on sale at market prices. These include specialized books and CD-ROMs aimed at a scholarly public – history series, scientific works – as well as books and CD-ROMs targeting youth and the general public.

A flagship magazine, the *new Courier*, is produced and distributed by BPI twice a year in the six languages of UNESCO's General Conference. Aimed at the Organization's actors and partners as well

as to all those actively concerned with UNESCO’s work and goals, the *new Courier* is distributed in bulk, free of charge, to National Commissions, field offices, UNESCO clubs and others in a position to redistribute it at national and local levels.

The UNESCO website will continue its deep renewal process. Information resources now organized according to themes and no longer to divisions or entities and are more accessible to the uninitiated. Common ergonomic and design principles, adopted and adapted by the community of “webworkers” at Headquarters and in field offices, are progressively applied throughout the 100,000 online pages in order to make them user-friendly. Translation mechanisms to publish more systematically the information in the six official languages will be experimented. Web-based facilities will be implemented to develop collaborative work, communities and *e-activities*.

Detailed graphic design guidelines will provide a framework for a better use of the UNESCO logo and the associate “delta” lay-out introduced to create progressively a style that projects the Organization as both coherent and diverse.

Through its Public Relations Unit, BPI organizes a number of public and media-oriented events each year mainly, but not exclusively at UNESCO Headquarters in Paris. When financed through partnerships with the private sector, these events and their follow-up may, in some instances, generate extrabudgetary resources benefiting UNESCO programmes.

13005

Expected results at the end of the biennium

- ◆ Improved understanding of UNESCO’s role by decision-makers and the public at large as a result of more and better media coverage in all regions.
- ◆ Improved media exposure at national and subregional levels as UNESCO offices in the field benefit from media training allowing them to develop and implement their own media action plans.
- ◆ Improved media exposure at national level as National Commissions develop and implement their own media action plans following training workshops organized by BPI at Headquarters and in the regions.
- ◆ Improved visibility for UNESCO through an increase in the number of languages in which publications are offered for sale.
- ◆ The UNESCO website established as an authoritative reference point on issues pertaining to education, culture, communications, natural and social sciences as a result of improved navigability and an increase in the amount of material available in different languages.
- ◆ Increased networking and exchange of information among web-based communities concerned with different thematic issues relevant to UNESCO’s mandate and activities as a result of a more user-friendly portal.
- ◆ Enhanced visual presence of UNESCO in the media through more efficient distribution of photographs illustrating UNESCO programmes worldwide.

Chapter 4 – Strategic planning and programme monitoring

Responsible unit: Bureau of Strategic Planning (BSP)

14001

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,784,100 |
| ● Extrabudgetary | – |
| Total, Activities | \$1,784,100 |

14002

The General Conference
Authorizes the Director-General:
 (a) to implement the following plan of action:
 (i) to prepare the Organization’s biennial Programme and Budget (33 C/5) in line with the principles of results-based budgeting and programming;

- (ii) to monitor the implementation of the Medium-Term Strategy (31 C/4 Approved) and the related regional strategies through the biennial Programmes and Budgets (C/5), and to prepare revisions to document 31 C/4 Approved, as appropriate;
- (iii) to monitor the implementation of the approved Programme through work plans and results-based presentations, inter alia through the SISTER system linked with FABS;
- (iv) to serve as focal point for inter-agency coordination on all programme issues, including activities pertaining to the Millennium Development Goals (MDGs);
- (v) to develop strategies for cross-cutting issues and themes, as appropriate, including for sustainable development;
- (vi) to promote knowledge management and networking throughout the Organization;
- (vii) to ensure mainstreaming and coordination of UNESCO strategies and programmes pertaining to women, youth and least developed countries;
- (viii) to coordinate the Organization's activities pertaining to the dialogue among civilizations;
- (ix) to coordinate the Organization's activities pertaining to the International Decade for a Culture of Peace and Non-Violence for the Children of the World;

(b) to allocate for this purpose an amount of \$1,784,100 for programme costs and \$5,284,300 for staff costs.

14003

Background. Established in October 2000, the Bureau of Strategic Planning (BSP) is a central service reporting to the Director-General through ADG/ODG. It carries out both central servicing as well as programmatic responsibilities.

14004

Strategy. BSP's principal task is to prepare, in close collaboration with all programme sectors, the network of field offices and the Bureau of the Budget (BB):

- the Organization's Medium-Term Strategy and related regional and subregional strategies, with pertinent revisions; and
- the biennial programmes and budgets (C/5), ensuring that the strategic objectives of document 31 C/4 and the programmatic priorities set by the Executive Board – including the mainstreaming of Africa, the least developed countries, women and youth, as well as the pursuit of specific strategies – are duly followed.

These functions are complemented by a monitoring of implementation of the Programme, as translated through work plans, and by the preparation of related statutory reports to governing bodies and the maintenance of online reporting through SISTER. BSP is responsible for SISTER, the Organization's principal online tool for a results-based programming and monitoring system (RBM). This includes the functioning, management and further development and upgrading of SISTER and its infrastructure – including fully operational interfaces with FABS and the provision of requisite training at Headquarters and in the field. SISTER software will be upgraded during the biennium, especially for monitoring. In addition, BSP will conduct specific staff training programmes in RBM and especially results formulation.

BSP also provides a strategic focus to several policy issues of a cross-sectoral nature. This includes coordination of the selection of projects pertaining to the two cross-cutting themes (CCTs) of document 31 C/4 funded from specific budget allocations and to provide backstopping for the CCT teams. BSP also serves as the Organization's coordinator for activities pertaining to the dialogue among civilizations, especially in connection with the implementation of 32 C/Resolution 47 on "New perspectives in UNESCO's activities pertaining to the dialogue among civilizations, including in particular follow-up to the New Delhi Ministerial Conference" at both global and regional levels, the follow-up to the WSSD Plan of Implementation in UNESCO's domains, the development of a strategy for the different categories of institutes and centres, as well as contributing to other policy issues addressed through dedicated task forces established by the Director-General including the preparations for the World Summit on the Information Society 2005 focusing on knowledge societies and programmatic preparations for the Organization's participation in the World EXPO 2005 in Aichi, Japan.

Furthermore, BSP has responsibility to develop, promote and monitor the implementation of mainstreaming strategies pertaining to women, youth and least developed countries at all stages of programme design, elaboration, implementation, monitoring and evaluation. Efforts will also include

the development and dissemination of tools, including websites, and the development and conduct of specific training and capacity-building programmes. In all three mainstreaming areas, emphasis will also be placed on building effective partnerships with governments and National Commissions, other intergovernmental organizations, civil society and NGOs as well as the private sector. Prior to the 33rd session of the General Conference, the fourth UNESCO Youth Forum will be organized in accordance with 32 C/Resolution 82.

As representative of UNESCO in the programme related activities and discussions of the Chief Executives Board (CEB), especially in the context of its High-level Committee on Programmes (HLCP), and of the United Nations Development Group (UNDG) and its subsidiary bodies, BSP is specifically entrusted with the task of ensuring the integration of all Millennium Development Goals (MDGs) and other pertinent provisions of the United Nations Millennium Declaration into UNESCO's programme activities and thus to promote coherence of orientations and efforts. In this capacity, BSP also represents UNESCO in the United Nations Millennium Project and the MDG Millennium Campaign.

To broaden the use of knowledge management and networking approaches, tools and perspectives into the substantive work of the Organization is an additional responsibility of BSP, which is being carried out in close collaboration with HRM.

BSP is also entrusted with the responsibility for promoting, implementing and following up on activities for a culture of peace and for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), for which UNESCO has been designated by the United Nations General Assembly as lead agency. As such, it will be responsible for preparing for submission to the United Nations in 2005 the mid-term report on the implementation of the Decade.

14005

Expected results at the end of the biennium

- ◆ Medium-Term Strategy for 2002-2007 (31 C/4) revised and updated as appropriate.
- ◆ Draft Programme and Budget for 2006-2007 (Draft 33 C/5) prepared.
- ◆ Implementation and results of document 32 C/5, regularly monitored, including assessment of work plans, and reflection of mainstreaming issues.
- ◆ Backstopping provided to projects under the cross-cutting themes; and response to sustainable development and MDGs coordinated both at headquarters and in the field.
- ◆ Results-based programme planning, monitoring and evaluation approaches refined and applied in programme and budget documents, reports on the implementation of the Programme and work plans.
- ◆ Assistance provided to field offices in strategic and results-based programming and work plan management.
- ◆ SISTER system, its infrastructure and its coverage further improved and consolidated, including its complementary with FABS.
- ◆ Programme monitoring capabilities of SISTER upgraded.
- ◆ Training in the use of SISTER expanded at Headquarters and in the field.
- ◆ Training in RBM developed and offered at Headquarters and in the field.
- ◆ Knowledge management and networking approaches, practices and tools promoted at Headquarters and in the field.
- ◆ Scope of dialogue among civilizations broadened and intensified, drawing on all domains of the Organization, and made more relevant to current challenges and regional specificities, in line with the United Nations Plan of Action pertaining to the Dialogue among Civilizations and UNESCO plans and strategies, especially 32 C/Resolution 47.
- ◆ Networking mechanisms created to involve research institutions, a broader segment of society and divergent views from all regions in dialogue-related activities and exchanges.
- ◆ Human security assessments supported in select least developed countries with a view to strengthening capacities, especially as regards policy responses to poverty.
- ◆ Cooperation and joint action with the United Nations High Representative for LDCs, Land-locked Developing Countries and Small Island Developing Countries and other organizations reinforced, following up also on of the commitments made at the LDC III Conference, Brussels, 2001.
- ◆ The Organization's activities pertaining to women and youth coordinated and their mainstreaming into all UNESCO Programmes improved.
- ◆ Training modules on gender and tools for capacity-building in working with youth developed and offered to all regions.

- ◆ Activities promoting a culture of peace and the International Decade for a Culture of Peace and Non-Violence for the Children of the World sustained and coordinated within the Organization, the United Nations system and globally, including preparation of mid-term report to the United Nations General Assembly (2005).

Chapter 5 – Budget preparation and monitoring

Responsible unit: Bureau of the Budget (BB)

15001

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$206,000 |
| ● Extrabudgetary | — |
| Total, Activities | \$206,000 |

15002

The General Conference

Authorizes the Director-General:

- (a) to implement the following plan of action:
- (i) to prepare the Organization's biennial Programme and Budget (33 C/5) in line with the principles of results-based budgeting and programming;
 - (ii) to analyse the Sectors' work plans to ensure conformity with the decision of the General Conference regarding the budget provisions approved and to make appropriate recommendations to the Director-General;
 - (iii) to manage, administer and monitor the implementation of the biennial Programme and Budget (32 C/5), particularly with regard to the budgetary management of staff costs;
 - (iv) to improve procedures and approaches, especially through the use of new technologies;
 - (v) to contribute to better global management of UNESCO programmes through the integration of both regular budget and extrabudgetary resources;
 - (vi) to initiate new working methods aimed at the development of a timely reporting system through the implementation of monthly budgetary closure and analysis thereof once the financial aspects are fully processed;
 - (vii) to ensure the effective and rational use of the Organization's resources and, to that end, to provide training at Headquarters and in the field;
- (b) to allocate for this purpose an amount of \$206,000 for programme costs and \$3,948,200 for staff costs.

15003

The Bureau of the Budget, one of the central services of the Organization, reports to the Director-General via the Executive Director of his Office (ADG/ODG). It undertakes activities and provides advice to the Directorate and has particular responsibility for:

- preparing, in cooperation with the Sectors/Bureaux/Units and the Bureau of Strategic Planning (BSP), the biennial Programme and Budget of the Organization;
- monitoring and ensuring the technical coordination of the execution of regular budget activities and those funded by extrabudgetary resources;
- analysing the results of implementation with a view to ensuring that there are no deviations from the objectives and targets set in the work plans;
- developing a new and more user-friendly reporting system in order to facilitate the decision-making process;
- developing a holistic approach to the management of programmes through the integration of all regular budget and extrabudgetary resources;
- the budgetary management of staff costs;

- the budgetary analysis of other costs in order to anticipate problems that may arise and to propose solutions with the aim of ensuring appropriate monitoring of the implementation of the approved budget; and
- the preparation of documents to the governing bodies.

15004**Expected results at the end of the biennium**

- ◆ Biennial Programme and Budget (32 C/5) implemented.
- ◆ Biennial Programme and Budget for 2006-2007 (Draft 33 C/5) prepared.
- ◆ Administration and management of the budget improved, in particular through the use of new information systems for budget and finance and adaptation of existing procedures to the new systems.
- ◆ holistic management of programmes developed, through the integration of all regular budget and extrabudgetary resources.
- ◆ Young Professionals and Administrative Officers at Headquarters and in the field trained, through the organization of training in the Bureau of the Budget and the development of specific training programmes on budget management.

Part III

Support for Programme Execution and Administration

16001

| | Regular Budget | | | | Total Appropriation 2004-2005 | Extra- budgetary Resources ¹ | 2004-2005 TOTAL RESOURCES |
|---|--------------------|-------------------|--------------------------------|--------------------|-------------------------------------|---|---------------------------------|
| | Personnel | Activities | Indirect Programme Costs | | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | |
| A. Field management and coordination | 3 872 300 | 531 600 | 14 107 100 | 18 511 000 | – | 18 511 000 | |
| B. External relations and cooperation | 18 843 700 | 4 350 300 | – | 23 194 000 | 2 768 000 | 25 962 000 | |
| C. Human resources management | 15 498 200 | 15 302 100 | – | 30 800 300 | 289 000 | 31 089 300 | |
| D. Administration, maintenance and renovation of Headquarters premises | | | | | | | |
| 1. Administrative coordination and support | 3 569 600 | 99 900 | – | 3 669 500 | 91 000 | 3 760 500 | |
| 2. Accounting and financial control | 7 505 800 | 1 627 000 | – | 9 132 800 | 2 283 400 | 11 416 200 | |
| 3. Information systems and telecommunications | 13 044 200 | 12 479 500 | – | 25 523 700 | 2 390 000 | 27 913 700 | |
| 4. Procurement | 2 403 700 | 270 000 | – | 2 673 700 | 352 000 | 3 025 700 | |
| 5. Conferences, languages and documents | 22 892 400 | 4 314 900 | – | 27 207 300 | 2 633 500 | 29 840 800 | |
| 6. Common services, security, utilities and management of premises and equipment | 16 873 200 | 10 524 600 | – | 27 397 800 | 6 210 000 | 33 607 800 | |
| 7. Maintenance and renovation of Headquarters premises | – | 4 560 000 | – | 4 560 000 | – | 4 560 000 | |
| Total, III.D | 66 288 900 | 33 875 900 | – | 100 164 800 | 13 959 900 | 114 124 700 | |
| Total, PART III | 104 503 100 | 54 059 900 | 14 107 100 | 172 670 100 | 17 016 900 | 189 687 000 | |

1. Extrabudgetary self-financing funds and funds already received or firmly committed for operational projects.

A. Field Management and Coordination (Headquarters activities and field offices' operating costs)

17001

| | |
|--------------------------|---------------------|
| Activities | |
| ● Regular budget | \$14,638,700 |
| ● Extrabudgetary | – |
| Total, Activities | \$14,638,700 |

17002

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) further implement an action plan on decentralization in line with the decisions on the new decentralized field network;
- (ii) manage and coordinate the staffing and operating costs of field offices;
- (iii) reinforce managerial and administrative capacities of field offices and improve monitoring of programme activities and expenditures;
- (iv) provide technical backstopping to field offices and also a clearing house for collecting and disseminating information to and from field offices;
- (v) enhance networking and resource-sharing throughout the field network, and coordination between the National Commissions and the field offices in accordance with 30 C/Resolution 83;

(b) to allocate for this purpose an amount of \$531,600 for activity costs, \$3,872,300 for staff costs at Headquarters and \$14,107,100 for field offices' operating costs.

17003

The Bureau of Field Coordination (BFC) provides advice to the Director-General and to senior management on the implementation and refinement of the Organization's decentralization strategy. BFC provides technical backstopping to UNESCO units outside Headquarters – cluster, regional and national offices – facilitating the implementation of decentralized programmes, and it manages country and cluster infrastructure for implementing the Organization's Programme.

17004

Within the United Nations system framework, BFC acts as UNESCO focal point for field staff security and carries the responsibility for overall execution of the field staff security policy. This function consists, *inter alia*, of ensuring a house-wide implementation of instructions and guidelines emanating from UNSECOORD, raising awareness among staff at and away from Headquarters regarding security protection, management of the field security budget, and participation in inter-agency activities with a view to developing and refining field security policies and directives.

17005

Directors of field offices ensure UNESCO visibility, explore alternative forms of presence, and oversee programme action in the country or countries concerned. They also develop procedures and processes for cooperation and communication by stakeholders in Member States. They further ensure that UNESCO fully participate in United Nations country team initiatives, undg action and the pursuit of MDGs.

17006

BFC promotes knowledge about the delegation of authority to field office heads approved by the Director-General, along with the provision of management tools related to programme evaluation and self-assessment of structures and procedures for programme delivery. The objective is to make field offices accountable for programme implementation, strengthen the results orientation and attainment and the efficient utilization of the Organization's resources. BFC will contribute to the planned review of UNESCO's field network and decentralized units scheduled for 2004-2005.

17007

BFC's budget stresses the need to invest resources to make the decentralization policy work and to support further decentralization of functions from Headquarters. An efficient management of UNESCO's field network will continue to be promoted through enhanced communication, information flows, and the sharing of technical and other resources between all decentralized units (including institutes and centres). BFC will continue to monitor the staffing and resourcing of multidisciplinary cluster offices, with a view to contributing to an optimal deployment of UNESCO's varied resources in the field, including through innovative networking approaches.

17008

The level of operating costs and further reinforcement of the field network will be oriented towards a realization of efficiency savings while at the same time improving/upgrading the infrastructure of the field network (both electronically and in terms of human capacities). Core criteria are being developed, with adjustment for local circumstances and costs, to ensure an equitable distribution and ongoing review of operating costs among all field offices.

17009

BFC will also help strengthen electronic networking facilities, in collaboration with other central and support services, to assure improved connectivity not only between field and Headquarters but also between field offices, cluster countries and partners in the regions. National and cluster management consultations will be used to build requisite capacity in offices and to enhance planning, decision-making, managing, reporting and accounting, including through mentoring arrangements.

17010

Expected results at the end of the biennium

- ◆ Reinforced managerial and administrative capacities of field offices, especially the cluster offices.
- ◆ Improved monitoring of decentralized programme activities and of expenditures, particularly operating costs.
- ◆ Enhanced management capacities and skills in field offices.
- ◆ Streamlined procedures for administration of the field network.
- ◆ Regular consultations with partners and stakeholders within Member States.
- ◆ Enhanced networking and resource-sharing among the field network and with Headquarters.
- ◆ Enhanced lines of communication and cooperation mechanism(s) between the different types of field offices and between Headquarters and the field.
- ◆ Enhanced awareness among staff, in the field and at Headquarters, of the field security policies, guidelines and respective responsibilities.
- ◆ Improved security conditions of field staff through implementation of UNSECOORD instructions and related in-house policies and measures.
- ◆ Field network reviewed.

B. External relations and cooperation

Responsible unit: Sector for External Relations and Cooperation (ERC)

18001

| Activities | |
|--------------------------|--------------------|
| ● Regular budget | \$4,350,300 |
| ● Extrabudgetary | – |
| Total, Activities | \$4,350,300 |

18002

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) strengthen relations with Member States, through their Permanent Delegations and National Commissions, with a view to responding to their priority needs, paying particular attention to:
 - maintaining close cooperation with Permanent Delegations and the established groups of Member States at UNESCO through the regular organization of thematic or sectoral information meetings;
 - enhancing the role of National Commissions as UNESCO's main intermediaries in its activities at the national level:
 - by strengthening their operational capacities, in particular through training;
 - by promoting bilateral, subregional, regional and interregional cooperation among them;
 - by reinforcing the tripartite collaboration between National Commissions, national (governmental and non-governmental) partners and field offices, in particular the relevant cluster offices within the framework of the decentralization policy;
 - by strengthening through them partnerships with national representatives of civil society and with the private sector; and
 - by increasing the participation of National Commissions in the elaboration, execution and evaluation of the Organization's programmes;
 - developing new partnerships, including with the private sector, in order to promote UNESCO's programmes and ideals;
- (ii) reinforce the impact, effectiveness and visibility of UNESCO's action in Member States, in particular by ensuring the Organization's active participation in the development of policies and initiatives at the level of United Nations country teams, with particular reference to the United Nations Development Assistance Framework (UNDAF) and the Common Country Assessment (CCA), by strengthening coordination, partnerships and joint activities with intergovernmental organizations, and by ensuring dynamic cooperative relations with non-governmental organizations and foundations in accordance with the existing statutory framework;
- (iii) strengthen cooperation with the organizations, funds and programmes of the United Nations system and ensure effective UNESCO participation in United Nations system-wide efforts;
- (iv) increase extrabudgetary contributions in support of UNESCO's strategic objectives and programme priorities, in particular by strengthening cooperation with multilateral and bilateral donors, development banks, foundations and the private sector, and by enhancing the capacity of the Secretariat, both at Headquarters and in the field, and of the National Commissions for generating extrabudgetary resources;

(b) to allocate for this purpose an amount of \$4,350,300 for programme costs and \$18,843,700 for staff costs.

18003

Within the framework of its tasks of liaising between the Secretariat and Member States, Associate Members, observers and territories, and coordinating with the United Nations, its specialized agencies, programmes, funds and organs, and with other international, intergovernmental and non-governmental organizations, the Sector for External Relations and Cooperation will continue its efforts to give UNESCO's action the desired effect and ensure that it has a lasting impact in its Member States. The Sector will pursue in 2004-2005 the strategy which led to the service for external relations being merged with that in charge of development cooperation through the mobilization of extrabudgetary resources. This should ensure the necessary synergy between activities involving relations with institutional partners, which remain central to the Sector's efforts, and operational activities designed to increase the sources of extrabudgetary funding needed for project development in the Member States. The mobilization of extrabudgetary resources will also be a priority so as to ensure optimal execution of the Organization's programme in the Member States and to enable field offices to have a genuine impact at the local level. Care will be taken to ensure that the use of extrabudgetary resources is in line with the priorities of the regular programme and budget and the strategic objectives of document 31 C/4.

18004

The Sector is also responsible for managing and administering the Participation Programme and the Fellowships Programme, which have been strengthened (see Parts II.B. and C, Chapter 2) and the execution of these two programmes will be aligned with the priorities of the regular programme and budget.

18005

Finally, emphasis will be placed on the development of relations with the Permanent Delegates to UNESCO and with new partners. The role of the Permanent Delegates was reinforced by the amendment made by the General Conference to Article II of the Constitution (31 C/Resolution 64). The Sector will encourage the holding of thematic or sectoral information meetings for Permanent Delegates and will provide support for the periodic meetings of the regional groups and other groups of States within UNESCO. At the same time, an effort will be made to develop the Secretariat's relations with various partners, in particular United Nations system partners in the framework of the pursuit of the Millennium Development Goals (MDGs) and the Chief Executives' Board (CEB), the United Nations Development Group (UNDG) and partners from civil society and the private sector, in order to encourage them to help promote UNESCO's ideals and priorities at the local, regional and international levels. The search for new partners that could boost the Organization's efforts is also essential in the context of mobilizing new resources and support for strengthening UNESCO's impact and visibility.

18006

An executive office, under the authority of the Assistant Director-General for External Relations and Cooperation, will be responsible for the Sector's coordination, liaison, evaluation, administration and information activities.

Relations with Member States

18007

The development of relations with Member States, Associate Members, observers and territories remains the Sector's core task. The Sector will contribute to efforts to encourage new States to join the Organization so as to ensure the greatest possible degree of universality. The analyses, information and data on cooperation with each Member State – intended to provide an appropriate and rapid response to their needs – will be updated regularly and the database will be accessible on the Intranet. Lastly, cooperation with the Permanent Delegates, whose principal function was the subject of an amendment to Article II of the Constitution (see 31 C/Resolution 64), and with the established groups of Member States at UNESCO will be strengthened. Consultations will accordingly be held on a regular basis with the Permanent Delegations on major issues and themes relating to the Organization's functioning and activities. Support will also be provided to the regional and interregional groups for the holding of their periodic meetings.

18008

Attention will continue to be paid to the framing of specific strategies to meet the urgent needs of certain target groups of countries with similar profiles, in close cooperation with the programme sectors, with the Member States concerned and with other institutions, with a view to implementing these strategies through extrabudgetary resources. In the discharge of its mandate, the Sector will cooperate with all other sectors and will cooperate closely with the Africa Department.

18009

Expected results at the end of the biennium

- ◆ Multilateral international cooperation strengthened and UNESCO's universality promoted.
- ◆ Cooperation with Member States, strengthened particularly through consultations organized with Permanent Delegates and established groups at Headquarters.
- ◆ Databases on cooperation activities with Member States and Associate Members, updated and available information and reports distributed.

Relations with National Commissions for UNESCO and new partnerships

18010

At a moment of ongoing reform at UNESCO, the role of National Commissions becomes more crucial than ever before. As constituent elements of UNESCO, these National Commissions are, by tradition, charged with outreach to civil society partners to promote UNESCO's ideals. Thus, the continued link between National Commissions and the engagement of partners is critical.

National Commissions for UNESCO

18011

National Commissions for UNESCO currently exist in 190 Member States and Associate Members. As constitutionally recognized focal points for UNESCO's action in Member States and Associate Members, these bodies form a unique network within the United Nations system. They ensure outreach to and mobilization of civil society partners, including relations with parliamentarians, municipalities and other citizen and grass-roots movements in support of UNESCO's visibility and programme priorities across all regions. As stated in their 1978 Charter, National Commissions are the main relays for UNESCO's work at country level where they assume multiple responsibilities related to aspects of programme execution such as consultation, liaison, information and evaluation. In tandem with Member States, which share a joint responsibility for their functioning together with the UNESCO Secretariat, UNESCO remains fully committed to continuing its efforts to reinforce the status and capacities of National Commissions notably by helping to provide efficient communication services, enhancing managerial competences, facilitating the acquisition of skills in key areas, encouraging fresh approaches to cooperation at all levels, and consolidating relations between these entities and the Secretariat, including a strong interface with field offices, as envisaged in the decentralization strategy. Efforts will be made to involve National Commissions increasingly in programme implementation, as appropriate and in cooperation with cluster offices. Member States which have a joint and statutory responsibility to increase the operational capacity of National Commissions are invited to contribute to these training measures, notably by ensuring a high profile for National Commissions through adequate human, material and financial resources.

18012

Effective National Commissions require clear policy guidelines. Building on the work completed in the previous biennium, policy action will focus on enhancing the overall efficiency and impact of the network. Support will be given so that National Commissions discharge their traditional mandate for intellectual cooperation and innovation. Raising the awareness of national policy-makers concerning their responsibilities towards National Commissions will constitute an ongoing priority involving advocacy and disseminating best practices, as well as providing appropriate support to both National Commission Chairpersons and Secretaries-General. Studies and surveys will be undertaken including regular monitoring of the National Commissions' Charter to ensure that its provisions are being fully satisfied in relation to the challenges of the UNESCO reform process.

18013

Efforts to strengthen the operational and managerial capacities of National Commissions will intensify to achieve the specific objectives stated in the Action Plan elaborated for this purpose in 2002-2003. This targets the production of comprehensive training materials as well as action at interregional, regional and subregional levels via specific training modalities. These include the annual Interregional Seminar for Newly Appointed Secretaries-General and regional workshops for their professional staff. In addition, national training seminars may be requested via the Participation Programme and

exchanges among National Commissions, with support from their governments, to share experiences and expertise will be encouraged. The priority accorded to capacity-building is expected to foster bilateral, subregional, regional and interregional cooperation among National Commissions, as well as their tripartite collaboration with national partners and the UNESCO Secretariat. Previous efforts to enhance the communication and ICT capacities of National Commissions will be expanded to include also infrastructure and networking dimensions, also drawing on external partnership arrangements. This shall also encourage interaction among National Commissions. A mechanism to evaluate the various training activities will be initiated.

18014

Further efforts will be undertaken to streamline the meeting cycles of National Commissions. While all statutory meetings will be maintained, improved rescheduling and rationalization will seek to optimize their thematic focus and the opportunities afforded for training based on stated preferences of National Commissions themselves. In 2004, the round of regional consultations on the Draft Programme and Budget for 2006-2007 (Draft 33 C/5) and the implementation of regional strategies will take place as well as the quadrennial conferences, to identify effective ways of enhancing interfaces with the field network and strengthening the impact of National Commissions at the country level.

18015

Expected results at the end of the biennium

- ◆ Links among National Commissions, field networks, national policy-makers and civil society strengthened at country level and across all regions.
- ◆ Capacities of National Commissions to contribute intellectually to the design, implementation and evaluation of UNESCO's programme improved.
- ◆ Operational capacities of National Commissions strengthened so as to mobilize more civil society partners in support of UNESCO's mandate and programme.
- ◆ More efficient meeting cycle established to strengthen contribution to the preparation of the C/4 and C/5 documents.

Partnerships

18016

Emphasis will continue to be placed on the development of a range of partnerships, alliances and other cooperative mechanisms so as to foster visibility and impact for UNESCO's programme activities at international, regional and national levels, in close consultation with National Commissions for UNESCO.

UNESCO Clubs, Centres and Associations

18017

The multiple activities carried out by UNESCO Clubs, Centres and Associations help to expand UNESCO's outreach to civil society and its visibility in Member States. A fresh orientation for the UNESCO Clubs movement will be promoted to ensure a more substantive contribution to UNESCO's programme priorities and activities related to Africa, LDCs, women and youth which are being mainstreamed across all programmes. Efforts will concentrate on four areas:

- (i) strengthening the basis of and the interaction among the movement, including through the publication of essential documents such as the UNESCO Clubs Manual, the International Directory, Regional Guides and Good Practice Guidelines;
- (ii) building capacities to strengthen advocacy and communication, to foster awareness about global issues and their relationship to local solutions, and to create synergies with other UNESCO partners;
- (iii) supporting the implementation of regional strategies through enhanced networking with field offices and National Commissions;
- (iv) expanding the network of Clubs and Centres at the local, national, regional and interregional levels. Cooperation will continue with the World Federation of UNESCO Clubs, Centres and Associations (WFUCA). It will be redefined with a view to improving the impact of this partnership, rejuvenating the Clubs movement and setting new priorities with periodic evaluation of results achieved. Activities will focus on a joint Action Plan between WFUCA and UNESCO to help this NGO to inform, mobilize and coordinate its members aimed at creating a strong voice for civil society in defence of UNESCO's

ideals. The Action Plan, inspired by the renewal of WFUCA's priorities at its 2003 World Congress, will also seek to build sound communication links and managerial capacities for WFUCA.

18018

Expected results at the end of the biennium

- ◆ Network of UNESCO Clubs and Centres revitalized and made operational.
- ◆ Visibility for UNESCO enhanced through interaction between the UNESCO Clubs movement and other partners.
- ◆ Communication among UNESCO Clubs, Centres and Associations improved, drawing on IT tools and services.
- ◆ Management capacities and resource base of WFUCA improved.

Parliamentarians, local authorities and new partnerships

18019

The Programme for Parliamentarians, first introduced by UNESCO in 1994, aims to ensure that UNESCO's values and objectives are reflected in national policy-making and legislation. UNESCO aims to reinforce its interaction with parliamentarians, the elected representatives of civil society, and thus, with decision-makers defining national development policies and approaches and appropriating requisite resources. Working in concert with the Inter-Parliamentary Union (IPU) and more than 30 parliamentary leagues known as Friends of UNESCO, the Organization seeks to sensitize parliamentarians to its specific mission and activities. Based on the Organization's 1997 agreement with IPU, cooperation with parliamentarians will be intensified through a new UNESCO/IPU network to focus on 2004-2005 programme priorities in close cooperation with National Commissions for UNESCO. This offers a framework for advocacy and joint action at the country level. At regional and international levels, interaction will take place with Regional Parliamentary Organizations as well as with the Friends of UNESCO Leagues in Parliaments. IPU will also offer a special training programme for UNESCO staff, National Commissions and their partners to instil knowledge about principles and practices of cooperation with parliamentarians.

18020

The Sector will further launch a series of activities, in collaboration with the UNESCO Clubs movement, to promote cooperation with associations of mayors, cities and local body authorities, which have an increasingly important role to play in sustainable community development.

18021

Promotion of new partnerships will continue in consultation with National Commissions as these contribute in innovative ways to the conception, implementation, funding, evaluation and follow-up of UNESCO's programmes. Activities will focus on policy development, capacity-building, coordination and decentralization, mobilization of resources and promotion of flagship projects.

18022

The Organization's relevant internal rules, regulations and graphic identity will be further adapted to the requirements of new partnerships and reinforce UNESCO's programme priorities. Partnership training modules will be developed and disseminated among UNESCO staff and National Commissions. A resource kit will be updated with practical information on policies, normative action, the methodology of the partnership cycle, and directories of potential partners and intermediary organizations. In field offices and National Commissions, the focus will be on tools and services for information exchange and on training programmes.

18023

Expected results at the end of the biennium

- ◆ Political commitment for UNESCO's priorities and initiatives strengthened at country, municipal and local community levels.
- ◆ Effective information-sharing, advocacy and cooperation accomplished in line with IPU/UNESCO partnerships.
- ◆ Systematic approaches developed to promote new partnerships at Headquarters and in the field in close cooperation with National Commissions.
- ◆ Awareness heightened among parliamentarians about UNESCO programme priorities and initiatives and parliamentary, legislative and funding support obtained in several countries for specific UNESCO programmes.

- ◆ Several flagship partnerships developed in line with UNESCO's strategic objectives and programme priorities.
- ◆ Clear UNESCO policies for partnership initiatives and for the use of UNESCO's name and logo formulated and harmonized with the United Nations system.
- ◆ Use of UNESCO's name and logo better protected, in cooperation with National Commissions.

Relations with international organizations

Cooperation with the United Nations system

18024

UNESCO is increasingly participating in inter-agency activities of the United Nations system and engaging with a wide range of United Nations initiatives. The Sector will coordinate the contributions from UNESCO programme sectors, bureaux and field offices with a view to contributing to intergovernmental and inter-agency activities. This includes contributions to the follow-up to the Millennium Declaration as well as to recent world conferences.

18025

The Sector will facilitate and coordinate UNESCO's participation in CEB, UNDG, ECOSOC and the various initiatives which aim at implementing the Millennium Declaration and the Millennium Development Goals (MDGs) and the outcomes of major world conferences. In this regard, ERC will also rely on its two liaison offices in New York and Geneva. UNESCO's contribution to effective system-wide collaboration with United Nations agencies will be pursued, among others, by:

- Ensuring, in liaison with BSP, that UNESCO contributes actively to the implementation of relevant decisions and recommendations of CEB, UNDG, the United Nations General Assembly, ECOSOC as well as initiatives of the United Nations Secretary-General;
- Strengthening consultations and cooperation between UNESCO field offices and the United Nations system at the country-level through the Consolidated Appeals Process (CAP);
- Improving the visibility and active role of UNESCO in international development cooperation and projecting a clear focus of the Organization's comparative advantage in programme areas;
- Exchanging experience with respect to processes of reform and rationalization within secretariats and at intergovernmental level;
- Intensifying cooperation, with UNOCHA, in conflict prevention, situations of natural, technological and man-made disasters, disaster relief, post-disaster rehabilitation and humanitarian assistance aimed at strengthening the capabilities of affected countries to cope with such situations;
- Sharing information with other organizations of the United Nations system about policies and programme development relevant to the work of UNESCO.

18026

Emphasis will continue to be placed on policy dialogue with the various agencies, programmes and institutions and the development and implementation of joint initiatives. As UNESCO's field structure evolves, the Sector will also seek to induce a more proactive UNESCO role and contribution to joint country level analysis and programming, drawing on synergies among all partner organizations, under the overall leadership of the beneficiary countries. Special attention will also be paid to a harmonization and simplification of procedures for planning and implementation as will continued focus on capacity-building in UNESCO's field offices through appropriate training.

18027

Although the importance of the United Nations funds and programmes and of multilateral development banks as funding sources for UNESCO activities is decreasing, efforts will be made to reverse this trend.

18028

Expected results at the end of the biennium

- ◆ Impact of UNESCO's policies and strategies strengthened in United Nations forums and at the inter-agency level and better integrated in United Nations system activities.
- ◆ Quality input provided and participation increased in system-wide efforts and initiatives such as the Millennium Development Goals (MDGs), UNDG, CEB as well as the follow-up to recent world conferences.
- ◆ Coherence and complementarity improved between UNESCO policies, programme activities and administrative practices and those of other United Nations partners.

- ◆ UNESCO's visibility increased in its fields of competence within the multilateral framework with reduced overlaps in cooperation with the United Nations specialized agencies.
- ◆ Increased extrabudgetary funding secured from United Nations funds and programmes for the implementation of UNESCO's priority programmes.

Relations with international intergovernmental organizations

18029

With a view to strengthening UNESCO's cooperation with intergovernmental organizations, in particular interregional intergovernmental organizations outside the United Nations system (IGOs), efforts will be continued – in cooperation with UNESCO's programme sectors and bureaux – to promote cooperation in programme design and implementation and to take advantage of synergies. The Sector will ensure cooperation with such IGOs and with groups of Member States by organizing joint meetings, participating in meetings of their governing bodies and conferences and stimulating joint actions and programmes.

18030

Expected results at the end of the biennium

- ◆ Cooperation with IGOs strengthened.
- ◆ Participation in sessions of governing bodies and conferences of several IGOs ensured.
- ◆ Joint activities for several priority programmes developed and implemented with several IGOs.

Cooperation with international non-governmental organizations and foundations

18031

The Organization will step up its efforts to diversify and expand its partnerships with international non-governmental organizations (NGOs), foundations and similar relevant institutions in its fields of competence, particularly those working in the developing countries. It will continue to draw on their capacity to mobilize civil society so as to boost its action by giving it a significant multiplier effect. These efforts will be part of the search for greater coherence and intersectorality and aim to ensure a more effective presence in the field, enabling UNESCO to play its role as a catalyst by furthering dialogue between governments and organizations representative of civil society, particularly NGOs, now considered to be a strategic imperative for the Organization.

18032

Reinforcement of the partnership with these organizations will be promoted principally through:

- (a) Supporting NGO participation in the design and execution of programmes by associating them more effectively, at the national, subregional and regional levels, with action undertaken in the Organization's fields of competence and by fostering individual contributions and the formulation of collective positions in the context of technical meetings, specialized conferences and major United Nations conferences, and by pursuing a close partnership with existing collective coordination mechanisms, in particular with the NGO-UNESCO Liaison Committee;
- (b) Strengthening, in coordination with field units, cooperation with NGOs active on the ground, encouraging and alerting national authorities, particularly National Commissions, to develop their relations with NGOs concerned so as to help bring about a triangular partnership at national, subregional and regional levels; and supporting activities which promote the emergence or strengthening of NGO national networks;
- (c) Contributing to the reflection under way within the United Nations system on the development of relations with the non-governmental sector, having regard to the emergence of new forms of partnerships in international cooperation;
- (d) Collecting, analysing and disseminating relevant data on NGOs and foundations and gradually adapting existing standard-setting texts to facilitate UNESCO's cooperation with NGOs working in its fields of competence, those having no statutory relations with the Organization.

18033

Expected results at the end of the biennium

- ◆ Modalities of cooperation with NGOs, foundations and similar institutions improved.
- ◆ Capacities of the NGO-UNESCO Liaison Committee reinforced, with particular regard to the mobilization of NGO partners for their collective contribution to implementation of the programme

and in the follow-up of major international conferences, Years and Decades proclaimed by the United Nations, and of the Millennium Development Goals (MDGs).

- ◆ Cooperation strengthened with NGOs on the ground, decentralization of collective consultation promoted.
- ◆ Circulation of information at national, subregional and regional levels improved through setting-up of integrated, computerized databases on cooperation with NGOs.
- ◆ Qualitative evaluation of cooperation activities at Headquarters and in the field conducted in the light of sectoral and intersectoral strategies for cooperation with NGOs adopted by the General Conference at its 32nd session.

Cooperation with extrabudgetary funding sources

18034

Extrabudgetary contributions from a range of funding sources will remain an important condition for UNESCO to strengthen the impact and outreach of its activities and programmes, in line with the strategic objectives outlined in document 31 C/4 and the Programme and Budget (32 C/5). In an increasingly complex and competitive international financing environment, with a rapid evolution in the role of the various partners, and new cooperation modalities emerging, it is therefore important that UNESCO remains proactive in the advocacy of its mandate and technical competence, and notably optimizes its intersectoral nature. Within the overall framework of the Millennium Declaration and the Monterrey Consensus, UNESCO will continue and reinforce its efforts with respect to the policy dialogue with Member States, international organizations, and other major partners active in development cooperation, with a view to increasing the volume of the extrabudgetary contributions made available to UNESCO, and enhancing their utilization in line and harmony with the Organization's strategic objectives and programmatic priorities. An effective coordination of UNESCO's relations with external funding partners is a prerequisite for UNESCO's ability to attract further resources and support through international development cooperation and from a variety of donors.

18035

Voluntary contributions from bilateral government donors are likely to remain UNESCO's main source of extrabudgetary income. Efforts will continue to increase and diversify the funding sources, and to develop new funding modalities with emphasis on multi-donor, multi-year commitments under a programme approach. Self-benefiting funds-in-trust arrangements will also be encouraged with Member States that have access to sufficient funding, but need UNESCO's technical expertise. More effective mechanisms will be developed within UNESCO to ensure quality control and prioritizing of activities proposed for extrabudgetary funding.

18036

With the rapidly growing role of the private sector in development finance, comprising both foundations, NGOs and commercial enterprises, UNESCO will continue its outreach to this sector under new and innovative partnership modalities. In addition to traditional funds-in-trust arrangements, other tools will be explored, such as direct mail campaigns to the public at large to mobilize funds for specific UNESCO activities, and to transmit UNESCO's ideals as part of UNESCO's overall communication strategy.

18037

Expected results at the end of the biennium

- ◆ Continued increase of extrabudgetary contributions made available to UNESCO.
- ◆ Funding sources further diversified.
- ◆ Programmes funded through extrabudgetary resources in consonance with documents 31 C/4 and 32 C/5.
- ◆ UNESCO's delivery capacity and rates improved for programmes funded from extrabudgetary contributions through better planning, and streamlining of administrative procedures.
- ◆ Capacity increased among UNESCO staff and interested National Commissions in project preparation and management as well as resource mobilization through training and harmonized guidelines.

UNESCO Programme for Palestine (UPP)

18038

UNESCO's support in favour of the Palestinian people started in the 1950s through cooperation with UNRWA, in the field of education. After the Oslo Agreements, this support had been strengthened through the preparation and implementation of the UNESCO Programme for Palestine (UPP). Currently, the third phase of UPP is being implemented, as prepared by the Joint UNESCO/Palestinian Authority Committee and approved by the Executive Board and the General Conference. Accordingly, the objectives of UPP, in coordination with the Palestinian Authority, the Palestinian National Commission for UNESCO, the Ramallah Office, the United Nations system and donors, are:

- the strengthening of activities focused on the development of human resources and the strengthening of capacities of the Palestinian Authority, in particular through the reinforcement of the Palestinian National Commission for UNESCO and its participation in the elaboration and execution of UPP providing for a better exchange of information between UNESCO, the Palestinian National Commission and Ministries;
- reinforcement of the capacities of public services and the civil society through a close partnership with the World Bank, United Nations agencies, NGOs and municipalities;
- the reconstruction of the Palestinian institutions and the reconstruction and preservation of the Palestinian cultural and historical heritage;
- elaboration of a management strategy for natural resources;
- supporting human resources development, information and training, especially in the fields of science and technology, and poverty reduction;
- a contribution to the future Palestine as a modern, democratic and prosperous society, peacefully integrated in the region.

18039

Expected results at the end of the biennium

- ◆ Role of UNESCO enhanced in cooperation and coordination with the United Nations system, the World Bank, the Arab League, ISESCO and ALECSO.
- ◆ Extrabudgetary funds increased, provided by private and public donors, to complement the regular project resources for priority activities of UPP.
- ◆ Palestinian educational and cultural institutions modernized.
- ◆ Education for peace and human rights promoted and ongoing reconciliation and rehabilitation efforts supported.

C. Human resources management

Responsible Unit: Bureau for Human Resources Management (HRM)

19001

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$15,302,100 |
| ● Extrabudgetary | – |
| Total, Activities | \$15,302,100 |

19002

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action in order to pursue the implementation of the newly developed human resources policy framework in support of the reform process of the Organization, in particular by paying special attention to:
- (i) the provision of cost-effective services at Headquarters and in the field;
 - (ii) the development of skills and provision of a learning and development programme to help the transformation into a learning and knowledge-based Organization;
 - (iii) the rejuvenation of staff and improvement of its geographical distribution, taking into account an equitable spread among the grades; and
 - (iv) the streamlining and rationalization of human resources processes and procedures, including review of responsibilities and workflow and establishment of monitoring mechanisms, and the introduction of a human resources management information system;
- (b) to allocate for this purpose an amount of \$15,302,100 for programme costs and \$15,498,200 for staff costs.

19003

The Bureau for Human Resources Management (HRM) is actively contributing to the development and implementation of the human resources policy framework in support of the reform process of the Organization and the decentralization policy. An integrated set of new policies which encompassed all areas of human resources – such as rotation, recruitment, promotion, classification, work-family agenda comprising family leave measures – has already been developed taking into account a balanced structure for different categories of staff, a more equitable geographical and gender balance, the reassignment of staff members to field duty stations and the rejuvenation of staff. An anti-harassment policy is also under preparation. New contractual arrangements such as Appointment of Limited Duration/Special Service Agreement as well as a comprehensive review of contractual arrangements in the field have been implemented, and a senior managerial competency framework was developed.

19004

This policy framework was subject to consultations with the staff associations. The re-established Advisory Committee on Personnel Policies (ACPP), composed of elected staff members, representatives designated by the Administration and observers of the staff associations, serves as a joint consultative organ.

19005

Major training activities will include: (i) leadership and change management activities, team building and programme management, as well as aiming at building a corps of efficient managers more capable of driving and contributing to the reform process; and (ii) language and information technologies training. There will also be an overall training for SAP/FABS (Finance and Budget System) which is one part of the new integrated management tools of the Organization together with SISTER and the future IT-based Human Resources and Payroll systems.

19006

During 2004-2005 HRM will enhance the human resources framework built in the previous biennium in order to give to the Organization a complete set of processes and new tools. The recruitment of 20 young professionals from non-represented and under-represented Member States will be continued to benefit the geographical distribution among Member States as well as the rejuvenation of staff. These young professionals will be placed in sectors/bureaux.

19007

Expected results at the end of the biennium

- ◆ New human resources policy framework completed and implemented.
Performance indicators:
 - various policies implemented (rotation, recruitment, promotions, reclassifications, anti-harassment, competency framework for senior managers, performance appraisal);
 - Staff Regulations and Staff Rules revised in line with new policies;
 - HR Manual revised and issued;
 - geographical distribution of staff improved;
 - new talent at junior level recruited.
- ◆ Cost-effective responsive services at Headquarters and in the field delivered.
Performance indicators:
 - review of operational processes completed;
 - services standards put in place for major service transactions;
 - reduction in the number of appeals cases;
 - reduction of negative audit observations.
- ◆ Comprehensive cross-sector review undertaken of responsibilities and workflow of human resources processes prior to development and implementation of new human resources systems.
Performance indicators:
 - workflow of human resources processes and responsibilities defined and agreed;
 - feasibility study completed.
- ◆ Appropriate monitoring mechanisms established in the context of delegation of authority and accountability.
Performance indicators:
 - delegation chart prepared and implemented;
 - monitoring mechanisms in place.
- ◆ Learning and development programme refined and implemented.
Performance indicators:
 - corporate training programme conducted;
 - training activities decentralized;
 - e-learning introduced and courses offered;
 - training evaluation methodology developed and implemented.
- ◆ Management and long-term financial viability of MBF reviewed and secured.
Performance indicators:
 - introduction of new means for data processing of MBF claims;
 - reduction in delay of reimbursement;
 - reduction in complaints;
 - implementation of measures to increase the MBF financial contributions.

D. Administration, maintenance and renovation of Headquarters premises

20001

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$33,875,900 |
| ● Extrabudgetary | \$ 5,753,400 |
| Total, Activities | \$39,629,300 |

20002

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to ensure the adequate management of the administrative and common support services, namely:

- (i) administrative coordination and support;
- (ii) accounting and financial control;
- (iii) information systems and telecommunications;
- (iv) procurement;
- (v) conferences, languages and documents;
- (vi) common services, security, utilities and management of premises and equipment;
- (vii) maintenance and renovation of Headquarters premises;

(b) to allocate for this purpose an amount of \$33,875,900 for programme costs and \$66,288,900 for staff costs.

Chapter 1 Administrative coordination and support

Responsible unit: Assistant Director-General for Administration (ADG/ADM) and Executive Office (ADM/EO)

20101

Activities

| | |
|--------------------------|-----------------|
| ● Regular budget | \$99,000 |
| ● Extrabudgetary | — |
| Total, Activities | \$99,000 |

20102

The unit will be responsible for administrative coordination and the provision of support to all the Organization's units by setting administrative policies and procedures for the efficient and effective functioning of the Organization, by reviewing periodically existing administrative rules, regulations, policies and procedures, by ensuring the implementation of pertinent decisions of the governing bodies of the Organization, and by managing and updating central data, information technologies and management information systems and services. Support will also be provided for the implementation of UNESCO's outsourcing policy. Furthermore, administrative coordination and support will be provided to ADM services, which are placed under the authority of the Assistant Director-General for Administration with a view to ensuring the management of human and financial resources in the most rational and economical way.

20103

Expected results at the end of the biennium

- ◆ Organization's administrative policies and procedures implemented and updated.
- ◆ Compliance with established administrative rules and regulations ensured.
- ◆ Efficiency in management of human, financial and administrative resources enhanced.

Chapter 2 Accounting and financial control

Responsible unit: Division of the Comptroller (ADM/DCO)

20201

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$1,627,000 |
| ● Extrabudgetary | \$ 206,900 |
| Total, Activities | \$1,833,900 |

20202

The responsibilities of the Division of the Comptroller encompass the management of bank accounts, safeguarding of the Organization’s assets, the recording of financial transactions and the preparation of financial statements for governing bodies as well as financial reporting to donors, the collection and financial management of Member States’ contributions and the Organization’s other income, cash and investment management, the management of all the payments made by Headquarters, the exercising of financial control over Headquarters’, field and institutes’ operations, and the management of the UNESCO Coupons Programme. The amortization of the construction costs of premises for the International Bureau of Education (IBE) is also covered in this budget proposal.

20203

Although the mission of the Division has not changed with the introduction of the new Finance and Budget System (FABS), the initial implementation and progressive deployment of FABS has had a significant impact on working methods, including reallocation of roles and responsibilities within the Organization as a whole, necessitating the introduction of new management reporting and control measures and a need for substantial assistance in competency training for those involved in processing financial transactions. These changes call for a stronger financial monitoring role on the part of the Division of the Comptroller, as well as increased assistance and support towards the administrative units of sectors and field units to ensure the proper application of the revised financial procedures arising from the implementation of FABS.

20204

Expected results at the end of the biennium

- ◆ Integrated financial management and reporting systems in place, allowing all programmes to have timely access to the financial information required.
- ◆ Financial reporting carried out in accordance with the Financial Regulations and Rules enabling analysis and evaluation of expected results for all sources of funds.
- ◆ Financial resources of the Organization effectively managed.

Chapter 3 Information systems and telecommunications

Responsible unit: Division of Information Systems and Telecommunications (ADM/DIT)

20301

| | |
|--------------------------|---------------------|
| Activities | |
| ● Regular budget | \$12,479,500 |
| ● Extrabudgetary | \$ 19,000 |
| Total, Activities | \$12,498,500 |

20302

The replacement of the legacy computer systems of UNESCO, which accomplished a major step in 2002 with the start of operations of the new Finance and Budget System (FABS) in Headquarters, caused great changes in the organization of Information Systems operations and support services at UNESCO. The period of document 32 C/5 will be dedicated to a continuation of these efforts, mainly through the finalization of FABS roll-out to field offices and institutes and development of the new Human Resources and Payroll systems.

20303

The Sector for Administration, in the area of information systems and telecommunications, implements an adequate state-of-the-art infrastructure to ensure programme delivery, monitoring and evaluation, as well as to ensure the availability of basic communication services (electronic messaging, video/web conferencing, etc.), including collaborative messaging systems. Emphasis will be placed on ensuring access from field offices and institutes to these integrated tools as well as to the unified database servers. This unified approach to the installation and management of the information and communications systems will facilitate the establishment and implementation of a security policy to ensure the protection of the stored information against external attack and its confidentiality without hampering its utilization by authorized persons. The proposed activities will focus on the consolidation and expansion of the existing infrastructure in order to ensure the availability of computing power and storage to programme execution and monitoring activities and reduce corresponding management costs, replacement of obsolete hardware to ensure the availability and improvement of the collaborative messaging systems, implementation of a global online directory centralizing personnel information (telephone numbers, email addresses and access rights to the existing systems), introduction of new communication tools (video/web conferencing capabilities, integration of voice-mail, electronic mail and fax), improvement of field offices connectivity to ensure the same level of services to UNESCO staff away from Headquarters, implementation of services to provide remote access to staff members on mission and installation of security systems to improve intrusion avoidance and detection and anti-virus protection.

20304

The Clearing House will continue to coordinate, harmonize and make available all information and data stored in various information systems, documentation services and databases. The knowledge portal infrastructure will be continuously developed to integrate information coming from various in-house contributors and will include collaborative tools. UNESDOC, the full-text database of UNESCO documents and publications, will be fully integrated with UNESBIB, the bibliographic catalogue, ensuring a unique access point via the Internet to all official documents of a public nature.

20305

The Archives Unit will launch an Electronics Records Management project by introducing a user-friendly database application that manages all correspondence files and records of the Secretariat, regardless of their physical format (paper or electronic).

20306

Expected results at the end of the biennium

- ◆ Implementation of FABS in the field offices and institutes completed.
- ◆ Continuous functioning of both the old and the new computer systems ensured until the finalization of the implementation of the Human Resources and Payroll Systems.
- ◆ Communications facilities and systems at Headquarters and with field offices and institutes improved, by introducing Internet technologies for communications with units away from Headquarters.
- ◆ Capacity of computer network systems and services enhanced.
- ◆ Technical support for the best use of information technology systems in the Organization ensured.
- ◆ Retroactive indexing and digitizing of all UNESCO main documents and publications since 1946 completed.
- ◆ Electronics Records Management system implemented, ensuring an efficient, simple and coherent ICT-based management of the Organization's archives and records.

Chapter 4 Procurement

Responsible unit: Procurement Division (ADM/PRO)

20401

| | |
|--------------------------|------------------|
| Activities | |
| ● Regular budget | \$270,000 |
| ● Extrabudgetary | — |
| Total, Activities | \$270,000 |

20402

Three principal areas of activities will continue to be supported. The management and procurement of commodities required for the day-to-day operation of the Secretariat (including international transportation and personal removal services and customs clearance operations). The stores and distribution functions for ordered and standard items including related inventory management. The specialized service providing project design support and commodity and service contracting for all field projects managed by UNESCO in its Member States. The contracting functions of the latter service will be progressively transferred to selected cluster offices during the biennium and its activities refocused on supporting the equipment components of project design and contracting infrastructures for implementation by selected field units.

20403

Expected results at the end of the biennium

- ◆ Online commodity ordering system introduced.
- ◆ Supply of commodities streamlined and better controlled.
- ◆ Better prices obtained through improved forecasting of requirements.
- ◆ Stock of routine commodities reduced and inventory management improved.
- ◆ Capacity of field units to manage procurement strengthened.
- ◆ Linkage of support systems for project development and procurement system developed.

Chapter 5 Conferences, languages and documents

Responsible unit: Division of Conferences, Languages and Documents (ADM/CLD)

20501

| | |
|--------------------------|--------------------|
| Activities | |
| ● Regular budget | \$4,314,900 |
| ● Extrabudgetary | \$1,946,500 |
| Total, Activities | \$6,261,400 |

20502

The Division provides services related to interpretation as well as document translation, composition, reproduction and distribution. In these fields of activity, CLD will continue to meet the requirements of both the governing bodies and the Secretariat, ensuring respect for adequate standards of quality and deadlines. Efforts will be made to reduce costs and improve productivity, in particular through the use of new technology, including the Internet. The use of distance translation and interpretation, the development of subcontracting – while retaining essential internal capacity – and various rationalization and reorganization measures are also expected to contribute to that end.

20503

Expected results at the end of the biennium

- ◆ Greater recourse made to outside translation, composition and printing through the establishment of adequate organizational and procedural measures.
- ◆ Greater cost-efficiency in printing achieved through increased use of electronic document transmission, both within the Secretariat and to Member States, and the introduction of digital techniques.
- ◆ Computerized system for improved document planning and monitoring developed, and computer-assisted translation tools reinforced.

- ◆ Distance translation for meetings away from Headquarters performed.
- ◆ Simultaneous interpretation equipment in conference rooms at Headquarters modernized.

Chapter 6 Common services, security, utilities and management of premises and equipment

Responsible unit: Headquarters Division (ADM/HQD)

20601

Activities

| | |
|--------------------------|---------------------|
| ● Regular budget | \$10,524,600 |
| ● Extrabudgetary | <u>\$ 3,581,000</u> |
| Total, Activities | \$14,105,600 |

20602

In view of the ever-increasing budgetary constraints and growing prices for goods and services, efforts will be made to maintain at an acceptable level the operation of the technical facilities and installations, mail distribution, transportation, provision of utilities (electricity, heating, water, etc.), supplies, materials and equipment. With respect to utilities, austerity measures will be continued and the sectors/bureaux will be encouraged to monitor more strictly their utilization of common services items so as to minimize wastage. A system for the internal charging of a part of the costs of such services will continue to be implemented in 2004-2005.

20603

Efforts will be pursued with a view to complementing, to the extent possible, the reduced staff of the safety and security services, by use of modern security equipment and arrangements.

20604

Cultural events and conferences at Headquarters and in the various regions will be continued in order to facilitate the achievement of the Organization's goals in the fields of education, science, culture and communication.

20605

Revenue-generating activities (rental of offices, premises, equipment and facilities) will be managed in such a manner as to ensure, to the extent possible, their self-financing.

20606

Expected results at the end of the biennium

- ◆ Operation of the technical facilities and installations at Headquarters maintained at an acceptable level, risks minimized and negative effects of austerity budgeting will be minimized to the extent possible.
- ◆ Conferences and cultural events facilities for Member States and UNESCO partners maintained.
- ◆ Use of human and financial resources adapted to the application of austerity measures.
- ◆ Safety and security arrangements reviewed and adapted to availability of resources.

Chapter 7 Maintenance and renovation of Headquarters premises

Responsible unit: Headquarters Division (ADM/HQD)

20701

| | |
|--|---------------------------------------|
| Regular budget | |
| ● Activities: | \$4,560,000 |
| Extrabudgetary: | €26.6 million (external borrowing) |
| Member States' voluntary contributions | |

20702

In view of the ever-increasing budgetary constraints and growing prices for goods and services, efforts will be made to maintain at an acceptable level the maintenance and conservation of Headquarters premises.

20703

The renovation of the Fontenoy Headquarters premises (first part of Phase 2 of the Belmont Renovation Plan) will be pursued in accordance with 32 C/Resolution 74.

20704

The implementation of the first safety renovation phase of the Miollis/Bonvin Headquarters premises will be continued depending on the availability of resources.

20705

Expected results at the end of the biennium

- ◆ Maintenance, upkeep and operation of the technical facilities and installations at Headquarters oriented at minimizing the risks and maintaining these facilities and installations at an acceptable level; negative effects of under-budgeting of maintenance and upkeep minimized to the extent possible.
- ◆ First part of Phase 2 of the Belmont Renovation Plan implemented relating to bringing Fontenoy Headquarters buildings into compliance with energy-saving standards and modern criteria for normal working conditions for staff and delegates, replacement of technical installations.
- ◆ First part of the renovation phase of the Miollis/Bonvin Headquarters premises relating to the safety of persons and buildings completed.

Part IV

Anticipated Cost Increases

21001

| | Regular budget | Extrabudgetary resources | 2004-2005 TOTAL RESOURCES |
|----------------------------|----------------|--------------------------|---------------------------|
| | \$ | \$ | \$ |
| Anticipated Cost Increases | 13 757 300 | - | 13 757 300 |

21002

It is recalled that the approved appropriation for 2004-2005 amounts to \$610,000,000 for Parts I to IV of the budget.

21003

The total approved budget for 2004-2005 under Parts I to III amounts to \$596,242,700. The cost of staff, as well as the prices of goods and services, used in the calculation of this budget are those estimated as at 1 January 2004. The cost increases due to statutory and other factors which are anticipated to occur after that date during the course of budget execution in 2004-2005 are not included in the budget estimates for Parts I to III, but are shown separately in Part IV of the budget in line with the approved budgeting techniques.

21004

It is estimated that the \$13,757,300 included under Part IV will be required for meeting the increases arising during 2004-2005 from statutory and other factors in staff costs and in the costs of goods and services foreseen in Parts I to III of the budget. The use of the provision in this Part of the budget is subject to the prior approval of the Executive Board.

Annex Budget summary by main line of action of regular budget and extrabudgetary resources

| Part | Regular Budget | | | Extra-budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
|---|-------------------|-------------------|-------------------------------------|--|---------------------------------|
| | Personnel | Activities | Total Appropriation 2004-2005 | | |
| | \$ | \$ | \$ | \$ | \$ |
| PART I GENERAL POLICY AND DIRECTION | | | | | |
| A. Governing Bodies | | | | | |
| 1. General Conference | 644 100 | 5 491 200 | 6 135 300 | 305 800 | 6 441 100 |
| 2. Executive Board | 1 426 900 | 6 531 800 | 7 958 700 | – | 7 958 700 |
| Total, I.A | 2 071 000 | 12 023 000 | 14 094 000 | 305 800 | 14 399 800 |
| B. Direction | | | | | |
| 3. Directorate | 1 969 100 | 458 500 | 2 427 600 | – | 2 427 600 |
| 4. Office of the Director-General | 6 670 200 | 445 700 | 7 115 900 | 341 000 | 7 456 900 |
| 5. Internal Oversight | 4 192 500 | 1 311 800 | 5 504 300 | 412 000 | 5 916 300 |
| 6. International Standards and Legal Affairs | 2 945 400 | 385 500 | 3 330 900 | – | 3 330 900 |
| Total, I.B | 15 777 200 | 2 601 500 | 18 378 700 | 753 000 | 19 131 700 |
| C. Participation in the Joint Machinery of the United Nations System | – | 3 579 500 | 3 579 500 | – | 3 579 500 |
| TOTAL, PART I | 17 848 200 | 18 204 000 | 36 052 200 | 1 058 800 | 37 111 000 |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | |
| A. Programmes | | | | | |
| I EDUCATION | | | | | |
| I. Personnel | 48 215 600 | – | 48 215 600 | 2 640 000 | 50 855 600 |
| II. Activities: | | | | | |
| I.1 Basic education for all | | | | | |
| I.1.1 Basic education for all: targeting key goals | | | | | |
| 1 Making the right to education a reality for all children | | 5 369 800 | 5 369 800 | 17 614 300 | 22 984 100 |
| 2 Ensuring gender equality in EFA | | 3 123 600 | 3 123 600 | – | 3 123 600 |
| 3 Promoting lifelong learning through literacy and non-formal education | | 6 387 000 | 6 387 000 | 760 000 | 7 147 000 |
| 4 Improving the quality of education | | 5 480 600 | 5 480 600 | 3 635 700 | 9 116 300 |
| 5 Focusing on education and HIV/AIDS | | 1 052 000 | 1 052 000 | 1 725 700 | 2 777 700 |
| Total, I.1.1 | | 21 413 000 | 21 413 000 | 23 735 700 | 45 148 700 |
| I.1.2 Supporting EFA strategies | | | | | |
| 1 Planning for the implementation of EFA | | 9 965 100 | 9 965 100 | 16 710 000 | 26 675 100 |
| 2 Sustaining political and financial commitment | | 3 353 200 | 3 353 200 | – | 3 353 200 |
| 3 Monitoring progress and evaluating EFA strategies | | 588 000 | 588 000 | 2 166 000 | 2 754 000 |
| Total, I.1.2 | | 13 906 300 | 13 906 300 | 18 876 000 | 32 782 300 |
| Total, I.1 | | 35 319 300 | 35 319 300 | 42 611 700 | 77 931 000 |
| I.2 Building learning societies | | | | | |
| I.2.1 Beyond universal primary education | | | | | |
| 1 Renewing secondary education | | 600 000 | 600 000 | 723 200 | 1 323 200 |
| 2 Promoting education and capacity-building in science and technology | | 550 900 | 550 900 | 18 399 700 | 18 950 600 |
| 3 Reforming technical and vocational education and training | | 925 600 | 925 600 | 37 474 500 | 38 400 100 |
| 4 Promoting diversity and cooperation in higher education | | 1 089 800 | 1 089 800 | 76 100 | 1 165 900 |
| 5 Supporting teachers and educational personnel | | 1 571 500 | 1 571 500 | 1 014 000 | 2 585 500 |
| Total, I.2.1 | | 4 737 800 | 4 737 800 | 57 687 500 | 62 425 300 |
| I.2.2 Education and globalization | | | | | |
| 1 Responding to opportunities and challenges | | 465 600 | 465 600 | 81 000 | 546 600 |
| 2 Using global networks in support of EFA | | 1 643 100 | 1 643 100 | 1 200 000 | 2 843 100 |
| Total, I.2.2 | | 2 108 700 | 2 108 700 | 1 281 000 | 3 389 700 |
| Total, I.2 | | 6 846 500 | 6 846 500 | 58 968 500 | 65 815 000 |
| UNESCO education institutes (Regular budget financial allocations include the costs of personnel and activities) | | | | | |
| UNESCO International Bureau of Education (IBE) | | 4 591 000 | 4 591 000 | – | 4 591 000 |
| UNESCO International Institute for Educational Planning (IIEP) | | 5 100 000 | 5 100 000 | 1 374 000 | 6 474 000 |
| UNESCO Institute for Education (UIE) | | 1 900 000 | 1 900 000 | 391 000 | 2 291 000 |
| UNESCO Institute for Information Technologies in Education (IITE) | | 1 100 000 | 1 100 000 | – | 1 100 000 |
| UNESCO International Institute for Capacity-Building in Africa (IICBA) | | 2 000 000 | 2 000 000 | – | 2 000 000 |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) | | 2 200 000 | 2 200 000 | – | 2 200 000 |
| Total, UNESCO education institutes | | 16 891 000 | 16 891 000 | 1 765 000 | 18 656 000 |
| Projects relating to cross-cutting themes | | | | | |
| ♦ Eradication of poverty, especially extreme poverty | | 820 000 | 820 000 | – | 820 000 |
| ♦ The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | | 1 140 000 | 1 140 000 | – | 1 140 000 |
| Total, Projects relating to cross-cutting themes | | 1 960 000 | 1 960 000 | – | 1 960 000 |
| HQ - Indirect programme costs | | 636 600 | 636 600 | – | 636 600 |
| TOTAL, MAJOR PROGRAMME I | 48 215 600 | 61 653 400 | 109 869 000 | 105 985 200 | 215 854 200 |

1. Funds already received or firmly committed.

| Part | Regular Budget | | | Extra-budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
|---|-------------------|-------------------|-------------------------------|--|---------------------------|
| | Personnel | Activities | Total Appropriation 2004-2005 | | |
| | \$ | \$ | \$ | \$ | \$ |
| II NATURAL SCIENCES | | | | | |
| I. Personnel | 30 594 300 | – | 30 594 300 | 1 320 000 | 31 914 300 |
| II. Activities: | | | | | |
| II.1 Science, environment and sustainable development | | | | | |
| II.1.1 Water interactions: systems at risk and social challenges | | | | | |
| 1 Global change and water: advancing hydrological sciences for improved assessment | | 2 530 000 | 2 530 000 | 30 000 | 2 560 000 |
| 2 Water for human needs | | 2 152 500 | 2 152 500 | 120 000 | 2 272 500 |
| 3 Water education and capacity-building for sustainable development and security | | 2 627 000 | 2 627 000 | 3 526 000 | 6 153 000 |
| 4 Land-water interactions: towards sustainable development | | 1 600 000 | 1 600 000 | 100 000 | 1 700 000 |
| Total, II.1.1 | | 8 909 500 | 8 909 500 | 3 776 000 | 12 685 500 |
| II.1.2 Ecological sciences: developing stewardship by people for nature | | | | | |
| 1 Biosphere reserves: approaches to sustainable development | | 1 286 000 | 1 286 000 | 184 000 | 1 470 000 |
| 2 Helping to reduce biodiversity loss: science and capacity-building in the service of ecological sustainability | | 1 486 000 | 1 486 000 | 250 000 | 1 736 000 |
| 3 Enhancing the linkages between biological and cultural diversity as a key basis for sustainable development | | 200 000 | 200 000 | – | 200 000 |
| Total, II.1.2 | | 2 972 000 | 2 972 000 | 434 000 | 3 406 000 |
| II.1.3 Earth sciences - improving the understanding of the solid Earth and enhancing disaster prevention | | | | | |
| 1 Geology in the service of society: rock-water-life interactions | | 660 000 | 660 000 | 60 000 | 720 000 |
| 2 Global Partnership in Earth Observation from space for sustainable development | | 440 000 | 440 000 | – | 440 000 |
| 3 Enhancing disaster preparedness and prevention | | 255 500 | 255 500 | 1 330 000 | 1 585 500 |
| Total, II.1.3 | | 1 355 500 | 1 355 500 | 1 390 000 | 2 745 500 |
| II.1.4 Towards sustainable living in small islands and in coastal regions | | | | | |
| 1 Advancing an intersectoral and interregional programme of action in Small Island Developing States | | 350 000 | 350 000 | – | 350 000 |
| 2 Developing wise practices: building capacities for managing conflicts over coastal resources in small islands and continental regions | | 450 000 | 450 000 | – | 450 000 |
| Total, II.1.4 | | 800 000 | 800 000 | – | 800 000 |
| II.1.5 UNESCO Intergovernmental Oceanographic Commission | | | | | |
| 1 Addressing scientific uncertainties for the management of marine environment and climate change | | 885 000 | 885 000 | 500 000 | 1 385 000 |
| 2 Developing monitoring and forecasting capabilities for the management and sustainable development of the open and coastal ocean | | 1 340 000 | 1 340 000 | 1 420 000 | 2 760 000 |
| 3 Developing and strengthening a global mechanism to ensure full and open access to ocean data and information for all | | 495 000 | 495 000 | 290 000 | 785 000 |
| 4 Developing ocean governance issues and increasing the effectiveness of the IOC Governing Bodies | | 854 000 | 854 000 | 200 000 | 1 054 000 |
| 5 Developing the capacity and effectiveness of Member States in Marine Scientific Research, and in the management and sustainable development of the open and coastal ocean | | 1 169 900 | 1 169 900 | 1 150 000 | 2 319 900 |
| Total, II.1.5 | | 4 743 900 | 4 743 900 | 3 560 000 | 8 303 900 |
| Total, II.1 | | 18 780 900 | 18 780 900 | 9 160 000 | 27 940 900 |
| II.2 Capacity-building in science and technology for development | | | | | |
| II.2.1 Capacity-building in the basic and engineering sciences | | | | | |
| 1 Cross-disciplinary partnerships in promoting basic research and the use of scientific knowledge | | 1 500 000 | 1 500 000 | 600 000 | 2 100 000 |
| 2 Capacity-building in the basic sciences | | 3 055 300 | 3 055 300 | 2 560 000 | 5 615 300 |
| 3 Capacity-building in engineering sciences and technology | | 1 000 000 | 1 000 000 | 2 400 000 | 3 400 000 |
| 4 Promoting education and capacity-building in science and technology | | 200 000 | 200 000 | 3 130 000 | 3 330 000 |
| Total, II.2.1 | | 5 755 300 | 5 755 300 | 8 690 000 | 14 445 300 |
| II.2.2 Science and technology policies for sustainable development | | | | | |
| 1 Capacity-building and management of science, technology and innovation policies | | 1 090 300 | 1 090 300 | 20 080 400 | 21 170 700 |
| Total, II.2.2 | | 1 090 300 | 1 090 300 | 20 080 400 | 21 170 700 |
| Total, II.2 | | 6 845 600 | 6 845 600 | 28 770 400 | 35 616 000 |
| Projects relating to cross-cutting themes | | | | | |
| ♦ Eradication of poverty, especially extreme poverty | | 1 050 000 | 1 050 000 | – | 1 050 000 |
| ♦ The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | | 660 000 | 660 000 | – | 660 000 |
| Total, Projects relating to cross-cutting themes | | 1 710 000 | 1 710 000 | – | 1 710 000 |
| HQ - Indirect programme costs | | 300 900 | 300 900 | – | 300 900 |
| TOTAL, MAJOR PROGRAMME II | 30 594 300 | 27 637 400 | 58 231 700 | 39 250 400 | 97 482 100 |

1. Funds already received or firmly committed.

| Part | Regular Budget | | | Extra-budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
|---|-------------------|-------------------|-------------------------------|--|---------------------------|
| | Personnel | Activities | Total Appropriation 2004-2005 | | |
| | \$ | \$ | \$ | \$ | \$ |
| III SOCIAL AND HUMAN SCIENCES | | | | | |
| I. Personnel | 18 343 200 | – | 18 343 200 | 728 000 | 19 071 200 |
| II. Activities: | | | | | |
| III.1 Ethics of science and technology, with emphasis on bioethics | | | | | |
| 1 Bioethics | | 2 228 000 | 2 228 000 | – | 2 228 000 |
| 2 Ethics of science and technology | | 945 500 | 945 500 | – | 945 500 |
| Total, III.1 | | 3 173 500 | 3 173 500 | – | 3 173 500 |
| III.2 Promotion of human rights and the fight against discrimination | | | | | |
| 1 Human rights development | | 855 300 | 855 300 | – | 855 300 |
| 2 Gender equality and development | | 928 100 | 928 100 | 100 000 | 1 028 100 |
| 3 Fight against racism and discrimination | | 367 700 | 367 700 | – | 367 700 |
| Total, III.2 | | 2 151 100 | 2 151 100 | 100 000 | 2 251 100 |
| III.3 Foresight, philosophy, human sciences and human security | | | | | |
| 1 Anticipation and foresight | | 1 468 400 | 1 468 400 | – | 1 468 400 |
| 2 Philosophical reflection and the human sciences | | 1 012 200 | 1 012 200 | – | 1 012 200 |
| 3 Promotion of human security and peace | | 1 351 900 | 1 351 900 | 1 160 700 | 2 512 600 |
| Total, III.3 | | 3 832 500 | 3 832 500 | 1 160 700 | 4 993 200 |
| III.4 Management of social transformations: MOST - Phase II | | | | | |
| 1 Policy, international cooperation and knowledge sharing in the social sciences | | 2 193 000 | 2 193 000 | 3 653 800 | 5 846 800 |
| 2 International migration and multicultural policies | | 457 700 | 457 700 | – | 457 700 |
| 3 Urban development | | 387 700 | 387 700 | 26 533 300 | 26 921 000 |
| Total, III.4 | | 3 038 400 | 3 038 400 | 30 187 100 | 33 225 500 |
| Projects relating to cross-cutting themes | | | | | |
| ♦ Eradication of poverty, especially extreme poverty | | 2 050 000 | 2 050 000 | – | 2 050 000 |
| ♦ The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | | 550 000 | 550 000 | – | 550 000 |
| Total, Projects relating to cross-cutting themes | | 2 600 000 | 2 600 000 | – | 2 600 000 |
| HQ - Indirect programme costs | | 198 200 | 198 200 | – | 198 200 |
| TOTAL, MAJOR PROGRAMME III | 18 343 200 | 14 993 700 | 33 336 900 | 32 175 800 | 65 512 700 |
| IV CULTURE | | | | | |
| I. Personnel | 33 967 400 | – | 33 967 400 | 2 311 000 | 36 278 400 |
| II. Activities: | | | | | |
| IV.1 Mainstreaming cultural diversity into policy agendas at national and international levels | | | | | |
| IV.1.1 Promotion of the UNESCO Declaration on Cultural Diversity and implementation of its Action Plan | | | | | |
| 1 Anchoring the principles of the UNESCO Universal Declaration on Cultural Diversity at national and international levels | | 816 000 | 816 000 | – | 816 000 |
| 2 The contribution of intercultural dialogue and pluralism to respect for cultural diversity | | 2 992 300 | 2 992 300 | – | 2 992 300 |
| Total, IV.1.1 | | 3 808 300 | 3 808 300 | – | 3 808 300 |
| IV.1.2 Strengthening the links between cultural policies and development policies | | | | | |
| 1 Assistance to Member States in preparing and applying innovative cultural policies | | 1 135 200 | 1 135 200 | – | 1 135 200 |
| 2 Enhancing the linkages between biological and cultural diversity as a key basis for sustainable development | | 210 000 | 210 000 | – | 210 000 |
| Total, IV.1.2 | | 1 345 200 | 1 345 200 | – | 1 345 200 |
| Total, IV.1 | | 5 153 500 | 5 153 500 | – | 5 153 500 |
| IV.2 UNESCO's contribution to the protection of the world's cultural diversity through cultural and natural heritage preservation | | | | | |
| IV.2.1 Promotion and implementation of the Convention concerning the protection of the world cultural and natural heritage (1972) | | | | | |
| 1 Support to the World Heritage governing bodies | | 1 000 000 | 1 000 000 | 510 000 | 1 510 000 |
| 2 Protecting the world's cultural diversity and supporting the development process through the 1972 Convention | | 1 108 900 | 1 108 900 | 16 781 100 | 17 890 000 |
| Total, IV.2.1 | | 2 108 900 | 2 108 900 | 17 291 100 | 19 400 000 |
| IV.2.2 Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action | | | | | |
| 1 Preserving cultural diversity through the safeguarding of the physical cultural heritage | | 3 961 000 | 3 961 000 | 12 002 500 | 15 963 500 |
| 2 Safeguarding and promoting intangible cultural heritage | | 1 898 500 | 1 898 500 | 1 000 000 | 2 898 500 |
| 3 Protecting cultural diversity through normative action | | 1 419 800 | 1 419 800 | – | 1 419 800 |
| Total, IV.2.2 | | 7 279 300 | 7 279 300 | 13 002 500 | 20 281 800 |
| Total, IV.2 | | 9 388 200 | 9 388 200 | 30 293 600 | 39 681 800 |

1. Funds already received or firmly committed.

| Part | Regular Budget | | Total Appropriation 2004-2005 | Extra-budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
|---|-------------------|-------------------|-------------------------------|--|---------------------------|
| | Personnel | Activities | | | |
| | \$ | \$ | \$ | \$ | \$ |
| IV.3 Safeguarding cultural diversity through creativity and development | | | | | |
| IV.3.1 Encouraging arts and crafts for sustainable development | | | | | |
| 1 The living arts and their contribution to human development and social cohesion | | 782 200 | 782 200 | 160 000 | 942 200 |
| 2 Combining economic growth and poverty reduction through crafts and design | | 695 300 | 695 300 | 400 000 | 1 095 300 |
| Total, IV.3.1 | | 1 477 500 | 1 477 500 | 560 000 | 2 037 500 |
| IV.3.2 Strengthening the role of cultural creation in human and economic development | | | | | |
| 1 Cultural industries and copyright: policies and partnerships | | 1 477 900 | 1 477 900 | – | 1 477 900 |
| Total, IV.3.2 | | 1 477 900 | 1 477 900 | – | 1 477 900 |
| Total, IV.3 | | 2 955 400 | 2 955 400 | 560 000 | 3 515 400 |
| Projects relating to cross-cutting themes | | | | | |
| ♦ Eradication of poverty, especially extreme poverty | | 1 200 000 | 1 200 000 | – | 1 200 000 |
| ♦ The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | | 500 000 | 500 000 | – | 500 000 |
| Total, Projects relating to cross-cutting themes | | 1 700 000 | 1 700 000 | – | 1 700 000 |
| HQ - Indirect programme costs | | 215 700 | 215 700 | – | 215 700 |
| TOTAL, MAJOR PROGRAMME IV | 33 967 400 | 19 412 800 | 53 380 200 | 33 164 600 | 86 544 800 |
| V COMMUNICATION AND INFORMATION | | | | | |
| I. Personnel | 18 454 000 | – | 18 454 000 | 434 000 | 18 888 000 |
| II. Activities: | | | | | |
| V.1 Fostering equitable access to information and knowledge for development, especially in the public domain | | | | | |
| V.1.1 Fostering actions to reduce digital divide and promote social inclusion | | | | | |
| 1 Promoting research, principles and policies for knowledge societies | | 973 400 | 973 400 | – | 973 400 |
| 2 Strengthening capacities of communication and information professionals and institutions | | 865 600 | 865 600 | 2 393 000 | 3 258 600 |
| 3 Increasing community access through multimedia/telecentres, libraries, archives and other information service providers | | 1 239 000 | 1 239 000 | – | 1 239 000 |
| 4 Enhancing public service broadcasting | | 1 089 000 | 1 089 000 | 1 500 000 | 2 589 000 |
| Total, V.1.1 | | 4 167 000 | 4 167 000 | 3 893 000 | 8 060 000 |
| V.1.2 Harnessing ICTs for education | | | | | |
| 1 Promoting Education for All through media and information channels | | 451 900 | 451 900 | 60 000 | 511 900 |
| 2 Promoting ICT-enhanced learning | | 1 056 000 | 1 056 000 | – | 1 056 000 |
| 3 Empowering people through information, media and ICT literacy | | 692 200 | 692 200 | – | 692 200 |
| Total, V.1.2 | | 2 200 100 | 2 200 100 | 60 000 | 2 260 100 |
| V.1.3 Promoting the expression of cultural and linguistic diversity through communication and information | | | | | |
| 1 Supporting culturally diverse and multilingual contents | | 2 796 700 | 2 796 700 | – | 2 796 700 |
| 2 Preserving information and audiovisual heritage | | 811 800 | 811 800 | – | 811 800 |
| Total, V.1.3 | | 3 608 500 | 3 608 500 | – | 3 608 500 |
| Total, V.1 | | 9 975 600 | 9 975 600 | 3 953 000 | 13 928 600 |
| V.2 Promoting freedom of expression and communication development | | | | | |
| V.2.1 Promoting freedom of expression and the independence and pluralism of the media | | | | | |
| 1 Promoting press freedom, freedom of expression and democracy | | 1 827 900 | 1 827 900 | – | 1 827 900 |
| 2 Promoting independent media in conflict situations | | 862 300 | 862 300 | 2 000 000 | 2 862 300 |
| Total, V.2.1 | | 2 690 200 | 2 690 200 | 2 000 000 | 4 690 200 |
| V.2.2 Supporting development of communication media | | | | | |
| 1 Fostering media development | | 920 100 | 920 100 | 250 000 | 1 170 100 |
| 2 Enhancing the impact of communication and information for sustainable development | | 862 300 | 862 300 | 3 631 900 | 4 494 200 |
| Total, V.2.2 | | 1 782 400 | 1 782 400 | 3 881 900 | 5 664 300 |
| Total, V.2 | | 4 472 600 | 4 472 600 | 5 881 900 | 10 354 500 |
| Projects relating to cross-cutting themes | | | | | |
| ♦ Eradication of poverty, especially extreme poverty | | – | – | – | – |
| ♦ The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | | 2 430 000 | 2 430 000 | – | 2 430 000 |
| Total, Projects relating to cross-cutting themes | | 2 430 000 | 2 430 000 | – | 2 430 000 |
| HQ - Indirect programme costs | | 209 200 | 209 200 | – | 209 200 |
| TOTAL, MAJOR PROGRAMME V | 18 454 000 | 17 087 400 | 35 541 400 | 10 268 900 | 45 810 300 |

1. Funds already received or firmly committed.

| Part | Regular Budget | | Total Appropriation 2004-2005 | Extra- budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
|--|--------------------|--------------------|-------------------------------------|---|---------------------------------|
| | Personnel | Activities | | | |
| | \$ | \$ | \$ | \$ | \$ |
| UNESCO Institute for Statistics (financial allocation - includes personnel and activities) | - | 9 020 000 | 9 020 000 | - | 9 020 000 |
| Field - Management of decentralized programmes | 32 215 900 | - | 32 215 900 | - | 32 215 900 |
| Total, IIA | 181 790 400 | 149 804 700 | 331 595 100 | 220 844 900 | 552 440 000 |
| B. Participation Programme | | 23 000 000 | 23 000 000 | - | 23 000 000 |
| C. Programme Related Services | | | | | |
| 1. Coordination of action to benefit Africa | 2 582 200 | 581 800 | 3 164 000 | - | 3 164 000 |
| 2. Fellowships Programme | 1 004 000 | 1 518 600 | 2 522 600 | 1 393 700 | 3 916 300 |
| 3. Public Information | 10 386 100 | 4 130 000 | 14 516 100 | 2 031 500 | 16 547 600 |
| 4. Strategic planning and programme monitoring | 5 284 300 | 1 784 100 | 7 068 400 | 176 000 | 7 244 400 |
| 5. Budget preparation and monitoring | 3 948 200 | 206 000 | 4 154 200 | 976 000 | 5 130 200 |
| Total, IIC | 23 204 800 | 8 220 500 | 31 425 300 | 4 577 200 | 36 002 500 |
| TOTAL, PART II | 204 995 200 | 181 025 200 | 386 020 400 | 225 422 100 | 611 442 500 |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | |
| A. Field management and coordination (HQ activities and Field Offices' operating costs) | 3 872 300 | 14 638 700 | 18 511 000 | - | 18 511 000 |
| B. External relations and cooperation | 18 843 700 | 4 350 300 | 23 194 000 | 2 768 000 | 25 962 000 |
| C. Human resources management | 15 498 200 | 15 302 100 | 30 800 300 | 289 000 | 31 089 300 |
| D. Administration, maintenance and renovation of Headquarters premises | 66 288 900 | - | 66 288 900 | - | 66 288 900 |
| 1. Administrative coordination and support | | 99 900 | 99 900 | 91 000 | 190 900 |
| 2. Accounting and financial control | | 1 627 000 | 1 627 000 | 2 283 400 | 3 910 400 |
| 3. Information systems and telecommunications | | 12 479 500 | 12 479 500 | 2 390 000 | 14 869 500 |
| 4. Procurement | | 270 000 | 270 000 | 352 000 | 622 000 |
| 5. Conferences, languages and documents | | 4 314 900 | 4 314 900 | 2 633 500 | 6 948 400 |
| 6. Common services, security, utilities and management of premises and equipment | | 10 524 600 | 10 524 600 | 6 210 000 | 16 734 600 |
| 7. Maintenance and renovation of Headquarters premises | | 4 560 000 | 4 560 000 | - | 4 560 000 |
| Total, IIID | 66 288 900 | 33 875 900 | 100 164 800 | 13 959 900 | 114 124 700 |
| TOTAL, PART III | 104 503 100 | 68 167 000 | 172 670 100 | 17 016 900 | 189 687 000 |
| TOTAL, PARTS I - III | 327 346 500 | 267 396 200 | 594 742 700 | 243 497 800 | 838 240 500 |
| Reserve for reclassifications | 1 500 000 | - | 1 500 000 | - | 1 500 000 |
| PART IV ANTICIPATED COST INCREASES | 7 187 400 | 6 569 900 | 13 757 300 | - | 13 757 300 |
| TOTAL, PARTS I - IV | 336 033 900 | 273 966 100 | 610 000 000 | 243 497 800 | 853 497 800 |

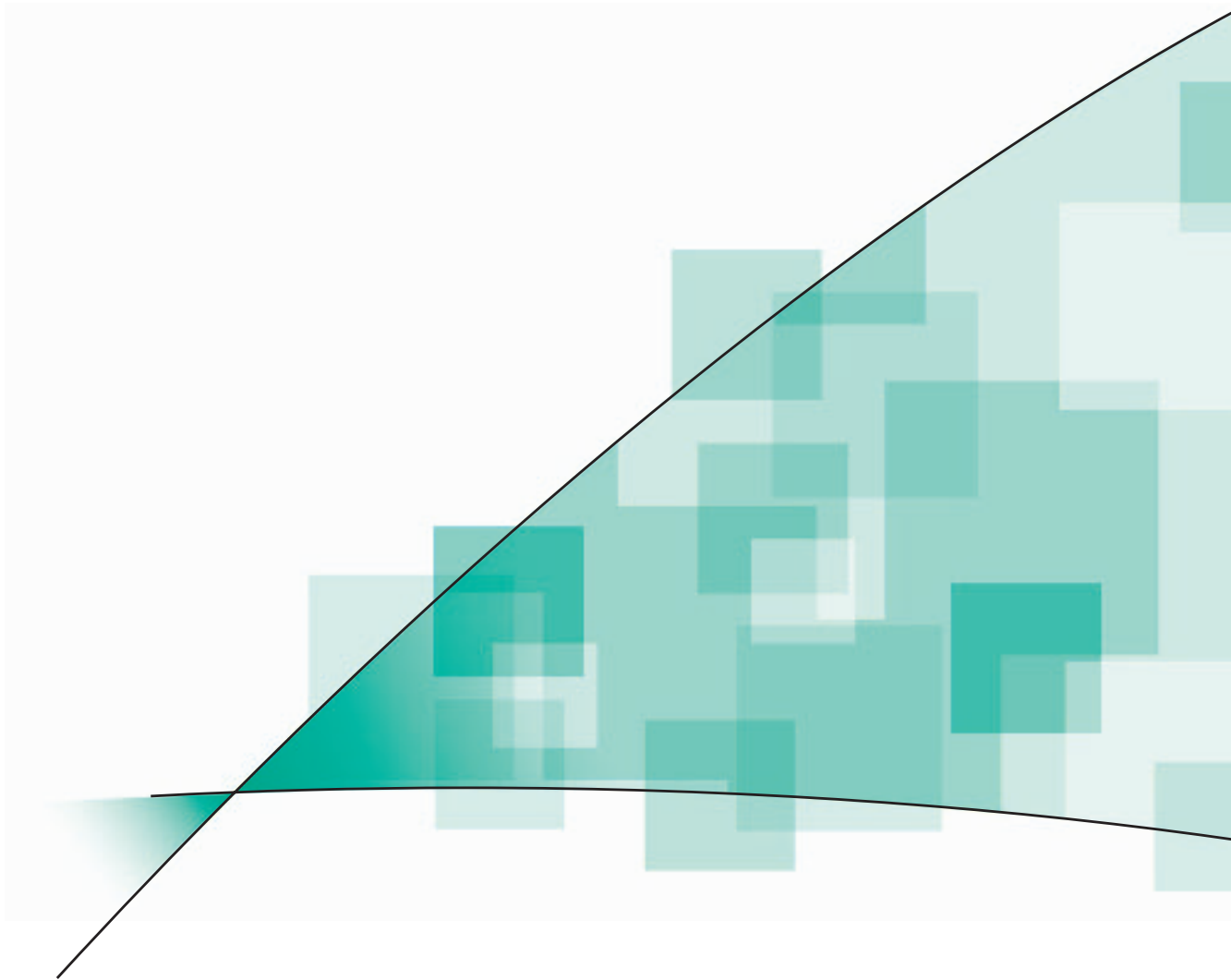
1. Funds already received or firmly committed.



United Nations Educational,
Scientific and Cultural Organization

SECTION 2

Appendices



Appendix I Budget summary by principal appropriation line for Parts I to IV of the budget for 2004-2005

| Principal Appropriation Line | Regular Budget | Extrabudgetary Resources ¹ | | | | | | Total | Self-financing funds | 2004-2005 TOTAL RESOURCES |
|---|--------------------|---------------------------------------|-------------------|-------------------|--------------------|--|--|--------------------|----------------------|---------------------------|
| | | United Nations Sources | | Other Sources | | | | | | |
| | | UNDP | Others | Funds-in-Trust | | Others (Development banks and Associate Experts) | Voluntary contributions and special accounts | | | |
| | | | | Donated | Self-Benefiting | | | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| PART I GENERAL POLICY AND DIRECTION | | | | | | | | | | |
| A. Governing Bodies | | | | | | | | | | |
| 1. General Conference | 6 135 300 | - | - | 282 000 | - | - | - | 282 000 | 23 800 | 6 441 100 |
| 2. Executive Board | 7 958 700 | - | - | - | - | - | - | - | - | 7 958 700 |
| Total Part IA | 14 094 000 | - | - | 282 000 | - | - | - | 282 000 | 23 800 | 14 399 800 |
| B. Direction | | | | | | | | | | |
| 3. Directorate | 2 427 600 | - | - | - | - | - | - | - | - | 2 427 600 |
| 4. Office of the Director-General | 7 115 900 | - | - | 341 000 | - | - | - | 341 000 | - | 7 456 900 |
| 5. Internal oversight | 5 504 300 | - | - | 412 000 | - | - | - | 412 000 | - | 5 916 300 |
| 6. International standards and legal affairs | 3 330 900 | - | - | - | - | - | - | - | - | 3 330 900 |
| Total Part IB | 18 378 700 | - | - | 753 000 | - | - | - | 753 000 | - | 19 131 700 |
| C. Participation in the Joint Machinery of the United Nations System | 3 579 500 | - | - | - | - | - | - | - | - | 3 579 500 |
| TOTAL, PART I | 36 052 200 | - | - | 1 035 000 | - | - | - | 1 035 000 | 23 800 | 37 111 000 |
| PART II PROGRAMMES AND PROGRAMME SERVICES | | | | | | | | | | |
| A. Programmes | | | | | | | | | | |
| I Education | 109 869 000 | 2 880 000 | 17 892 870 | 8 328 150 | 72 104 180 | 505 000 | 4 275 000 | 105 985 200 | - | 215 854 200 |
| II Natural sciences | 58 231 700 | - | - | 7 237 000 | 27 043 400 | 250 000 | 4 720 000 | 39 250 400 | - | 97 482 100 |
| III Social and human sciences | 33 336 900 | - | - | 728 000 | 30 187 100 | - | 1 260 700 | 32 175 800 | - | 65 512 700 |
| IV Culture | 53 380 200 | 278 000 | 8 500 000 | 13 552 000 | 1 016 100 | 180 000 | 9 638 500 | 33 164 600 | - | 86 544 800 |
| V Communication and information | 35 541 400 | 303 000 | 250 000 | 2 365 900 | - | 1 850 000 | 5 500 000 | 10 268 900 | - | 45 810 300 |
| UNESCO Institute for Statistics | 9 020 000 | - | - | - | - | - | - | - | - | 9 020 000 |
| Field - Management of decentralized programmes | 32 215 900 | - | - | - | - | - | - | - | - | 32 215 900 |
| Total, Part IIA | 331 595 100 | 3 461 000 | 26 642 870 | 32 211 050 | 130 350 780 | 2 785 000 | 25 394 200 | 220 844 900 | - | 552 440 000 |
| B. Participation Programme | 23 000 000 | - | - | - | - | - | - | - | - | 23 000 000 |
| C. Programme Related Services | | | | | | | | | | |
| 1. Coordination of action to benefit Africa | 3 164 000 | - | - | - | - | - | - | - | - | 3 164 000 |
| 2. Fellowships Programme | 2 522 600 | - | - | 1 360 900 | - | - | 32 800 | 1 393 700 | - | 3 916 300 |
| 3. Public Information | 14 516 100 | - | - | - | - | - | - | - | 2 031 500 | 16 547 600 |
| 4. Strategic planning and programme monitoring | 7 068 400 | - | - | 176 000 | - | - | - | 176 000 | - | 7 244 400 |
| 5. Budget preparation and monitoring | 4 154 200 | - | - | 976 000 | - | - | - | 976 000 | - | 5 130 200 |
| Total, Part IIC | 31 425 300 | - | - | 2 512 900 | - | - | 32 800 | 2 545 700 | 2 031 500 | 36 002 500 |
| TOTAL, PART II | 386 020 400 | 3 461 000 | 26 642 870 | 34 723 950 | 130 350 780 | 2 785 000 | 25 427 000 | 223 390 600 | 2 031 500 | 611 442 500 |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | | | | |
| A. Field management and coordination | 18 511 000 | - | - | - | - | - | - | - | - | 18 511 000 |
| B. External relations and cooperation | 23 194 000 | - | - | 2 768 000 | - | - | - | 2 768 000 | - | 25 962 000 |
| C. Human resources management | 30 800 300 | - | - | 289 000 | - | - | - | 289 000 | - | 31 089 300 |
| D. Administration, maintenance and renovation of Headquarters premises | 100 164 800 | - | - | 2 983 500 | - | - | - | 2 983 500 | 10 976 400 | 114 124 700 |
| TOTAL, PART III | 172 670 100 | - | - | 6 040 500 | - | - | - | 6 040 500 | 10 976 400 | 189 687 000 |
| TOTAL, PARTS I - III | 594 742 700 | 3 461 000 | 26 642 870 | 41 799 450 | 130 350 780 | 2 785 000 | 25 427 000 | 230 466 100 | 13 031 700 | 838 240 500 |
| Reserve for reclassifications | 1 500 000 | - | - | - | - | - | - | - | - | 1 500 000 |
| PART IV ANTICIPATED COST INCREASES | 13 757 300 | - | - | - | - | - | - | - | - | 13 757 300 |
| TOTAL, PARTS I - IV | 610 000 000 | 3 461 000 | 26 642 870 | 41 799 450 | 130 350 780 | 2 785 000 | 25 427 000 | 230 466 100 | 13 031 700 | 853 497 800 |

1. Funds already received or firmly committed.

Appendix II Regular budget summary by main object-of-expenditure

| Principal Appropriation Line | Regular budget | | | | | | | | | | | | | | Total 2004-2005 |
|---|---------------------------|-------------------|-------------------------|----------------------|-------------------|-------------------------|----------------------------------|---------------------------|--|---|---|------------------------|--------------------------------|----------------------|--------------------|
| | Cost of established posts | | Temporary assistance | Delegates' travel | Staff travel | Contractual services | General operating expenses | Supplies and materials | Acquisition of furniture and equipment | Financial allocations to Institutes | Contracts with NGOs (framework agreements) | Other contributions | Indirect programme costs | Other expenditure | |
| | Headquarters | Field | | | | | | | | | | | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| PART I GENERAL POLICY AND DIRECTION | | | | | | | | | | | | | | | |
| A. Governing bodies | | | | | | | | | | | | | | | |
| 1. General Conference | 644 100 | - | 4 842 200 | - | - | 550 000 | 99 000 | - | - | - | - | - | - | - | 6 135 300 |
| 2. Executive Board | 1 426 900 | - | 3 690 100 | 2 141 700 | - | - | 700 000 | - | - | - | - | - | - | - | 7 958 700 |
| Total, Part I.A | 2 071 000 | - | 8 532 300 | 2 141 700 | - | 550 000 | 799 000 | - | - | - | - | - | - | - | 14 094 000 |
| B. Direction | | | | | | | | | | | | | | | |
| 3. Directorate | 1 969 100 | - | 45 000 | - | 280 000 | 15 000 | 30 000 | 60 000 | 10 000 | - | - | - | - | 18 500 | 2 427 600 |
| 4. Office of the Director-General | 6 670 200 | - | 85 000 | - | 220 000 | 50 000 | 40 000 | 15 000 | 10 000 | - | - | - | - | 25 700 | 7 115 900 |
| 5. Internal oversight | 4 192 500 | - | 529 700 | - | 269 500 | 442 500 | 11 100 | 19 000 | 30 000 | - | - | - | - | 10 000 | 5 504 300 |
| 6. International Standards and Legal Affairs | 2 945 400 | - | 89 400 | - | 25 000 | 90 500 | 15 000 | 35 000 | - | - | - | - | - | 130 600 | 3 330 900 |
| Total, Part I.B | 15 777 200 | - | 749 100 | - | 794 500 | 598 000 | 96 100 | 129 000 | 50 000 | - | - | - | - | 184 800 | 18 378 700 |
| C. Participation in the Joint Machinery of the United Nations System | | | | | | | | | | | | | | | |
| TOTAL, PART I | 17 848 200 | - | 9 281 400 | 2 141 700 | 794 500 | 1 148 000 | 895 100 | 129 000 | 50 000 | - | - | - | - | 3 764 300 | 36 052 200 |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | | | | | | | | | | | |
| A. Programmes | | | | | | | | | | | | | | | |
| I Education | 29 381 100 | 18 834 500 | 3 818 600 | 4 178 000 | 3 868 200 | 19 946 100 | 4 629 100 | 2 372 200 | 1 989 300 | 16 891 000 | - | 2 058 700 | 636 600 | 1 265 600 | 109 869 000 |
| II Natural sciences | 21 641 200 | 8 953 100 | 4 582 600 | 2 240 800 | 1 838 200 | 10 147 800 | 1 225 700 | 566 800 | 682 300 | - | 982 900 | 4 989 400 | 300 900 | 80 000 | 58 231 700 |
| III Social and human sciences | 14 366 200 | 3 977 000 | 2 517 100 | 425 400 | 900 000 | 8 200 000 | 447 000 | 326 100 | 526 000 | - | 860 000 | 550 000 | 198 200 | 43 900 | 33 336 900 |
| IV Culture | 26 466 400 | 7 501 000 | 2 685 700 | 1 819 000 | 1 111 400 | 9 586 500 | 1 910 500 | 438 000 | 518 000 | - | 440 000 | 388 000 | 215 700 | 300 000 | 53 380 200 |
| V Communication and information | 12 076 300 | 6 377 700 | 850 000 | 950 000 | 850 000 | 11 743 000 | 600 000 | 175 000 | 750 000 | - | 20 000 | 840 200 | 209 200 | 100 000 | 35 541 400 |
| UNESCO Institute for Statistics | - | - | - | - | - | - | - | - | - | 9 020 000 | - | - | - | - | 9 020 000 |
| Field - Management of decentralized programmes | - | 32 215 900 | - | - | - | - | - | - | - | - | - | - | - | - | 32 215 900 |
| Total, Part II.A | 103 931 200 | 77 859 200 | 14 454 000 | 9 613 200 | 8 567 800 | 59 623 400 | 8 812 300 | 3 878 100 | 4 465 600 | 25 911 000 | 2 302 900 | 8 826 300 | 1 560 600 | 1 789 500 | 331 595 100 |
| B. Participation Programme | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | 23 000 000 | 23 000 000 |
| C. Programme related services | | | | | | | | | | | | | | | |
| 1. Coordination of action to benefit Africa | 2 582 200 | - | 174 200 | - | 138 700 | 181 300 | 49 100 | 35 500 | 3 000 | - | - | - | - | - | 3 164 000 |
| 2. Fellowships Programme | 1 004 000 | - | 4 000 | - | 3 000 | 5 000 | 22 000 | 27 600 | - | - | - | 1 451 000 | - | 6 000 | 2 522 600 |
| 3. Public Information | 10 386 100 | - | 879 000 | - | 289 000 | 1 807 800 | 836 900 | 194 300 | 123 000 | - | - | - | - | - | 14 516 100 |
| 4. Strategic planning and programme monitoring | 5 284 300 | - | 345 000 | - | 360 000 | 825 000 | 100 000 | 85 000 | - | - | - | - | - | 69 100 | 7 068 400 |
| 5. Budget preparation and monitoring | 3 948 200 | - | 109 300 | - | 19 600 | - | 9 700 | 32 200 | 35 200 | - | - | - | - | - | 4 154 200 |
| Total, Part II.C | 23 204 800 | - | 1 511 500 | - | 810 300 | 2 819 100 | 1 017 700 | 374 600 | 161 200 | - | - | 1 451 000 | - | 75 100 | 31 425 300 |
| TOTAL, PART II | 127 136 000 | 77 859 200 | 15 965 500 | 9 613 200 | 9 378 100 | 62 442 500 | 9 830 000 | 4 252 700 | 4 626 800 | 25 911 000 | 2 302 900 | 10 277 300 | 1 560 600 | 24 864 600 | 386 020 400 |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | | | | | | | | | |
| A. Field management and coordination | | | | | | | | | | | | | | | |
| | 3 872 300 | - | 60 000 | 35 000 | 130 000 | 180 000 | 61 600 | 25 000 | 40 000 | - | - | - | 14 107 100 | - | 18 511 000 |
| B. External relations and cooperation | | | | | | | | | | | | | | | |
| | 15 788 700 | 3 055 000 | 435 400 | 197 000 | 514 300 | 2 236 000 | 301 000 | 181 600 | 334 500 | - | - | 125 000 | - | 25 500 | 23 194 000 |
| C. Human resources management | | | | | | | | | | | | | | | |
| | 15 498 200 | - | 3 448 100 | - | 183 700 | 5 874 000 | 267 300 | 176 400 | 249 000 | - | - | 4 974 000 | - | 129 600 | 30 800 300 |
| D. Administration, maintenance and renovation of Headquarters premises | | | | | | | | | | | | | | | |
| | 66 288 900 | - | 3 566 700 | - | 78 900 | 3 912 000 | 14 505 000 | 2 279 500 | 783 800 | - | - | - | - | 8 750 000 | 100 164 800 |
| TOTAL, PART III | 101 448 100 | 3 055 000 | 7 510 200 | 232 000 | 906 900 | 12 202 000 | 15 134 900 | 2 662 500 | 1 407 300 | - | - | 5 099 000 | 14 107 100 | 8 905 100 | 172 670 100 |
| TOTAL, PARTS I - III | 246 432 300 | 80 914 200 | 32 757 100 | 11 986 900 | 11 079 500 | 75 792 500 | 25 860 000 | 7 044 200 | 6 084 100 | 25 911 000 | 2 302 900 | 15 376 300 | 15 667 700 | 37 534 000 | 594 742 700 |
| Reserve for reclassifications | - | - | - | - | - | - | - | - | - | - | - | - | - | 1 500 000 | 1 500 000 |
| PART IV ANTICIPATED COST INCREASES | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | 13 757 300 | 13 757 300 |
| TOTAL, PARTS I - IV | 246 432 300 | 80 914 200 | 32 757 100 | 11 986 900 | 11 079 500 | 75 792 500 | 25 860 000 | 7 044 200 | 6 084 100 | 25 911 000 | 2 302 900 | 15 376 300 | 15 667 700 | 52 791 300 | 610 000 000 |

Appendix III Recapitulation of the distribution of programme allocations by principal modality of action in Part II.A of the budget

| | Regular Budget 2004-2005 | | | | | | | | | | | | | | |
|--|------------------------------|------------------|--|---|-------------------------------|---|---------------------------------|------------------|---------------|---------------------------------------|---|--|--|-------------------------------|-------------------|
| | Principal Modality of Action | | | | | | | | | New Modalities of Action | | | | | Total |
| | I | II | III | IV | V | VI | VII | VIII | IX | ICT-enhanced conferences and meetings | New training modalities including ICT-enhanced training | Use of electronic tools and networking | Support for new partnership arrangements at various levels | Capacity-building of networks | |
| Studies and research | Conferences and meetings | Publications | Training courses, seminars and workshops (Cat.VII) | Fellowships, study grants and research grants | Financial allocations to NGOs | Other financial allocations and contributions | Technical and advisory services | Other | | | | | | | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| MAJOR PROGRAMME I - EDUCATION | | | | | | | | | | | | | | | |
| I.1 Basic education for all | | | | | | | | | | | | | | | |
| I.1.1 Basic education for all: targeting key goals | 3 367 100 | 3 499 300 | 3 007 500 | 5 532 500 | - | 1 402 500 | 1 371 300 | 3 232 800 | - | - | - | - | - | - | 21 413 000 |
| I.1.2 Supporting EFA strategies | 1 078 900 | 3 710 100 | 1 512 400 | 1 838 700 | - | 873 900 | 815 800 | 4 076 200 | - | - | - | - | - | - | 13 906 000 |
| I.2 Building learning societies | | | | | | | | | | | | | | | |
| I.2.1 Beyond universal primary education | 615 800 | 1 230 300 | 792 600 | 1 076 800 | 149 200 | 362 800 | 169 600 | 340 700 | - | - | - | - | - | - | 4 737 800 |
| I.2.2 Education and globalization | 388 900 | 388 900 | 243 700 | 468 300 | 49 300 | 135 500 | 147 900 | 286 200 | - | - | - | - | - | - | 2 108 700 |
| Financial allocations to UNESCO education institutes: | | | | | | | | | | | | | | | |
| UNESCO International Bureau of Education | - | - | - | - | - | - | 4 591 000 | - | - | - | - | - | - | - | 4 591 000 |
| UNESCO International Institute for Educational Planning | - | - | - | - | - | - | 5 100 000 | - | - | - | - | - | - | - | 5 100 000 |
| UNESCO Institute for Education | - | - | - | - | - | - | 1 900 000 | - | - | - | - | - | - | - | 1 900 000 |
| UNESCO International Institute for Information Technologies in Education | - | - | - | - | - | - | 1 100 000 | - | - | - | - | - | - | - | 1 100 000 |
| UNESCO International Institute for Capacity-building in Africa | - | - | - | - | - | - | 2 000 000 | - | - | - | - | - | - | - | 2 000 000 |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean | - | - | - | - | - | - | 2 200 000 | - | - | - | - | - | - | - | 2 200 000 |
| Projects relating to cross-cutting themes | 406 500 | 219 500 | 221 000 | 824 000 | - | 215 500 | 31 500 | 42 000 | - | - | - | - | - | - | 1 960 000 |
| Total, Major Programme I | 5 857 200 | 9 048 100 | 5 777 200 | 9 740 300 | 198 500 | 2 990 200 | 19 427 100 | 7 977 900 | - | - | - | - | - | - | 61 016 500 |
| MAJOR PROGRAMME II - NATURAL SCIENCES | | | | | | | | | | | | | | | |
| II.1 Science, environment and sustainable development | | | | | | | | | | | | | | | |
| II.1.1 Water interactions: systems at risk and social challenges | 2 878 300 | 1 861 900 | 1 256 400 | 1 576 400 | - | - | - | 1 336 500 | - | - | - | - | - | - | 8 909 500 |
| II.1.2 Ecological sciences: developing stewardship by people for nature | 465 800 | 425 800 | 222 900 | 381 500 | 118 900 | 94 000 | - | 212 900 | - | - | - | - | 1 050 200 | - | 2 972 000 |
| II.1.3 Earth sciences - Improving the understanding of the solid Earth and enhancing disaster prevention | 232 800 | 80 600 | 67 800 | 436 100 | 67 800 | 25 600 | 12 800 | 148 300 | - | - | 132 000 | 100 700 | - | 51 000 | 1 355 500 |
| II.1.4 Towards sustainable living in small islands and in coastal regions | 76 500 | 60 500 | 52 500 | 175 000 | 94 000 | 120 500 | 90 500 | 83 500 | 24 500 | - | - | 22 500 | - | - | 800 000 |
| II.1.5 UNESCO Intergovernmental Oceanographic Commission | 451 100 | 1 157 500 | 331 200 | 482 200 | 973 900 | 594 700 | 378 000 | 332 600 | - | - | - | - | 42 700 | - | 4 743 900 |
| II.2 Capacity-building in science and technology for development | | | | | | | | | | | | | | | |
| II.2.1 Capacity-building in the basic and engineering sciences | 410 000 | 443 300 | 212 200 | 1 782 700 | 438 900 | 440 000 | 1 098 800 | 306 100 | - | - | 413 300 | 90 000 | - | 120 000 | 5 755 300 |
| II.2.2 Science and technology policies for sustainable development | 163 500 | 218 100 | 54 500 | 218 100 | - | - | 109 000 | 218 100 | - | - | 54 500 | 54 500 | - | - | 1 090 300 |
| Projects relating to cross-cutting themes | 173 500 | 141 000 | 103 500 | 1 009 000 | - | 181 000 | 102 000 | - | - | - | - | - | - | - | 1 710 000 |
| Total, Major Programme II | 4 851 500 | 4 388 700 | 2 301 000 | 6 061 000 | 1 693 500 | 1 455 800 | 1 791 100 | 2 638 000 | 24 500 | - | 599 800 | 267 700 | 1 092 900 | 171 000 | 27 336 500 |
| MAJOR PROGRAMME III - SOCIAL AND HUMAN SCIENCES | | | | | | | | | | | | | | | |
| III.1 Ethics of science and technology, with emphasis on bioethics | | | | | | | | | | | | | | | |
| III.1.1 Ethics of science and technology, with emphasis on bioethics | 459 100 | 1 539 500 | 476 000 | 158 700 | - | 158 700 | 111 400 | 270 100 | - | - | - | - | - | - | 3 173 500 |
| III.2 Promotion of human rights and the fight against discrimination | | | | | | | | | | | | | | | |
| III.2.1 Promotion of human rights and the fight against discrimination | 695 400 | 628 300 | 279 900 | 135 600 | - | 189 500 | 171 100 | 51 300 | - | - | - | - | - | - | 2 151 100 |
| III.3 Foresight, philosophy, human sciences and human security | | | | | | | | | | | | | | | |
| III.3.1 Foresight, philosophy, human sciences and human security | 732 900 | 2 074 800 | 687 200 | 67 600 | - | 270 000 | - | - | - | - | - | - | - | - | 3 832 500 |
| III.4 Management of social transformations: MOST - Phase II | | | | | | | | | | | | | | | |
| III.4.1 Management of social transformations: MOST - Phase II | 596 600 | 450 700 | 482 200 | 363 600 | 43 900 | 625 500 | 131 600 | 344 300 | - | - | - | - | - | - | 3 038 400 |
| Projects relating to cross-cutting themes | 580 000 | 250 000 | 225 000 | 915 000 | - | 410 000 | 190 000 | 30 000 | - | - | - | - | - | - | 2 600 000 |
| Total, Major Programme III | 3 064 000 | 4 943 300 | 2 150 300 | 1 640 500 | 43 900 | 1 653 700 | 604 100 | 695 700 | - | - | - | - | - | - | 14 795 500 |

| | Regular Budget 2004-2005 | | | | | | | | | | | | | | Total |
|--|------------------------------|--------------------------|-------------------|--|---|-------------------------------|---|---------------------------------|---------------|---------------------------------------|---|--|--|-------------------------------|--------------------|
| | Principal Modality of Action | | | | | | | | | New Modalities of Action | | | | | |
| | I | II | III | IV | V | VI | VII | VIII | IX | ICT-enhanced conferences and meetings | New training modalities including ICT-enhanced training | Use of electronic tools and networking | Support for new partnership arrangements at various levels | Capacity-building of networks | |
| | Studies and research | Conferences and meetings | Publications | Training courses, seminars and workshops (Cat.VII) | Fellowships, study grants and research grants | Financial allocations to NGOs | Other financial allocations and contributions | Technical and advisory services | Other | | | | | | |
| \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| MAJOR PROGRAMME IV - CULTURE | | | | | | | | | | | | | | | |
| IV.1 Mainstreaming cultural diversity into policy agendas at national and international levels | | | | | | | | | | | | | | | |
| IV.1.1 Promotion of the UNESCO Universal Declaration on Cultural Diversity and implementation of its Action Plan | 734 400 | 1 210 500 | 911 300 | - | - | - | 421 600 | 530 500 | - | - | - | - | - | - | 3 808 300 |
| IV.1.2 Strengthening the links between cultural policies and development policies | 180 700 | 168 100 | 145 000 | 180 800 | - | 233 300 | 264 800 | 172 500 | - | - | - | - | - | - | 1 345 200 |
| IV.2 UNESCO's contribution to the protection of the world's cultural diversity through cultural and natural heritage preservation | | | | | | | | | | | | | | | |
| IV.2.1 Promotion and implementation of the Convention concerning the protection of the world cultural and natural heritage (1972) | 372 700 | 870 900 | 754 400 | - | - | - | 110 900 | - | - | - | - | - | - | - | 2 108 900 |
| IV.2.2 Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action | 335 300 | 2 193 800 | 840 900 | 1 464 100 | - | 821 900 | 897 600 | 493 300 | - | - | - | 232 400 | - | - | 7 279 300 |
| IV.3 Safeguarding cultural diversity through creativity and development | | | | | | | | | | | | | | | |
| IV.3.1 Encouraging arts and crafts for sustainable development | 133 800 | 170 300 | 83 400 | 256 400 | - | 541 400 | 69 500 | 90 400 | - | - | - | 132 300 | - | - | 1 477 500 |
| IV.3.2 Strengthening the role of cultural creation in human and economic development | 73 900 | 118 200 | 73 900 | 206 900 | - | 44 300 | 73 900 | 147 800 | - | - | - | 369 500 | 369 500 | - | 1 477 900 |
| Projects relating to cross-cutting themes | 192 500 | 140 000 | 70 000 | 775 000 | - | 402 500 | 60 000 | 60 000 | - | - | - | - | - | - | 1 700 000 |
| Total, Major Programme IV | 2 023 300 | 4 871 800 | 2 878 900 | 2 883 200 | - | 2 043 400 | 1 898 300 | 1 494 500 | - | - | - | 734 200 | 369 500 | - | 19 197 100 |
| MAJOR PROGRAMME V - COMMUNICATION AND INFORMATION | | | | | | | | | | | | | | | |
| V.1 Fostering equitable access to information and knowledge for development, especially in the public domain | | | | | | | | | | | | | | | |
| V.1.1 Fostering actions to reduce digital divide and promote social inclusion | 388 900 | 442 500 | 255 500 | 415 600 | 38 400 | 522 600 | 413 100 | 373 300 | - | 675 300 | 641 800 | - | - | - | 4 167 000 |
| V.1.2 Harnessing ICTs for education | 117 400 | 100 700 | 100 300 | 239 000 | 77 000 | 244 500 | 220 000 | 118 000 | - | 336 900 | 420 100 | 226 200 | - | - | 2 200 100 |
| V.1.3 Promoting the expression of cultural and linguistic diversity through communication and information | 295 900 | 345 500 | 304 900 | 245 300 | - | 476 300 | 360 900 | 360 900 | - | 465 500 | 753 300 | - | - | - | 3 608 500 |
| V.2 Promoting freedom of expression and communication development | | | | | | | | | | | | | | | |
| V.2.1 Promoting freedom of expression and the independence and pluralism of the media | 242 100 | 322 800 | 293 800 | 205 600 | - | 430 500 | 349 700 | 117 300 | - | 378 700 | 349 700 | - | - | - | 2 690 200 |
| V.2.2 Supporting development of communication media | 132 200 | 226 000 | 123 600 | 178 200 | - | 204 100 | 231 100 | 118 600 | - | 284 600 | 284 000 | - | - | - | 1 782 400 |
| Projects relating to cross-cutting themes | 267 300 | 194 400 | 121 500 | 826 200 | - | 340 200 | 340 200 | 340 200 | - | - | - | - | - | - | 2 430 000 |
| Total, Major Programme V | 1 443 800 | 1 631 900 | 1 199 600 | 2 109 900 | 115 400 | 2 218 200 | 1 915 000 | 1 428 300 | - | 2 141 000 | 2 448 900 | 226 200 | - | - | 16 878 200 |
| UNESCO Institute for Statistics | - | - | - | - | - | - | 9 020 000 | - | - | - | - | - | - | - | 9 020 000 |
| GRAND TOTAL | 17 239 800 | 24 883 800 | 14 307 000 | 22 434 900 | 2 051 300 | 10 361 300 | 34 655 600 | 14 234 400 | 24 500 | 2 141 000 | 3 048 700 | 1 228 100 | 1 462 400 | 171 000 | 148 243 800 |

| Sector/Unit | Source of Funds | DG | DDG | ADG | Director | Professional | General Service | Total | |
|--|---------------------------------|----|-----|-----|----------|--------------|-----------------|-------|-------------|
| | | | | | | | | Posts | Costs |
| \$ | | | | | | | | | |
| Fellowships Programme (FEL) | REGULAR PROGRAMME: | | | | | | | | |
| | Headquarters | - | - | - | - | 1 | 6 | 7 | 1 004 000 |
| | Field | - | - | - | - | - | - | - | - |
| | Total, Regular Programme | - | - | - | - | 1 | 6 | 7 | 1 004 000 |
| | EXTRABUDGETARY | - | - | - | - | 1 | - | 1 | 147 000 |
| Public Information (BPI) | REGULAR PROGRAMME: | | | | | | | | |
| | Headquarters | - | - | - | 1 | 28 | 29 | 58 | 10 386 100 |
| | Field | - | - | - | - | - | - | - | - |
| | Total, Regular Programme | - | - | - | 1 | 28 | 29 | 58 | 10 386 100 |
| | EXTRABUDGETARY | - | - | - | - | - | 1 | 1 | 91 000 |
| Strategic planning and programme monitoring (BSP) | REGULAR PROGRAMME: | | | | | | | | |
| | Headquarters | - | - | - | 2 | 14 | 7 | 23 | 5 284 300 |
| | Field | - | - | - | - | - | - | - | - |
| | Total, Regular Programme | - | - | - | 2 | 14 | 7 | 23 | 5 284 300 |
| | EXTRABUDGETARY | - | - | - | - | 1 | - | 1 | 176 000 |
| Budget preparation and monitoring (BB) | REGULAR PROGRAMME: | | | | | | | | |
| | Headquarters | - | - | - | 2 | 12 | 6 | 20 | 3 948 200 |
| | Field | - | - | - | - | - | - | - | - |
| | Total, Regular Programme | - | - | - | 2 | 12 | 6 | 20 | 3 948 200 |
| | EXTRABUDGETARY | - | - | - | - | 2 | 6 | 8 | 976 000 |
| PART III | | | | | | | | | |
| SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | | | |
| A. Field management and coordination (BFC) | REGULAR PROGRAMME: | | | | | | | | |
| | Headquarters | - | - | - | 2 | 10 | 7 | 19 | 3 872 300 |
| | Field | - | - | - | - | - | - | - | - |
| | Total, Regular Programme | - | - | - | 2 | 10 | 7 | 19 | 3 872 300 |
| | EXTRABUDGETARY | - | - | - | - | - | - | - | - |
| B. External relations and cooperation (ERC) | REGULAR PROGRAMME: | | | | | | | | |
| | Headquarters | - | - | 1 | 3 | 40 | 40 | 84 | 15 788 700 |
| | Field | - | - | - | 2 | 6 | 4 | 12 | 3 055 000 |
| | Total, Regular Programme | - | - | 1 | 5 | 46 | 44 | 96 | 18 843 700 |
| | EXTRABUDGETARY | - | - | - | 1 | 10 | 3 | 14 | 2 768 000 |
| C. Human resources management (HRM) | REGULAR PROGRAMME: | | | | | | | | |
| | Headquarters | - | - | - | 2 | 30 | 62 | 94 | 15 498 200 |
| | Field | - | - | - | - | - | - | - | - |
| | Total, Regular Programme | - | - | - | 2 | 30 | 62 | 94 | 15 498 200 |
| | EXTRABUDGETARY | - | - | - | - | 1 | 1 | 2 | 289 000 |
| D. Administration, maintenance and renovation of Headquarters premises (ADM) | REGULAR PROGRAMME: | | | | | | | | |
| | Headquarters | - | - | 1 | 4 | 111 | 317 | 433 | 66 288 900 |
| | Field | - | - | - | - | - | - | - | - |
| | Total, Regular Programme | - | - | 1 | 4 | 111 | 317 | 433 | 66 288 900 |
| | EXTRABUDGETARY | - | - | - | - | 19 | 52 | 71 | 8 206 500 |
| TOTAL, PARTS I-III | REGULAR PROGRAMME: | | | | | | | | |
| | Headquarters | 1 | 1 | 10 | 47 | 557 | 749 | 1 365 | 246 432 300 |
| | Field | - | - | - | 39 | 230 | 312 | 581 | 80 914 200 |
| Reserve for reclassifications | | | | | | | | | 1 500 000 |
| | Total, Regular Programme | 1 | 1 | 10 | 86 | 787 | 1 061 | 1 946 | 328 846 500 |
| | EXTRABUDGETARY | - | - | - | 1 | 71 | 73 | 145 | 21 341 500 |

Appendix V Summary of established posts by grade for 2004-2005 Regular programme (Headquarters and field)

| Sector/Unit | Posts in the Professional category and above | | | | | | | | | | Posts in the General Service category | Field posts (local recruitment) | TOTAL |
|--|--|----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|---------------------------------------|---------------------------------|--------------|
| | DG | DDG | ADG | D-2 | D-1 | P-5 | P-4 | P-3 | P-1/P-2 | Total | | | |
| PART I - GENERAL POLICY AND DIRECTION | | | | | | | | | | | | | |
| A. Governing Bodies | | | | | | | | | | | | | |
| General Conference (GC) | - | - | - | 1 | - | - | 1 | - | - | 2 | - | - | 2 |
| Executive Board (EXB) | - | - | - | 1 | - | - | 1 | - | - | 2 | 5 | - | 7 |
| B. Direction | | | | | | | | | | | | | |
| <i>(including: Directorate, Office of the Director-General, Internal Oversight, International Standards and Legal Affairs)</i> | | | | | | | | | | | | | |
| | 1 | 1 | 1 | 2 | 2 | 10 | 10 | 11 | 11 | 49 | 27 | - | 76 |
| TOTAL, PART I | 1 | 1 | 1 | 4 | 2 | 10 | 12 | 11 | 11 | 53 | 32 | - | 85 |
| PART II - PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | | | | | | | | | |
| A. Programmes | | | | | | | | | | | | | |
| Education Sector (ED) | - | - | 1 | 1 | 8 | 29 | 40 | 53 | 22 | 154 | 70 | 19 | 243 |
| Natural Sciences Sector (SC) | - | - | 2 | 1 | 5 | 21 | 24 | 23 | 16 | 92 | 55 | 8 | 155 |
| Social and Human Sciences Sector (SHS) | - | - | 1 | 1 | 3 | 12 | 13 | 16 | 14 | 60 | 27 | 3 | 90 |
| Culture Sector (CLT) | - | - | 1 | 2 | 3 | 19 | 23 | 35 | 28 | 111 | 57 | 6 | 174 |
| Communication and Information Sector (CI) | - | - | 1 | 1 | 2 | 14 | 15 | 12 | 9 | 54 | 30 | 12 | 96 |
| Field - Management of decentralized programmes (BFC) | - | - | - | 7 | 28 | 13 | 3 | 7 | 23 | 81 | - | 260 | 341 |
| C. Programme Related Services | | | | | | | | | | | | | |
| Coordination of action to benefit Africa (AFR) | - | - | 1 | - | - | 1 | 3 | 1 | 2 | 8 | 4 | - | 12 |
| Fellowships Programme (FEL) | - | - | - | - | - | 1 | - | - | - | 1 | 6 | - | 7 |
| Public Information (BPI) | - | - | - | 1 | - | 4 | 6 | 12 | 6 | 29 | 29 | - | 58 |
| Strategic planning and programme monitoring (BSP) | - | - | - | 1 | 1 | 6 | 4 | 2 | 2 | 16 | 7 | - | 23 |
| Budget preparation and monitoring (BB) | - | - | - | 1 | 1 | 3 | 1 | 4 | 4 | 14 | 6 | - | 20 |
| TOTAL, PART II | - | - | 7 | 16 | 51 | 123 | 132 | 165 | 126 | 620 | 291 | 308 | 1 219 |
| PART III - SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | | | | | | | |
| A. Field management and coordination (BFC) | | | | | | | | | | | | | |
| | - | - | - | 1 | 1 | 1 | 4 | 2 | 3 | 12 | 7 | - | 19 |
| B. External Relations and Cooperation (ERC) | | | | | | | | | | | | | |
| | - | - | 1 | 2 | 3 | 10 | 10 | 11 | 15 | 52 | 40 | 4 | 96 |
| C. Human Resources Management (HRM) | | | | | | | | | | | | | |
| | - | - | - | 1 | 1 | 6 | 6 | 10 | 8 | 32 | 62 | - | 94 |
| D. Administration, maintenance and renovation of Headquarters premises (ADM) | | | | | | | | | | | | | |
| | - | - | 1 | 1 | 3 | 20 | 37 | 31 | 23 | 116 | 317 | - | 433 |
| TOTAL, PART III | - | - | 2 | 5 | 8 | 37 | 57 | 54 | 49 | 212 | 426 | 4 | 642 |
| GRAND TOTAL, PARTS I - III | 1 | 1 | 10 | 25 | 61 | 170 | 201 | 230 | 186 | 885 | 749 | 312 | 1 946 |

Appendix VI Overall summary of decentralization by region Regular programme and extrabudgetary resources

| Region / Major Programme / Sector/Unit | Regular Budget | | | | | | | 32 C/5 Total | Extra- budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
|---|-----------------|------------|------------|------------|-------------------|-------------------|-------------------|--------------------|---|---------------------------------|
| | Number of posts | | | | Costs | | | | | |
| | D | P | Local | Total | Personnel | Indirect | Programme | | | |
| | | | | \$ | \$ | \$ | \$ | \$ | \$ | |
| AFRICA | | | | | | | | | | |
| I Education | – | 21 | 4 | 25 | 5 111 100 | – | 10 049 600 | 15 160 700 | 1 306 000 | 16 466 700 |
| II Natural Sciences | – | 10 | 4 | 14 | 2 553 000 | – | 2 289 900 | 4 842 900 | 120 000 | 4 962 900 |
| III Social and Human Sciences | – | 4 | 1 | 5 | 1 049 500 | – | 1 635 000 | 2 684 500 | – | 2 684 500 |
| IV Culture | – | 9 | 1 | 10 | 1 956 500 | – | 2 332 100 | 4 288 600 | – | 4 288 600 |
| V Communication and Information | – | 7 | 3 | 10 | 1 682 000 | – | 2 322 800 | 4 004 800 | – | 4 004 800 |
| Bureau of Field Coordination | 10 | 15 | 70 | 95 | 8 493 300 | 4 823 700 | – | 13 317 000 | – | 13 317 000 |
| Total, Africa | 10 | 66 | 83 | 159 | 20 845 400 | 4 823 700 | 18 629 400 | 44 298 500 | 1 426 000 | 45 724 500 |
| ARAB STATES | | | | | | | | | | |
| I Education | 1 | 12 | 5 | 18 | 3 549 200 | – | 5 021 100 | 8 570 300 | – | 8 570 300 |
| II Natural Sciences | – | 5 | 1 | 6 | 1 120 400 | – | 1 147 200 | 2 267 600 | 3 406 000 | 5 673 600 |
| III Social and Human Sciences | – | 2 | 1 | 3 | 557 800 | – | 835 000 | 1 392 800 | – | 1 392 800 |
| IV Culture | – | 5 | – | 5 | 1 126 200 | – | 1 651 100 | 2 777 300 | 100 000 | 2 877 300 |
| V Communication and Information | – | 2 | 3 | 5 | 758 500 | – | 1 040 600 | 1 799 100 | – | 1 799 100 |
| Bureau of Field Coordination | 5 | 5 | 35 | 45 | 4 379 600 | 1 383 400 | – | 5 763 000 | – | 5 763 000 |
| Total, Arab States | 6 | 31 | 45 | 82 | 11 491 700 | 1 383 400 | 9 695 000 | 22 570 100 | 3 506 000 | 26 076 100 |
| ASIA AND THE PACIFIC | | | | | | | | | | |
| I Education | – | 22 | 5 | 27 | 5 320 500 | – | 9 063 200 | 14 383 700 | 1 511 000 | 15 894 700 |
| II Natural Sciences | – | 11 | 2 | 13 | 2 560 800 | – | 2 156 600 | 4 717 400 | 191 000 | 4 908 400 |
| III Social and Human Sciences | – | 5 | 1 | 6 | 1 244 500 | – | 1 135 000 | 2 379 500 | – | 2 379 500 |
| IV Culture | – | 9 | 2 | 11 | 2 261 100 | – | 2 255 100 | 4 516 200 | 1 496 500 | 6 012 700 |
| V Communication and Information | – | 5 | 4 | 9 | 1 490 900 | – | 2 239 000 | 3 729 900 | 1 631 900 | 5 361 800 |
| Bureau of Public Information | – | – | – | 0 | – | – | 20 000 | 20 000 | – | 20 000 |
| Bureau of Field Coordination | 8 | 15 | 73 | 96 | 8 655 500 | 3 472 300 | – | 12 127 800 | – | 12 127 800 |
| Total, Asia and the Pacific | 8 | 67 | 87 | 162 | 21 533 300 | 3 472 300 | 16 868 900 | 41 874 500 | 4 830 400 | 46 704 900 |
| EUROPE AND NORTH AMERICA | | | | | | | | | | |
| I Education | 1 | 5 | – | 6 | 1 557 800 | – | 964 000 | 2 521 800 | – | 2 521 800 |
| II Natural Sciences | – | 6 | – | 6 | 1 465 700 | – | 1 521 000 | 2 986 700 | – | 2 986 700 |
| III Social and Human Sciences | – | – | – | 0 | – | – | 400 000 | 400 000 | – | 400 000 |
| IV Culture | – | 2 | 1 | 3 | 693 600 | – | 715 000 | 1 408 600 | 100 000 | 1 508 600 |
| V Communication and Information | – | 3 | – | 3 | 909 900 | – | 494 300 | 1 404 200 | – | 1 404 200 |
| Bureau for External Relations and Cooperation | 2 | 6 | 4 | 12 | 3 054 800 | – | 264 900 | 3 319 700 | – | 3 319 700 |
| Bureau of Field Coordination | 3 | 2 | 23 | 28 | 2 443 400 | 730 600 | – | 3 174 000 | – | 3 174 000 |
| Total, Europe and North America | 6 | 24 | 28 | 58 | 10 125 200 | 730 600 | 4 359 200 | 15 215 000 | 100 000 | 15 315 000 |
| LATIN AMERICA AND THE CARIBBEAN | | | | | | | | | | |
| I Education | – | 12 | 5 | 17 | 3 296 000 | – | 3 994 400 | 7 290 400 | 72 207 000 | 79 497 400 |
| II Natural Sciences | – | 5 | 1 | 6 | 1 253 200 | – | 1 407 400 | 2 660 600 | 17 063 300 | 19 723 900 |
| III Social and Human Sciences | – | 5 | – | 5 | 1 125 200 | – | 1 420 000 | 2 545 200 | 30 187 100 | 32 732 300 |
| IV Culture | – | 6 | 2 | 8 | 1 463 700 | – | 1 761 800 | 3 225 500 | 2 198 100 | 5 423 600 |
| V Communication and Information | – | 5 | 2 | 7 | 1 536 500 | – | 1 914 900 | 3 451 400 | – | 3 451 400 |
| Bureau of Field Coordination | 9 | 9 | 59 | 77 | 8 244 000 | 3 697 100 | – | 11 941 100 | – | 11 941 100 |
| Total, Latin America and the Caribbean | 9 | 42 | 69 | 120 | 16 918 600 | 3 697 100 | 10 498 500 | 31 114 200 | 121 655 500 | 152 769 700 |
| TOTAL, DECENTRALIZATION | 39 | 230 | 312 | 581 | 80 914 200 | 14 107 100 | 60 051 000 | 155 072 300 | 131 517 900 | 286 590 200 |

1. Funds already received or firmly committed.

Appendix VI Summary of decentralization by region

Regular programme and extrabudgetary resources

AFRICA

| Major Programme/ Programme/Subprogramme/Unit | Regular Budget | | | | | | | 32 C/5 Total | Extra- budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
|---|-----------------|----|-------|-------|------------|-----------|------------|-----------------|---|---------------------------------|
| | Number of posts | | | | Costs | | | | | |
| | D | P | Local | Total | Personnel | Indirect | Programme | | | |
| | | | | | \$ | \$ | \$ | \$ | \$ | \$ |
| I EDUCATION | - | 21 | 4 | 25 | 5 111 100 | - | - | 5 111 100 | - | 5 111 100 |
| I.1 I.1.1 | - | - | - | - | - | - | 5 224 800 | 5 224 800 | 996 000 | 6 220 800 |
| I.1.2 | - | - | - | - | - | - | 3 281 900 | 3 281 900 | - | 3 281 900 |
| I.2 I.2.1 | - | - | - | - | - | - | 1 037 600 | 1 037 600 | 310 000 | 1 347 600 |
| I.2.2 | - | - | - | - | - | - | 248 800 | 248 800 | - | 248 800 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 256 500 | 256 500 | - | 256 500 |
| Total, Major Programme I | - | 21 | 4 | 25 | 5 111 100 | - | 10 049 600 | 15 160 700 | 1 306 000 | 16 466 700 |
| II NATURAL SCIENCES | - | 10 | 4 | 14 | 2 553 000 | - | - | 2 553 000 | - | 2 553 000 |
| II.1 II.1.1 | - | - | - | - | - | - | 554 900 | 554 900 | 120 000 | 674 900 |
| II.1.2 | - | - | - | - | - | - | 445 800 | 445 800 | - | 445 800 |
| II.1.3 | - | - | - | - | - | - | 126 000 | 126 000 | - | 126 000 |
| II.1.4 | - | - | - | - | - | - | 70 000 | 70 000 | - | 70 000 |
| II.1.5 | - | - | - | - | - | - | - | - | - | - |
| II.2 II.2.1 | - | - | - | - | - | - | 400 200 | 400 200 | - | 400 200 |
| II.2.2 | - | - | - | - | - | - | 80 000 | 80 000 | - | 80 000 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 613 000 | 613 000 | - | 613 000 |
| Total, Major Programme II | - | 10 | 4 | 14 | 2 553 000 | - | 2 289 900 | 4 842 900 | 120 000 | 4 962 900 |
| III SOCIAL AND HUMAN SCIENCES | - | 4 | 1 | 5 | 1 049 500 | - | - | 1 049 500 | - | 1 049 500 |
| III.1 | - | - | - | - | - | - | - | - | - | - |
| III.2 | - | - | - | - | - | - | 450 000 | 450 000 | - | 450 000 |
| III.3 | - | - | - | - | - | - | 50 000 | 50 000 | - | 50 000 |
| III.4 | - | - | - | - | - | - | 235 000 | 235 000 | - | 235 000 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 900 000 | 900 000 | - | 900 000 |
| Total, Major Programme III | - | 4 | 1 | 5 | 1 049 500 | - | 1 635 000 | 2 684 500 | - | 2 684 500 |
| IV CULTURE | - | 9 | 1 | 10 | 1 956 500 | - | - | 1 956 500 | - | 1 956 500 |
| IV.1 IV.1.1 | - | - | - | - | - | - | 457 000 | 457 000 | - | 457 000 |
| IV.1.2 | - | - | - | - | - | - | 201 800 | 201 800 | - | 201 800 |
| IV.2 IV.2.1 | - | - | - | - | - | - | 185 600 | 185 600 | - | 185 600 |
| IV.2.2 | - | - | - | - | - | - | 844 400 | 844 400 | - | 844 400 |
| IV.3 IV.3.1 | - | - | - | - | - | - | 203 900 | 203 900 | - | 203 900 |
| IV.3.2 | - | - | - | - | - | - | 304 400 | 304 400 | - | 304 400 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 135 000 | 135 000 | - | 135 000 |
| Total, Major Programme IV | - | 9 | 1 | 10 | 1 956 500 | - | 2 332 100 | 4 288 600 | - | 4 288 600 |
| V COMMUNICATION AND INFORMATION | - | 7 | 3 | 10 | 1 682 000 | - | - | 1 682 000 | - | 1 682 000 |
| V.1 V.1.1 | - | - | - | - | - | - | 625 100 | 625 100 | - | 625 100 |
| V.1.2 | - | - | - | - | - | - | 330 000 | 330 000 | - | 330 000 |
| V.1.3 | - | - | - | - | - | - | 541 300 | 541 300 | - | 541 300 |
| V.2 V.2.1 | - | - | - | - | - | - | 403 500 | 403 500 | - | 403 500 |
| V.2.2 | - | - | - | - | - | - | 267 400 | 267 400 | - | 267 400 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 155 500 | 155 500 | - | 155 500 |
| Total, Major Programme V | - | 7 | 3 | 10 | 1 682 000 | - | 2 322 800 | 4 004 800 | - | 4 004 800 |
| Bureau of Field Coordination | 10 | 15 | 70 | 95 | 8 493 300 | 4 823 700 | - | 13 317 000 | - | 13 317 000 |
| TOTAL, AFRICA | 10 | 66 | 83 | 159 | 20 845 400 | 4 823 700 | 18 629 400 | 44 298 500 | 1 426 000 | 45 724 500 |

1. Funds already received or firmly committed.

Appendix VI Summary of decentralization by region

Regular programme and extrabudgetary resources

ARAB STATES

| Major Programme/ Programme/Subprogramme/Unit | Regular Budget | | | | | | | 32 C/5 Total | Extra- budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
|---|-----------------|-----------|-----------|-----------|-------------------|------------------|------------------|-------------------|---|---------------------------------|
| | Number of posts | | | | Costs | | | | | |
| | D | P | Local | Total | Personnel | Indirect | Programme | | | |
| | | | | | \$ | \$ | \$ | \$ | \$ | \$ |
| I EDUCATION | 1 | 12 | 5 | 18 | 3 549 200 | – | – | 3 549 200 | – | 3 549 200 |
| I.1 I.1.1 | – | – | – | – | – | – | 2 869 300 | 2 869 300 | – | 2 869 300 |
| I.1 I.1.2 | – | – | – | – | – | – | 1 279 400 | 1 279 400 | – | 1 279 400 |
| I.2 I.2.1 | – | – | – | – | – | – | 431 100 | 431 100 | – | 431 100 |
| I.2 I.2.2 | – | – | – | – | – | – | 141 300 | 141 300 | – | 141 300 |
| Projects relating to cross-cutting themes | – | – | – | – | – | – | 300 000 | 300 000 | – | 300 000 |
| Total, Major Programme I | 1 | 12 | 5 | 18 | 3 549 200 | – | 5 021 100 | 8 570 300 | – | 8 570 300 |
| II NATURAL SCIENCES | – | 5 | 1 | 6 | 1 120 400 | – | – | 1 120 400 | – | 1 120 400 |
| II.1 II.1.1 | – | – | – | – | – | – | 469 700 | 469 700 | 3 406 000 | 3 875 700 |
| II.1 II.1.2 | – | – | – | – | – | – | 237 800 | 237 800 | – | 237 800 |
| II.1 II.1.3 | – | – | – | – | – | – | 104 000 | 104 000 | – | 104 000 |
| II.1 II.1.4 | – | – | – | – | – | – | 25 000 | 25 000 | – | 25 000 |
| II.1 II.1.5 | – | – | – | – | – | – | – | – | – | – |
| II.2 II.2.1 | – | – | – | – | – | – | 250 700 | 250 700 | – | 250 700 |
| II.2 II.2.2 | – | – | – | – | – | – | 60 000 | 60 000 | – | 60 000 |
| Projects relating to cross-cutting themes | – | – | – | – | – | – | – | – | – | – |
| Total, Major Programme II | – | 5 | 1 | 6 | 1 120 400 | – | 1 147 200 | 2 267 600 | 3 406 000 | 5 673 600 |
| III SOCIAL AND HUMAN SCIENCES | – | 2 | 1 | 3 | 557 800 | – | – | 557 800 | – | 557 800 |
| III.1 | – | – | – | – | – | – | – | – | – | – |
| III.2 | – | – | – | – | – | – | 100 000 | 100 000 | – | 100 000 |
| III.3 | – | – | – | – | – | – | 505 000 | 505 000 | – | 505 000 |
| III.4 | – | – | – | – | – | – | 100 000 | 100 000 | – | 100 000 |
| Projects relating to cross-cutting themes | – | – | – | – | – | – | 130 000 | 130 000 | – | 130 000 |
| Total, Major Programme III | – | 2 | 1 | 3 | 557 800 | – | 835 000 | 1 392 800 | – | 1 392 800 |
| IV CULTURE | – | 5 | – | 5 | 1 126 200 | – | – | 1 126 200 | – | 1 126 200 |
| IV.1 IV.1.1 | – | – | – | – | – | – | 380 800 | 380 800 | – | 380 800 |
| IV.1 IV.1.2 | – | – | – | – | – | – | 107 600 | 107 600 | – | 107 600 |
| IV.2 IV.2.1 | – | – | – | – | – | – | 86 500 | 86 500 | 100 000 | 186 500 |
| IV.2 IV.2.2 | – | – | – | – | – | – | 822 600 | 822 600 | – | 822 600 |
| IV.3 IV.3.1 | – | – | – | – | – | – | 62 100 | 62 100 | – | 62 100 |
| IV.3 IV.3.2 | – | – | – | – | – | – | 131 500 | 131 500 | – | 131 500 |
| Projects relating to cross-cutting themes | – | – | – | – | – | – | 60 000 | 60 000 | – | 60 000 |
| Total, Major Programme IV | – | 5 | – | 5 | 1 126 200 | – | 1 651 100 | 2 777 300 | 100 000 | 2 877 300 |
| V COMMUNICATION AND INFORMATION | – | 2 | 3 | 5 | 758 500 | – | – | 758 500 | – | 758 500 |
| V.1 V.1.1 | – | – | – | – | – | – | 291 700 | 291 700 | – | 291 700 |
| V.1 V.1.2 | – | – | – | – | – | – | 154 000 | 154 000 | – | 154 000 |
| V.1 V.1.3 | – | – | – | – | – | – | 252 600 | 252 600 | – | 252 600 |
| V.2 V.2.1 | – | – | – | – | – | – | 188 300 | 188 300 | – | 188 300 |
| V.2 V.2.2 | – | – | – | – | – | – | 124 800 | 124 800 | – | 124 800 |
| Projects relating to cross-cutting themes | – | – | – | – | – | – | 29 200 | 29 200 | – | 29 200 |
| Total, Major Programme V | – | 2 | 3 | 5 | 758 500 | – | 1 040 600 | 1 799 100 | – | 1 799 100 |
| Bureau of Field Coordination | 5 | 5 | 35 | 45 | 4 379 600 | 1 383 400 | – | 5 763 000 | – | 5 763 000 |
| TOTAL, ARAB STATES | 6 | 31 | 45 | 82 | 11 491 700 | 1 383 400 | 9 695 000 | 22 570 100 | 3 506 000 | 26 076 100 |

1. Funds already received or firmly committed.

Appendix VI Summary of decentralization by region Regular programme and extrabudgetary resources

| ASIA AND THE PACIFIC | | | | | | | | | | |
|---|-----------------|-----------|-----------|------------|-------------------|------------------|-------------------|-------------------|---|---------------------------------|
| Region / Major Programme / Sector/Unit | Regular Budget | | | | | | | 32 C/5 Total | Extra- budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
| | Number of posts | | | | Costs | | | | | |
| | D | P | Local | Total | Personnel | Indirect | Programme | | | |
| | | | | \$ | \$ | \$ | \$ | \$ | \$ | |
| I EDUCATION | - | 22 | 5 | 27 | 5 320 500 | - | - | 5 320 500 | - | 5 320 500 |
| I.1 I.1.1 | - | - | - | - | - | - | 4 132 700 | 4 132 700 | 1 430 000 | 5 562 700 |
| I.1.2 | - | - | - | - | - | - | 3 240 200 | 3 240 200 | - | 3 240 200 |
| I.2 I.2.1 | - | - | - | - | - | - | 687 000 | 687 000 | - | 687 000 |
| I.2.2 | - | - | - | - | - | - | 200 300 | 200 300 | 81 000 | 281 300 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 803 000 | 803 000 | - | 803 000 |
| Total, Major Programme I | - | 22 | 5 | 27 | 5 320 500 | - | 9 063 200 | 14 383 700 | 1 511 000 | 15 894 700 |
| II NATURAL SCIENCES | - | 11 | 2 | 13 | 2 560 800 | - | - | 2 560 800 | - | 2 560 800 |
| II.1 II.1.1 | - | - | - | - | - | - | 594 300 | 594 300 | 100 000 | 694 300 |
| II.1.2 | - | - | - | - | - | - | 445 800 | 445 800 | 50 000 | 495 800 |
| II.1.3 | - | - | - | - | - | - | 178 000 | 178 000 | - | 178 000 |
| II.1.4 | - | - | - | - | - | - | 115 000 | 115 000 | - | 115 000 |
| II.1.5 | - | - | - | - | - | - | - | - | - | - |
| II.2 II.2.1 | - | - | - | - | - | - | 355 500 | 355 500 | 41 000 | 396 500 |
| II.2.2 | - | - | - | - | - | - | 70 000 | 70 000 | - | 70 000 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 398 000 | 398 000 | - | 398 000 |
| Total, Major Programme II | - | 11 | 2 | 13 | 2 560 800 | - | 2 156 600 | 4 717 400 | 191 000 | 4 908 400 |
| III SOCIAL AND HUMAN SCIENCES | - | 5 | 1 | 6 | 1 244 500 | - | - | 1 244 500 | - | 1 244 500 |
| III.1 | - | - | - | - | - | - | 150 000 | 150 000 | - | 150 000 |
| III.2 | - | - | - | - | - | - | 150 000 | 150 000 | - | 150 000 |
| III.3 | - | - | - | - | - | - | 100 000 | 100 000 | - | 100 000 |
| III.4 | - | - | - | - | - | - | 175 000 | 175 000 | - | 175 000 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 560 000 | 560 000 | - | 560 000 |
| Total, Major Programme III | - | 5 | 1 | 6 | 1 244 500 | - | 1 135 000 | 2 379 500 | - | 2 379 500 |
| IV CULTURE | - | 9 | 2 | 11 | 2 261 100 | - | - | 2 261 100 | - | 2 261 100 |
| IV.1 IV.1.1 | - | - | - | - | - | - | 457 000 | 457 000 | - | 457 000 |
| IV.1.2 | - | - | - | - | - | - | 161 400 | 161 400 | - | 161 400 |
| IV.2 IV.2.1 | - | - | - | - | - | - | 107 600 | 107 600 | 1 496 500 | 1 604 100 |
| IV.2.2 | - | - | - | - | - | - | 786 200 | 786 200 | - | 786 200 |
| IV.3 IV.3.1 | - | - | - | - | - | - | 128 500 | 128 500 | - | 128 500 |
| IV.3.2 | - | - | - | - | - | - | 109 400 | 109 400 | - | 109 400 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 505 000 | 505 000 | - | 505 000 |
| Total, Major Programme IV | - | 9 | 2 | 11 | 2 261 100 | - | 2 255 100 | 4 516 200 | 1 496 500 | 6 012 700 |
| V COMMUNICATION AND INFORMATION | - | 5 | 4 | 9 | 1 490 900 | - | - | 1 490 900 | - | 1 490 900 |
| V.1 V.1.1 | - | - | - | - | - | - | 583 400 | 583 400 | 1 500 000 | 2 083 400 |
| V.1.2 | - | - | - | - | - | - | 308 000 | 308 000 | - | 308 000 |
| V.1.3 | - | - | - | - | - | - | 505 200 | 505 200 | - | 505 200 |
| V.2 V.2.1 | - | - | - | - | - | - | 376 600 | 376 600 | - | 376 600 |
| V.2.2 | - | - | - | - | - | - | 249 500 | 249 500 | 131 900 | 381 400 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 216 300 | 216 300 | - | 216 300 |
| Total, Major Programme V | - | 5 | 4 | 9 | 1 490 900 | - | 2 239 000 | 3 729 900 | 1 631 900 | 5 361 800 |
| Bureau of Public Information | - | - | - | - | - | - | 20 000 | 20 000 | - | 20 000 |
| Bureau of Field Coordination | 8 | 15 | 73 | 96 | 8 655 500 | 3 472 300 | - | 12 127 800 | - | 12 127 800 |
| TOTAL, ASIA AND THE PACIFIC | 8 | 67 | 87 | 162 | 21 533 300 | 3 472 300 | 16 868 900 | 41 874 500 | 4 830 400 | 46 704 900 |

1. Funds already received or firmly committed.

Appendix VI Summary of decentralization by region Regular programme and extrabudgetary resources

| EUROPE AND NORTH AMERICA | | | | | | | | | | |
|---|-----------------|-----------|-----------|-----------|-------------------|----------------|------------------|-------------------|--|---------------------------|
| Region / Major Programme / Sector/Unit | Regular Budget | | | | | | | 32 C/5 Total | Extra-budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
| | Number of posts | | | | Costs | | | | | |
| | D | P | Local | Total | Personnel | Indirect | Programme | | | |
| | | | | \$ | \$ | \$ | \$ | \$ | \$ | |
| I EDUCATION | 1 | 5 | - | 6 | 1 557 800 | - | - | 1 557 800 | - | 1 557 800 |
| I.1 I.1.1 | - | - | - | - | - | - | 235 500 | 235 500 | - | 235 500 |
| I.1 I.1.2 | - | - | - | - | - | - | 125 200 | 125 200 | - | 125 200 |
| I.2 I.2.1 | - | - | - | - | - | - | 146 900 | 146 900 | - | 146 900 |
| I.2 I.2.2 | - | - | - | - | - | - | 396 400 | 396 400 | - | 396 400 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 60 000 | 60 000 | - | 60 000 |
| Total, Major Programme I | 1 | 5 | 0 | 6 | 1 557 800 | - | 964 000 | 2 521 800 | - | 2 521 800 |
| II NATURAL SCIENCES | - | 6 | - | 6 | 1 465 700 | - | - | 1 465 700 | - | 1 465 700 |
| II.1 II.1.1 | - | - | - | - | - | - | 90 100 | 90 100 | - | 90 100 |
| II.1 II.1.2 | - | - | - | - | - | - | 59 400 | 59 400 | - | 59 400 |
| II.1 II.1.3 | - | - | - | - | - | - | - | - | - | - |
| II.1 II.1.4 | - | - | - | - | - | - | 25 000 | 25 000 | - | 25 000 |
| II.1 II.1.5 | - | - | - | - | - | - | - | - | - | - |
| II.2 II.2.1 | - | - | - | - | - | - | 1 246 500 | 1 246 500 | - | 1 246 500 |
| II.2 II.2.2 | - | - | - | - | - | - | 70 000 | 70 000 | - | 70 000 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 30 000 | 30 000 | - | 30 000 |
| Total, Major Programme II | - | 6 | - | 6 | 1 465 700 | - | 1 521 000 | 2 986 700 | - | 2 986 700 |
| III SOCIAL AND HUMAN SCIENCES | - | - | - | - | - | - | - | - | - | - |
| III.1 | - | - | - | - | - | - | 210 000 | 210 000 | - | 210 000 |
| III.2 | - | - | - | - | - | - | 65 000 | 65 000 | - | 65 000 |
| III.3 | - | - | - | - | - | - | - | - | - | - |
| III.4 | - | - | - | - | - | - | 125 000 | 125 000 | - | 125 000 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | - | - | - | - |
| Total, Major Programme III | - | - | - | - | - | - | 400 000 | 400 000 | - | 400 000 |
| IV CULTURE | - | 2 | 1 | 3 | 693 600 | - | - | 693 600 | - | 693 600 |
| IV.1 IV.1.1 | - | - | - | - | - | - | 266 600 | 266 600 | - | 266 600 |
| IV.1 IV.1.2 | - | - | - | - | - | - | 80 700 | 80 700 | - | 80 700 |
| IV.2 IV.2.1 | - | - | - | - | - | - | 52 700 | 52 700 | 100 000 | 152 700 |
| IV.2 IV.2.2 | - | - | - | - | - | - | 145 600 | 145 600 | - | 145 600 |
| IV.3 IV.3.1 | - | - | - | - | - | - | 42 800 | 42 800 | - | 42 800 |
| IV.3 IV.3.2 | - | - | - | - | - | - | 26 600 | 26 600 | - | 26 600 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 100 000 | 100 000 | - | 100 000 |
| Total, Major Programme IV | - | 2 | 1 | 3 | 693 600 | - | 715 000 | 1 408 600 | 100 000 | 1 508 600 |
| V COMMUNICATION AND INFORMATION | - | 3 | - | 3 | 909 900 | - | - | 909 900 | - | 909 900 |
| V.1 V.1.1 | - | - | - | - | - | - | 125 000 | 125 000 | - | 125 000 |
| V.1 V.1.2 | - | - | - | - | - | - | 66 000 | 66 000 | - | 66 000 |
| V.1 V.1.3 | - | - | - | - | - | - | 108 300 | 108 300 | - | 108 300 |
| V.2 V.2.1 | - | - | - | - | - | - | 80 700 | 80 700 | - | 80 700 |
| V.2 V.2.2 | - | - | - | - | - | - | 53 500 | 53 500 | - | 53 500 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 60 800 | 60 800 | - | 60 800 |
| Total, Major Programme V | - | 3 | - | 3 | 909 900 | - | 494 300 | 1 404 200 | - | 1 404 200 |
| Bureau for External Relations and Cooperation | 2 | 6 | 4 | 12 | 3 054 800 | - | 264 900 | 3 319 700 | - | 3 319 700 |
| Bureau of Field Coordination | 3 | 2 | 23 | 28 | 2 443 400 | 730 600 | - | 3 174 000 | - | 3 174 000 |
| TOTAL, EUROPE AND NORTH AMERICA | 6 | 24 | 28 | 58 | 10 125 200 | 730 600 | 4 359 200 | 15 215 000 | 100 000 | 15 315 000 |

1. Funds already received or firmly committed.

Appendix VI Summary of decentralization by region

Regular programme and extrabudgetary resources

| LATIN AMERICA AND THE CARIBBEAN | | | | | | | | | | |
|---|-----------------|-----------|-----------|------------|-------------------|------------------|-------------------|-------------------|--|---------------------------|
| Region / Major Programme / Sector/Unit | Regular Budget | | | | | | | 32 C/5 Total | Extra-budgetary resources ¹ | 2004-2005 TOTAL RESOURCES |
| | Number of posts | | | | Costs | | | | | |
| | D | P | Local | Total | Personnel | Indirect | Programme | | | |
| | | | | \$ | \$ | \$ | \$ | \$ | \$ | |
| I EDUCATION | - | 12 | 5 | 17 | 3 296 000 | - | - | 3 296 000 | - | 3 296 000 |
| I.1 I.1.1 | - | - | - | - | - | - | 2 291 200 | 2 291 200 | 17 859 600 | 20 150 800 |
| I.1 I.1.2 | - | - | - | - | - | - | 1 140 300 | 1 140 300 | - | 1 140 300 |
| I.2 I.2.1 | - | - | - | - | - | - | 355 300 | 355 300 | 54 347 400 | 54 702 700 |
| I.2 I.2.2 | - | - | - | - | - | - | 147 600 | 147 600 | - | 147 600 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 60 000 | 60 000 | - | 60 000 |
| Total, Major Programme I | - | 12 | 5 | 17 | 3 296 000 | - | 3 994 400 | 7 290 400 | 72 207 000 | 79 497 400 |
| II NATURAL SCIENCES | - | 5 | 1 | 6 | 1 253 200 | - | - | 1 253 200 | - | 1 253 200 |
| II.1 II.1.1 | - | - | - | - | - | - | 384 600 | 384 600 | 120 000 | 504 600 |
| II.1 II.1.2 | - | - | - | - | - | - | 297 200 | 297 200 | 184 000 | 481 200 |
| II.1 II.1.3 | - | - | - | - | - | - | 97 000 | 97 000 | - | 97 000 |
| II.1 II.1.4 | - | - | - | - | - | - | 85 000 | 85 000 | - | 85 000 |
| II.1 II.1.5 | - | - | - | - | - | - | - | 0 | - | - |
| II.2 II.2.1 | - | - | - | - | - | - | 323 600 | 323 600 | - | 323 600 |
| II.2 II.2.2 | - | - | - | - | - | - | 70 000 | 70 000 | 16 759 300 | 16 829 300 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 150 000 | 150 000 | - | 150 000 |
| Total, Major Programme II | - | 5 | 1 | 6 | 1 253 200 | - | 1 407 400 | 2 660 600 | 17 063 300 | 19 723 900 |
| III SOCIAL AND HUMAN SCIENCES | - | 5 | - | 5 | 1 125 200 | - | - | 1 125 200 | - | 1 125 200 |
| III.1 | - | - | - | - | - | - | 320 000 | 320 000 | - | 320 000 |
| III.2 | - | - | - | - | - | - | 90 000 | 90 000 | - | 90 000 |
| III.3 | - | - | - | - | - | - | 60 000 | 60 000 | - | 60 000 |
| III.4 | - | - | - | - | - | - | 315 000 | 315 000 | 30 187 100 | 30 502 100 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 635 000 | 635 000 | - | 635 000 |
| Total, Major Programme III | - | 5 | - | 5 | 1 125 200 | - | 1 420 000 | 2 545 200 | 30 187 100 | 32 732 300 |
| IV CULTURE | - | 6 | 2 | 8 | 1 463 700 | - | - | 1 463 700 | - | 1 463 700 |
| IV.1 IV.1.1 | - | - | - | - | - | - | 342 700 | 342 700 | - | 342 700 |
| IV.1 IV.1.2 | - | - | - | - | - | - | 161 400 | 161 400 | - | 161 400 |
| IV.2 IV.2.1 | - | - | - | - | - | - | 107 600 | 107 600 | 2 198 100 | 2 305 700 |
| IV.2 IV.2.2 | - | - | - | - | - | - | 320 300 | 320 300 | - | 320 300 |
| IV.3 IV.3.1 | - | - | - | - | - | - | 193 600 | 193 600 | - | 193 600 |
| IV.3 IV.3.2 | - | - | - | - | - | - | 186 200 | 186 200 | - | 186 200 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 450 000 | 450 000 | - | 450 000 |
| Total, Major Programme IV | - | 6 | 2 | 8 | 1 463 700 | - | 1 761 800 | 3 225 500 | 2 198 100 | 5 423 600 |
| V COMMUNICATION AND INFORMATION | - | 5 | 2 | 7 | 1 536 500 | - | - | 1 536 500 | - | 1 536 500 |
| V.1 V.1.1 | - | - | - | - | - | - | 458 400 | 458 400 | - | 458 400 |
| V.1 V.1.2 | - | - | - | - | - | - | 242 000 | 242 000 | - | 242 000 |
| V.1 V.1.3 | - | - | - | - | - | - | 396 900 | 396 900 | - | 396 900 |
| V.2 V.2.1 | - | - | - | - | - | - | 295 900 | 295 900 | - | 295 900 |
| V.2 V.2.2 | - | - | - | - | - | - | 196 100 | 196 100 | - | 196 100 |
| Projects relating to cross-cutting themes | - | - | - | - | - | - | 325 600 | 325 600 | - | 325 600 |
| Total, Major Programme V | - | 5 | 2 | 7 | 1 536 500 | - | 1 914 900 | 3 451 400 | - | 3 451 400 |
| Bureau of Field Coordination | 9 | 9 | 59 | 77 | 8 244 000 | 3 697 100 | - | 11 941 100 | - | 11 941 100 |
| TOTAL, LATIN AMERICA AND THE CARIBBEAN | 9 | 42 | 69 | 120 | 16 918 600 | 3 697 100 | 10 498 500 | 31 114 200 | 121 655 500 | 152 769 700 |

1. Funds already received or firmly committed.

Appendix VI Summary of decentralization by region

Decentralized units (excluding UNESCO institutes and centres)

Africa

Cluster and Regional Offices

Accra
 Addis Ababa
 Bamako
 Dakar, and Regional Bureau for Education
 Dar es Salaam
 Harare
 Libreville
 Nairobi, and Regional Bureau for Science
 Windhoek
 Yaoundé

National Offices

Abuja
 Brazzaville
 Bujumbura
 Kigali
 Kinshasa
 Maputo

Arab States

Cluster and Regional Offices

Beirut, and Regional Bureau for Education
 Cairo, and Regional Bureau for Science
 Doha
 Rabat

National Offices

Amman
 Baghdad
 Ramallah

Asia and the Pacific

Cluster and Regional Offices

Almaty
 Apia
 Bangkok, and Regional Bureau for Education
 Beijing
 Jakarta, and Regional Bureau for Science
 New Delhi, and Regional Bureau
 for Communication and Information
 Tehran

National Offices

Dhaka
 Hanoi
 Islamabad
 Kabul
 Kathmandu
 Phnom Penh
 Tashkent

Europe and North America

Cluster and Regional Offices

Moscow
 Venice, Regional Bureau for Science

Liaison Offices with the United Nations System

Geneva
 New York

Latin America and the Caribbean

Cluster and Regional Offices

Havana, and Regional Bureau for Culture
 Kingston
 Montevideo, and Regional Bureau for Science
 Quito, and Regional Bureau for Communication
 and Information
 San José
 Santiago, Regional Bureau for Education

National Offices

Brasilia
 Guatemala
 Lima
 Mexico
 Port-au-Prince

Appendix VII Summary of self-financing funds (extrabudgetary)

This summary contains the essential administrative and budget data concerning extrabudgetary resources - self-financing funds, which appear under the Parts and Chapters of the Programme and Budget for 2004-2005 to which they relate.

(a) Special Accounts for Support Costs levied on Extrabudgetary Activities

| Income | | Expenditure | |
|--|-------------------|---|--------------------------|
| | Total \$ | | Total \$ |
| A. <u>Funds-in-Trust Overhead Costs Account (FITOCA)</u> is funded by the support costs deducted from trust funds in order to defray UNESCO's costs in connection with the administrative and technical backstopping of projects | 35 648 000 | A. <u>Funds-in-Trust Overhead Costs Account (FITOCA)</u> Personnel costs: Established posts (90) Other costs | 15 987 000 19 661 000 |
| | | Total, A. | 35 648 000 |
| B. <u>UNFPA Support Costs Account</u> is funded by the reimbursement of support costs for the execution by UNESCO of projects funded by UNFPA | 400 000 | B. <u>UNFPA Support Costs Account</u> Other costs | 400 000 |
| C. <u>UNDP Administrative and Operational Services Account</u> is funded by the reimbursement of support costs for the execution by UNESCO of projects funded by UNDP | 1 565 000 | C. <u>UNDP Administrative and Operational Services Account</u> Other costs | 1 565 000 |
| D. <u>UNDP Technical Support Services Support Costs Accounts</u> are funded by the staff earnings from SPPD ¹ and STS ² under UNDP arrangements for upstream policy, advisory services and technical support services | 840 000 | D. <u>UNDP Technical Support Services Support Costs Accounts</u> Other costs | 840 000 |
| Grand Total | 38 453 000 | Grand Total | 38 453 000 |

1. SPPD = Support for Policy and Programme Development

2. STS = Support for technical Services

(b) Headquarters Utilization Fund

| Income | | Expenditure | |
|--|-------------------------|--|-------------------------|
| | <u>Total</u> \$ | | <u>Total</u> \$ |
| A. Income from letting office space in the Miollis building | 3 680 000 | A. Expenditure related to the Miollis building: (a) utilities (electricity, heating and cleaning); (b) insurance; (c) staff costs (security, maintenance, accounting and Fund administration); (d) temporary assistance; (e) materials and equipment | 3 700 000 |
| B. Income from letting conference rooms, exhibition spaces and equipment | 1 800 000 | B. Expenditure related to letting conference rooms, exhibition spaces and equipment: (a) staff costs (security, maintenance and accounting); (b) temporary assistance; (c) materials and equipment | 1 847 000 |
| C. Income from letting parking lots and miscellaneous income (sale of petrol coupons and duty free products to staff) | 882 000 | C. Expenditure related to letting and managing parking lots: (a) staff costs (security, maintenance and administration); (b) temporary assistance; (c) materials and equipment | 300 000 |
| D. Income from letting premises to commercial partners (bank, travel agency, news stands, coffee machines, GSM telephone relays, etc.) | 455 000 | D. Provision for charges and costs for premises other than in the Miollis building | 270 000 |
| | | E. Provision for maintenance and conservation of revenue generating premises and equipment | 700 000 |
| Grand Total | <u><u>6 817 000</u></u> | Grand Total¹ | <u><u>6 817 000</u></u> |

1. Overall share of established posts, in conformity with the Financial Regulations of the Special Account for the Headquarters Utilization Fund (162 EX/Decision 7.10), will not exceed 50% of the total expenditure and the staff cost charged for any Secretariat structure will not exceed the income generated by this structure to the Special Account.

(c) Public Information, Liaison and Relations Fund

| Income | | Expenditure | |
|--|------------------|--|------------------|
| | Total \$ | | Total \$ |
| A. UNESCO Coupons Programme | | A. UNESCO Coupons Programme | |
| (1) Commissions | 250 000 | I. Personnel costs: | |
| (2) Interest | 1 000 000 | (1) Established posts (10) | 1 223 500 |
| (3) Transfer from reserve | 91 000 | (2) Temporary assistance | 10 000 |
| Total, A | 1 341 000 | Subtotal, I | 1 233 500 |
| | | II. Administrative costs: | |
| | | (1) Printing (brochures, coupons, circulars, etc.) | 15 000 |
| | | (2) Equipment and supplies | 33 500 |
| | | (3) Contracts to distributors | 80 000 |
| | | (4) Travel and missions | 5 000 |
| | | (5) Miscellaneous | 10 500 |
| | | (6) Hospitality | 500 |
| | | Subtotal, II | 144 500 |
| | | Total, A | 1 378 000 |
| B. Philatelic and Numismatic Programme | | B. Philatelic and Numismatic Programme | |
| Revenue from sales | 260 000 | I. Personnel costs: | |
| | | (1) Established post (1) | 91 000 |
| | | (2) Temporary assistance | 2 000 |
| | | Subtotal, I | 93 000 |
| | | II. Administrative costs: | |
| | | Cost of goods sold | 130 000 |
| | | Total, B | 223 000 |
| Grand Total | 1 601 000 | Grand Total | 1 601 000 |

(d) Publications and Auditory and Visual Material Fund

| Income | | | | Expenditure | | | |
|--------------------|--------------------|---------------|------------------|--|--------------------|---------------|------------------|
| Item | Publications \$ | VIM \$ | Total \$ | Item | Publications \$ | VIM \$ | Total \$ |
| A. Sales | 1 351 500 | 60 000 | 1 411 500 | I. Personnel costs: | | | |
| | | | | (1) Established post (1) | 63 000 | – | 63 000 |
| | | | | (2) Temporary assistance and overtime | 20 000 | – | 20 000 |
| B. Royalties | 450 000 | – | 450 000 | II. Production costs | 900 000 | 60 000 | 960 000 |
| | | | | III. Royalties | 80 000 | – | 80 000 |
| | | | | IV. Commissions | 130 000 | – | 130 000 |
| | | | | V. Freight/postage | 350 000 | – | 350 000 |
| | | | | VI. Equipment and supplies | 58 500 | – | 58 500 |
| | | | | VII. Promotion | 200 000 | – | 200 000 |
| Grand Total | 1 801 500 | 60 000 | 1 861 500 | Grand Total | 1 801 500 | 60 000 | 1 861 500 |

(e) Special Account for Interpretation Services

| Income | | Expenditure | |
|---|-------------------------|---|-------------------------|
| | <u>Total</u> \$ | | <u>Total</u> \$ |
| A. Invoices to: | | I. Personnel costs: | |
| (1) UNESCO sectors (regular programme and extrabudgetary funds) | 1 300 000 | (1) Established posts (2) | 339 000 |
| (2) Non-UNESCO users (Delegations, NGOs, etc.) | 976 500 | (2) Temporary assistance (supernumerary interpreters) | 1 937 500 |
| Grand Total | <u>2 276 500</u> | Grand Total | <u>2 276 500</u> |

332

(f) UNESCO Electronic Documents Fund (former Microform Fund)

| Income | | Expenditure | |
|---|-----------------------|---|-----------------------|
| | <u>Total</u> \$ | | <u>Total</u> \$ |
| A. Contributions of the sectors for scanning and online access to UNESCO documents and publications | 190 000 | I. Personnel costs: Established post (1) | 201 000 |
| B. Special work for the UNESCO archives | 10 000 | II. Administrative costs: | |
| C. Sales of microfiches | 20 000 | (1) Microfilming of UNESCO documents and publications | 15 000 |
| Grand Total | <u>220 000</u> | (2) Maintenance of equipment | 4 000 |
| | | Total, II | 19 000 |
| | | Grand Total | <u>220 000</u> |

(g) UNESCO Staff Savings and Loan Services

| Income | | Expenditure | |
|---------------------------------|--------------------------|--|--------------------------|
| | <u>Total</u> \$ | | <u>Total</u> \$ |
| A. Interest on loans to members | 3 668 800 | I. Personnel costs: Established posts (10) | 1 365 000 |
| B. Bank and investment interest | 28 349 400 | II. Administrative expenses | 269 600 |
| | | III. Loan insurance | 297 300 |
| | | IV. Depreciation of equipment | 23 800 |
| | | V. Computer expenses | 174 400 |
| | | VI. Other costs | <u>148 700</u> |
| | | Total, I-VI | 2 278 800 |
| | | VII. Contribution to the costs of fees of the External Auditor | 23 800 |
| | | VIII. Contribution to subscriptions to banking services | <u>11 900</u> |
| | | Total, Expenditure | 2 314 500 |
| | | Interest paid to members | 29 000 000 |
| | | Transfer to personalized reserves | 703 700 |
| Grand Total | <u><u>32 018 200</u></u> | Grand Total | <u><u>32 018 200</u></u> |

333

(h) Special Account for Documents and Publications Services

| Income | | | | Expenditure | | | |
|--|------------------------|---------------------------|-----------------------|---|------------------------|---------------------------|-----------------------|
| Item | <u>Documents</u> \$ | <u>Publications</u> \$ | <u>Total</u> \$ | Item | <u>Documents</u> \$ | <u>Publications</u> \$ | <u>Total</u> \$ |
| A. Payments of the sectors for documentation out of quotas (translation, composition, production and distribution) | 210 000 | - | 210 000 | I. Personnel costs: Established post (1) | 201 000 | - | 201 000 |
| B. Contributions to publications | - | 10 000 | 10 000 | II. Administrative costs: Supplies | 9 000 | - | 9 000 |
| | | | | III. Printing/purchase of copies | - | 10 000 | 10 000 |
| Grand Total | <u><u>210 000</u></u> | <u><u>10 000</u></u> | <u><u>220 000</u></u> | Grand Total | <u><u>210 000</u></u> | <u><u>10 000</u></u> | <u><u>220 000</u></u> |

Appendix VIII Summary of extrabudgetary operational projects by source of fund and region

| Part | Region | 2004-2005 | | | | | | Total |
|------------------------------------|--|------------------------|-------------------|------------------|---------------------|---|--|--------------------|
| | | United Nations Sources | | Other Sources | | | | |
| | | UNDP | Others | Funds-in-Trust | | Others (Development Banks and Associate Experts) | Voluntary contributions & special accounts | |
| | | | | Donated | Self- Benefiting | | | |
| | | \$ | \$ | \$ | \$ | \$ | \$ | |
| PART I | GENERAL POLICY AND DIRECTION | | | | | | | |
| A. | Governing Bodies | - | - | - | - | - | - | - |
| | 1. General Conference | - | - | 282 000 | - | - | - | 282 000 |
| | 2. Executive Board | - | - | - | - | - | - | - |
| | Total, I.A | - | - | 282 000 | - | - | - | 282 000 |
| B. | Direction | | | | | | | |
| | 3. Directorate | - | - | - | - | - | - | - |
| | 4. Office of the Director-General | - | - | 341 000 | - | - | - | 341 000 |
| | 5. Internal Oversight | - | - | 412 000 | - | - | - | 412 000 |
| | 6. International Standards and Legal Affairs | - | - | - | - | - | - | - |
| | Total, I.B | - | - | 753 000 | - | - | - | 753 000 |
| C. | Participation in the Joint Machinery of the United Nations System | - | - | - | - | - | - | - |
| | Total, PART I - Interregional | - | - | 1 035 000 | - | - | - | 1 035 000 |
| PART II | PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | | | |
| A. | Programmes | | | | | | | |
| I | EDUCATION | | | | | | | |
| I.1 | | | | | | | | |
| I.1.1 | Africa | 880 000 | 600 000 | 666 000 | - | 90 000 | - | 2 236 000 |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | 680 000 | 1 250 000 | - | - | - | 1 930 000 |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | 102 870 | - | 17 756 830 | - | - | 17 859 700 |
| | Interregional | - | - | 515 600 | - | - | 1 300 000 | 1 815 600 |
| | Total, I.1.1 | 880 000 | 1 382 870 | 2 431 600 | 17 756 830 | 90 000 | 1 300 000 | 23 841 300 |
| I.1.2 | Africa | - | - | - | - | - | - | - |
| | Arab States | - | 16 510 000 | - | - | - | - | 16 510 000 |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | 200 000 | - | - | - | 200 000 |
| | Interregional | - | - | 2 428 800 | - | - | 2 166 000 | 4 594 800 |
| | Total, I.1.2 | - | 16 510 000 | 2 628 800 | - | - | 2 166 000 | 21 304 800 |
| | Total, I.1 | 880 000 | 17 892 870 | 5 060 400 | 17 756 830 | 90 000 | 3 466 000 | 45 146 100 |
| I.2 | | | | | | | | |
| I.2.1 | Africa | - | - | 410 000 | - | 150 000 | - | 560 000 |
| | Arab States | 2 000 000 | - | - | - | - | - | 2 000 000 |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | 704 000 | 54 347 350 | - | - | 55 051 350 |
| | Interregional | - | - | 155 350 | - | - | - | 155 350 |
| | Total, I.2.1 | 2 000 000 | - | 1 269 350 | 54 347 350 | 150 000 | - | 57 766 700 |
| I.2.2 | Africa | - | - | - | - | - | - | - |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | 81 000 | - | - | - | 81 000 |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | 1 226 400 | - | - | - | 1 226 400 |
| | Total, I.2.2 | - | - | 1 307 400 | - | - | - | 1 307 400 |
| | Total, I.2 | 2 000 000 | - | 2 576 750 | 54 347 350 | 150 000 | - | 59 074 100 |
| UNESCO education institutes | | | | | | | | |
| IBE | Interregional | - | - | - | - | - | - | - |
| IIEP | Africa | - | - | - | - | - | 334 000 | 334 000 |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | - | - | 65 000 | - | 65 000 |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | 300 000 | - | 200 000 | 475 000 | 975 000 |
| | Total, IIEP | - | - | 300 000 | - | 265 000 | 809 000 | 1 374 000 |
| | UIE Interregional | - | - | 391 000 | - | - | - | 391 000 |
| | IITE Interregional | - | - | - | - | - | - | - |
| | IICBA Interregional | - | - | - | - | - | - | - |
| | IESALC Interregional | - | - | - | - | - | - | - |
| | Total, UNESCO education institutes | - | - | 691 000 | - | 265 000 | 809 000 | 1 765 000 |
| | Total, Major Programme I | 2 880 000 | 17 892 870 | 8 328 150 | 72 104 180 | 505 000 | 4 275 000 | 105 985 200 |

| Part | Region | 2004-2005 | | | | | | Total |
|---------------|----------------------------------|------------------------|--------|------------------|---------------------|---|--|-------------------|
| | | United Nations Sources | | Other Sources | | | | |
| | | UNDP | Others | Funds-in-Trust | | Others (Development Banks and Associate Experts) | Voluntary contributions & special accounts | |
| | | | | Donated | Self- Benefiting | | | |
| \$ | \$ | \$ | \$ | \$ | \$ | \$ | | |
| II | NATURAL SCIENCES | | | | | | | |
| II.1 | | | | | | | | |
| II.1.1 | Africa | - | - | 120 000 | - | - | - | 120 000 |
| | Arab States | - | - | 406 000 | 3 000 000 | - | - | 3 406 000 |
| | Asia and the Pacific | - | - | 100 000 | - | - | - | 100 000 |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | 120 000 | - | - | - | 120 000 |
| | Interregional | - | - | 237 000 | - | - | 30 000 | 267 000 |
| | <i>Total, II.1.1</i> | - | - | 983 000 | 3 000 000 | - | 30 000 | 4 013 000 |
| II.1.2 | Africa | - | - | 150 000 | - | - | - | 150 000 |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | 50 000 | - | - | - | 50 000 |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | 184 000 | - | - | 184 000 |
| | Interregional | - | - | 15 800 | - | - | 50 000 | 65 800 |
| | <i>Total, II.1.2</i> | - | - | 215 800 | 184 000 | - | 50 000 | 449 800 |
| II.1.3 | Africa | - | - | 60 000 | - | - | - | 60 000 |
| | Arab States | - | - | - | 1 000 000 | 250 000 | - | 1 250 000 |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | 80 000 | - | - | - | 80 000 |
| | Interregional | - | - | 87 500 | - | - | - | 87 500 |
| | <i>Total, II.1.3</i> | - | - | 227 500 | 1 000 000 | 250 000 | - | 1 477 500 |
| II.1.4 | Africa | - | - | - | - | - | - | - |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | - | - | - | - | - |
| | <i>Total, II.1.4</i> | - | - | - | - | - | - | - |
| II.1.5 | Africa | - | - | 800 000 | - | - | - | 800 000 |
| | Arab States | - | - | - | 100 000 | - | - | 100 000 |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | 224 000 | - | - | 2 660 000 | 2 884 000 |
| | <i>Total, II.1.5</i> | - | - | 1 024 000 | 100 000 | - | 2 660 000 | 3 784 000 |
| | Total, II.1 | - | - | 2 450 300 | 4 284 000 | 250 000 | 2 740 000 | 9 724 300 |
| II.2 | | | | | | | | |
| II.2.1 | Africa | - | - | - | - | - | - | - |
| | Arab States | - | - | - | 5 900 000 | - | - | 5 900 000 |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | 1 656 700 | - | - | 1 680 000 | 3 336 700 |
| | <i>Total, II.2.1</i> | - | - | 1 656 700 | 5 900 000 | - | 1 680 000 | 9 236 700 |
| II.2.2 | Africa | - | - | 300 000 | - | - | - | 300 000 |
| | Arab States | - | - | - | 100 000 | - | - | 100 000 |
| | Asia and the Pacific | - | - | 41 000 | - | - | - | 41 000 |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | 16 759 400 | - | - | 16 759 400 |
| | Interregional | - | - | 2 789 000 | - | - | 300 000 | 3 089 000 |
| | <i>Total, II.2.2</i> | - | - | 3 130 000 | 16 859 400 | - | 300 000 | 20 289 400 |
| | Total, II.2 | - | - | 4 786 700 | 22 759 400 | - | 1 980 000 | 29 526 100 |
| | Total, Major Programme II | - | - | 7 237 000 | 27 043 400 | 250 000 | 4 720 000 | 39 250 400 |
| III | SOCIAL AND HUMAN SCIENCES | | | | | | | |
| III.1 | | | | | | | | |
| | Africa | - | - | - | - | - | - | - |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | - | - | - | - | - |
| | <i>Total, III.1</i> | - | - | - | - | - | - | - |
| III.2 | | | | | | | | |
| | Africa | - | - | - | - | - | - | - |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | 58 000 | - | - | 100 000 | 158 000 |
| | <i>Total, III.2</i> | - | - | 58 000 | - | - | 100 000 | 158 000 |

| Part | Region | 2004-2005 | | | | | | Total |
|---------------|-----------------------------------|------------------------|------------------|-------------------|---------------------|---|--|-------|
| | | United Nations Sources | | Other Sources | | | | |
| | | UNDP | Others | Funds-in-Trust | | Others (Development Banks and Associate Experts) | Voluntary contributions & special accounts | |
| | | | | Donated | Self- Benefiting | | | |
| \$ | \$ | \$ | \$ | \$ | \$ | \$ | | |
| III.3 | | | | | | | | |
| | Africa | - | - | - | - | - | - | |
| | Arab States | - | - | - | - | - | - | |
| | Asia and the Pacific | - | - | - | - | - | - | |
| | Europe and North America | - | - | - | - | - | - | |
| | Latin America and the Caribbean | - | - | - | - | - | - | |
| | Interregional | - | - | 670 000 | - | - | 1 160 700 | |
| | Total, III.3 | - | - | 670 000 | - | - | 1 160 700 | |
| III.4 | | | | | | | | |
| | Africa | - | - | - | - | - | - | |
| | Arab States | - | - | - | - | - | - | |
| | Asia and the Pacific | - | - | - | - | - | - | |
| | Europe and North America | - | - | - | - | - | - | |
| | Latin America and the Caribbean | - | - | - | 30 187 100 | - | 30 187 100 | |
| | Interregional | - | - | - | - | - | - | |
| | Total, III.4 | - | - | - | 30 187 100 | - | 30 187 100 | |
| | Total, Major Programme III | - | - | 728 000 | 30 187 100 | - | 1 260 700 | |
| IV | CULTURE | | | | | | | |
| IV.1 | | | | | | | | |
| IV.1.1 | | | | | | | | |
| | Africa | - | - | - | - | - | - | |
| | Arab States | - | - | - | - | - | - | |
| | Asia and the Pacific | - | - | - | - | - | - | |
| | Europe and North America | - | - | - | - | - | - | |
| | Latin America and the Caribbean | - | - | - | - | - | - | |
| | Interregional | - | - | - | - | - | - | |
| | <i>Total, IV.1.1</i> | - | - | - | - | - | - | |
| IV.1.2 | | | | | | | | |
| | Africa | - | - | - | - | - | - | |
| | Arab States | - | - | - | - | - | - | |
| | Asia and the Pacific | - | - | - | - | - | - | |
| | Europe and North America | - | - | - | - | - | - | |
| | Latin America and the Caribbean | - | - | - | - | - | - | |
| | Interregional | - | - | - | - | - | - | |
| | <i>Total, IV.1.2</i> | - | - | - | - | - | - | |
| | Total, IV.1 | - | - | - | - | - | - | |
| IV.2 | | | | | | | | |
| IV.2.1 | | | | | | | | |
| | Africa | - | 3 000 000 | - | - | - | 3 000 000 | |
| | Arab States | - | - | - | - | - | - | |
| | Asia and the Pacific | - | 500 000 | - | - | - | 500 000 | |
| | Europe and North America | - | - | 65 000 | - | - | 65 000 | |
| | Latin America and the Caribbean | - | 2 000 000 | - | 616 100 | - | 2 616 100 | |
| | Interregional | - | 1 500 000 | 747 000 | - | 9 300 000 | 11 547 000 | |
| | <i>Total, IV.2.1</i> | - | 7 000 000 | 812 000 | 616 100 | - | 9 300 000 | |
| IV.2.2 | | | | | | | | |
| | Africa | - | - | 500 000 | - | - | 500 000 | |
| | Arab States | 250 000 | - | 1 350 000 | 400 000 | - | 2 270 000 | |
| | Asia and the Pacific | 28 000 | - | 6 274 000 | - | 180 000 | 6 530 500 | |
| | Europe and North America | - | 1 500 000 | 850 000 | - | - | 2 350 000 | |
| | Latin America and the Caribbean | - | - | 332 000 | - | - | 332 000 | |
| | Interregional | - | - | 2 797 000 | - | 20 000 | 2 817 000 | |
| | <i>Total IV.2.2</i> | 278 000 | 1 500 000 | 12 103 000 | 400 000 | 180 000 | 14 799 500 | |
| | Total, IV.2 | 278 000 | 8 500 000 | 12 915 000 | 1 016 100 | 180 000 | 9 638 500 | |
| IV.3 | | | | | | | | |
| IV.3.1 | | | | | | | | |
| | Africa | - | - | - | - | - | - | |
| | Arab States | - | - | - | - | - | - | |
| | Asia and the Pacific | - | - | - | - | - | - | |
| | Europe and North America | - | - | - | - | - | - | |
| | Latin America and the Caribbean | - | - | - | - | - | - | |
| | Interregional | - | - | 637 000 | - | - | 637 000 | |
| | <i>Total, IV.3.1</i> | - | - | 637 000 | - | - | 637 000 | |
| IV.3.2 | | | | | | | | |
| | Africa | - | - | - | - | - | - | |
| | Arab States | - | - | - | - | - | - | |
| | Asia and the Pacific | - | - | - | - | - | - | |
| | Europe and North America | - | - | - | - | - | - | |
| | Latin America and the Caribbean | - | - | - | - | - | - | |
| | Interregional | - | - | - | - | - | - | |
| | <i>Total, IV.3.2</i> | - | - | - | - | - | - | |
| | Total IV.3 | - | - | 637 000 | - | - | 637 000 | |
| | Total, Major Programme IV | 278 000 | 8 500 000 | 13 552 000 | 1 016 100 | 180 000 | 33 164 600 | |

| Part | Region | 2004-2005 | | | | | | Total |
|--------------|--|------------------------|-------------------|-------------------|---------------------|---|--|--------------------|
| | | United Nations Sources | | Other Sources | | | | |
| | | UNDP | Others | Funds-in-Trust | | Others (Development Banks and Associate Experts) | Voluntary contributions & special accounts | |
| | | | | Donated | Self- Benefiting | | | |
| \$ | \$ | \$ | \$ | \$ | \$ | \$ | | |
| V | COMMUNICATION AND INFORMATION | | | | | | | |
| V.1 | | | | | | | | |
| V.1.1 | Africa | - | - | 100 000 | - | - | - | 100 000 |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | 303 000 | - | 1 640 000 | - | - | - | 1 943 000 |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | 173 500 | - | 1 850 000 | - | 2 023 500 |
| | <i>Total, V.1.1</i> | 303 000 | - | 1 913 500 | - | 1 850 000 | - | 4 066 500 |
| V.1.2 | Africa | - | - | - | - | - | - | - |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | 60 000 | - | - | - | 60 000 |
| | Interregional | - | - | - | - | - | - | - |
| | <i>Total, V.1.2</i> | - | - | 60 000 | - | - | - | 60 000 |
| V.1.3 | Africa | - | - | - | - | - | - | - |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | - | - | - | - | - |
| | <i>Total, V.1.3</i> | - | - | - | - | - | - | - |
| | Total, V.1 | 303 000 | - | 1 973 500 | - | 1 850 000 | - | 4 126 500 |
| V.2 | | | | | | | | |
| V.2.1 | Africa | - | - | - | - | - | - | - |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | 88 500 | - | - | 2 000 000 | 2 088 500 |
| | <i>Total, V.2.1</i> | - | - | 88 500 | - | - | 2 000 000 | 2 088 500 |
| V.2.2 | Africa | - | - | - | - | - | - | - |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | 131 900 | - | - | - | 131 900 |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | 250 000 | 172 000 | - | - | 3 500 000 | 3 922 000 |
| | <i>Total, V.2.2</i> | - | 250 000 | 303 900 | - | - | 3 500 000 | 4 053 900 |
| | Total, V.2 | - | 250 000 | 392 400 | - | - | 5 500 000 | 6 142 400 |
| | Total, Major Programme V | 303 000 | 250 000 | 2 365 900 | - | 1 850 000 | 5 500 000 | 10 268 900 |
| | UNESCO Institute for Statistics | | | | | | | |
| | Africa | - | - | - | - | - | - | - |
| | Arab States | - | - | - | - | - | - | - |
| | Asia and the Pacific | - | - | - | - | - | - | - |
| | Europe and North America | - | - | - | - | - | - | - |
| | Latin America and the Caribbean | - | - | - | - | - | - | - |
| | Interregional | - | - | - | - | - | - | - |
| | Total, UIS | - | - | - | - | - | - | - |
| | TOTAL, II.A | 3 461 000 | 26 642 870 | 32 211 050 | 130 350 780 | 2 785 000 | 25 394 200 | 220 844 900 |
| | B. Participation Programme | - | - | - | - | - | - | - |
| | C. Programme Related Services | | | | | | | |
| | 1. Coordination of action to benefit Africa | - | - | - | - | - | - | - |
| | 2. Fellowships Programme | - | - | 1 360 900 | - | - | 32 800 | 1 393 700 |
| | 3. Public information | - | - | - | - | - | - | - |
| | 4. Strategic Planning and Programme Monitoring | - | - | 176 000 | - | - | - | 176 000 |
| | 5. Budget Preparation and Monitoring | - | - | 976 000 | - | - | - | 976 000 |
| | Total, II.C - Interregional | - | - | 2 512 900 | - | - | 32 800 | 2 545 700 |
| | TOTAL, PART II | 3 461 000 | 26 642 870 | 34 723 950 | 130 350 780 | 2 785 000 | 25 427 000 | 223 390 600 |

| Part | Region | 2004-2005 | | | | | | Total |
|-----------------|--|------------------------|-------------------|-------------------|---------------------|---|--|--------------------|
| | | United Nations Sources | | Other Sources | | | | |
| | | UNDP | Others | Funds-in-Trust | | Others (Development Banks and Associate Experts) | Voluntary contributions & special accounts | |
| | | | | Donated | Self- Benefiting | | | |
| \$ | \$ | \$ | \$ | \$ | \$ | \$ | | |
| PART III | SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | |
| A. | Field management and coordination | - | - | - | - | - | - | - |
| B. | External relations and cooperation | - | - | 2 768 000 | - | - | - | 2 768 000 |
| C. | Human resources management | - | - | 289 000 | - | - | - | 289 000 |
| D. | Administration, maintenance and renovation of Headquarters premises | | | | | | | |
| 1. | Administrative coordination and support | - | - | - | - | - | - | - |
| 2. | Accounting and financial control | - | - | 661 500 | - | - | - | 661 500 |
| 3. | Information systems and telecommunications | - | - | 1 823 000 | - | - | - | 1 823 000 |
| 4. | Procurement | - | - | 352 000 | - | - | - | 352 000 |
| 5. | Conferences, languages and documents | - | - | 147 000 | - | - | - | 147 000 |
| 6. | Common services, security, utilities and management of premises and equipment | - | - | - | - | - | - | - |
| 7. | Maintenance and renovation of Headquarters premises | - | - | - | - | - | - | - |
| | Total, III.D | - | - | 2 983 500 | - | - | - | 2 983 500 |
| | TOTAL, PART III - Interregional | - | - | 6 040 500 | - | - | - | 6 040 500 |
| | GRAND TOTAL | 3 461 000 | 26 642 870 | 41 799 450 | 130 350 780 | 2 785 000 | 25 427 000 | 230 466 100 |

SUMMARY BY REGION

| | | | | | | | |
|---------------------------------|------------------|-------------------|-------------------|--------------------|------------------|-------------------|--------------------|
| Africa | 880 000 | 3 600 000 | 3 106 000 | - | 240 000 | 334 000 | 8 160 000 |
| Arab States | 2 250 000 | 16 510 000 | 1 756 000 | 10 500 000 | 250 000 | 270 000 | 31 536 000 |
| Asia and the Pacific | 331 000 | 1 180 000 | 9 567 900 | - | 245 000 | 48 500 | 11 372 400 |
| Europe and North America | - | 1 500 000 | 915 000 | - | - | - | 2 415 000 |
| Latin America and the Caribbean | - | 2 102 870 | 1 496 000 | 119 850 780 | - | - | 123 449 650 |
| Interregional | - | 1 750 000 | 24 958 550 | - | 2 050 000 | 24 774 500 | 53 533 050 |
| GRAND TOTAL | 3 461 000 | 26 642 870 | 41 799 450 | 130 350 780 | 2 785 000 | 25 427 000 | 230 466 100 |

Appendix IX Evaluation Plan for 2004-2005

The Evaluation Plan below is based on the UNESCO Evaluation Strategy and the 2002-2007 UNESCO Medium-Term Evaluation Work Plan both submitted to the Executive Board at its 165th session (165 EX/19). In addition to the sectoral evaluations, the plan includes a number of thematic and cross-cutting evaluations.

While some evaluations will be financed from the regular programme, extrabudgetary contributions will be sought to implement a number of the evaluations.

| Title | Theme, key issues and problems addressed | Responsible unit | Estimated cost of evaluation | Report's submission date |
|--|---|---|---|--------------------------|
| <p>I. EDUCATION</p> <p>Evaluation on UNESCO's education institutes The two institutes to be evaluated in 2004-2005.</p> | <p>The institutes contribute directly to the achievement of the objectives of Major Programme I and in particular implementing the Dakar Framework for Action. The two evaluations proposed focus on curriculum policy, contents and methods (IBE) and the application of information and communication technologies in education (IITE). The evaluations complement the evaluations of four institutes in the 2002-2003 biennium, to determine the status of Strategic Objective 1.</p> <p>The evaluations will, in particular,</p> <ul style="list-style-type: none"> ◆ determine to what extent core UNESCO programme priorities were addressed by the institute and whether their programmes contribute to the goals of UNESCO; ◆ determine whether the programmes of the Institutes have secured the results and impacts approved by their governing bodies and assess their sustainability; ◆ assess the governance, organizational structure, managerial support, funding and coordination mechanisms used by the institutes in developing and implementing programmes, including coordination between institutes and field offices; ◆ assess to what extent the institutes have supported UNESCO's overall decentralization strategy and as such provided a better and timely response to the needs of Member States. | <p>IBE IITE</p> | <p>\$70 000 (extrabudgetary funding will be sought)</p> | <p>Mid-2004</p> |
| <p>Evaluation of UNESCO's contribution to the development of national EFA action plans</p> | <p>According to the Dakar Framework for Action, Member States are the prime movers in developing and implementing national EFA action plans. UNESCO is providing technical assistance to Member States in developing credible EFA action plans, making use <i>inter alia</i> of regional forums, networks and institutions.</p> <p>The evaluation, covering the period from mid-2000 to end 2004, will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ UNESCO's effectiveness in identifying those countries in which there is a problem of overlap and contradictions between requirements for comprehensive EFA plans, and specific national education sector needs and plans, and in making proposals for resolving such problems; ◆ the effectiveness of UNESCO's technical assistance in the form of advice, guidelines, training and capacity-building regarding the development of EFA action plans, especially in Africa and South Asia, LDCs, countries in transition and post-conflict situations and E-9 countries; ◆ the efficiency of UNESCO's international coordination actions as regards mobilizing funds and facilitating the development of credible national plans; ◆ the effectiveness of UNESCO's actions to support national EFA activities through subregional and regional forums and mechanisms, institutions and the regional EFA strategies; ◆ the effectiveness of UNESCO's actions to improve Member States' capacities, within the context of national EFA action plans, for data collection and reporting, and for monitoring and evaluation, including the development of performance indicators. | <p>D/EPS ED/BAS ED/DFU IIEP UIS</p> | <p>\$70 000 (extrabudgetary funding will be sought)</p> | <p>August 2005</p> |

| Title | Theme, key issues and problems addressed | Responsible unit | Estimated cost of evaluation | Report's submission date |
|--|---|------------------|------------------------------|--------------------------|
| Evaluation of the effectiveness of UNESCO's capacity-building initiative for lead teacher-training institutions in African Member States | <p>UNESCO's initiative for improving lead teacher-training institutes in Africa, originally financed and developed using carry-over funds in the 2002-2003 biennium, is being evaluated early in the biennium to ensure that it is on track to achieve the objectives of promoting the development of quality teacher education at the institutional level, supporting national and regional decision-makers, and ensuring that the tertiary teacher-training institutions in Africa achieve the required level regarding quality of training. This required level is needed to achieve the EFA commitments. The results of the evaluation will be fed back to improve the effectiveness of the project in its subsequent phases.</p> <p>The evaluation will in particular examine:</p> <ul style="list-style-type: none"> ◆ the accuracy and relevance of UNESCO's mapping, both in individual Member States and regionally, of the precise areas requiring improvement such as materials, curricula and infrastructure; ◆ the effectiveness of UNESCO's technical assistance provided in the form of advice and guidelines to help Member States raise the quality of their lead teacher-training institutions to meet the needs of EFA; ◆ the effectiveness of UNESCO's assistance in the preparation of project proposals for external funding; ◆ the usefulness of UNESCO's contribution to national, subregional and regional policy dialogue concerning the status of teachers and the relationship between teacher-training and national development goals; ◆ the effectiveness of UNESCO's promotion of networking, including those of the UNITWIN/UNESCO Chairs Programme, in facilitating the exchange of best practices and improving the quality of training provided in teacher-training institutes. | ED/HED | \$50 000 | September 2004 |

II. NATURAL SCIENCES

| | | | | |
|---|---|--------|---------------------------------------|-------------|
| Evaluation of science and technology capacity-building in chemistry | <p>The evaluation will examine activities that seek to assist Member States to build up national and regional research and training capacities in chemistry. The evaluation will particularly focus on activities funded by extrabudgetary sources, covering the period 1999 to the present. The conclusions and recommendations of the evaluation will inform future programme direction.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ the relevance of the activities undertaken to Member States' needs and priorities, and whether the activities align to UNESCO's comparative advantage in the field of chemistry; ◆ the alignment of extrabudgetary activities with regular programme activities, and linkages to UNESCO's mandate; ◆ effectiveness in promoting multidisciplinary and intersectoral approaches to the design and implementation of projects; ◆ linkages with the follow-up of the World Conference on Science, Budapest, 1999; ◆ the added value that UNESCO's comparative advantage brings to partnerships in the field of chemistry; ◆ major results and impact of activities, with respect to capacity-building and the promotion of basic and applied research in chemical sciences at national, regional and international levels. | SC/BES | \$60 000 | Spring 2004 |
| Evaluation of Capacity-Building for Natural Disaster Reduction (CBNDR) in Central America and the Caribbean | <p>Central America is one of the regions most prone to natural disasters. The five pilot projects in Central America and the Caribbean included in the evaluation serve as demonstration cases for the application of Geographical Information Systems (GIS) and remote sensing as tools for analysis of hazard, vulnerability and risk for disaster prevention at the local level. Furthermore, the objective is to influence politics and/or politicians at the national and regional levels to shift the emphasis of policies concerning disaster reduction from short-term actions to longer-term actions and thinking.</p> <p>The evaluation will examine the project strategy, the project results and impact at the institutional, local, national and regional levels. Obstacles, success factors and lessons learned from the implementation of the project will be addressed.</p> | SC/GEO | Extrabudgetary funding will be sought | Mid-2005 |

| Title | Theme, key issues and problems addressed | Responsible unit | Estimated cost of evaluation | Report's submission date |
|--|--|--|--|--------------------------|
| III. SOCIAL AND HUMAN SCIENCES | | | | |
| Evaluation of Anticipation and Foresight | <p>In the area of anticipation and foresight UNESCO's aim is to strengthen the Organization's intellectual, ethical and strategic watch function. The overall purpose of this evaluation will be to assess the results and impact of the activities in promoting UNESCO's role as a forum of anticipation and future-oriented thinking. The <i>21st Century Talks</i> series will be given particular attention.</p> <p>It will assess, in particular:</p> <ul style="list-style-type: none"> ◆ relevance of the anticipation and future study activities to Member States' needs and priorities; ◆ comparative advantage vis-à-vis alternative means of programme delivery, and vis-à-vis other organizations working in this area; ◆ main results and impact of the activities in promoting research, and public debate and dialogue; ◆ effect on promoting and incorporating future-oriented thinking into UNESCO programmes. | SHS/FPH | \$20 000 (\$15,000 in extrabudgetary funds will be sought) | April/ May 2005 |
| UNITWIN/UNESCO Chairs Programme in the Social and Human Sciences | <p>Taking into account the new strategies developed in the Sector within the framework of the C/4 and the C/5, the purpose of this evaluation will be to assess the results and impact of the activities of UNESCO Chairs in the field of social and human sciences, namely the network of UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance, the Chairs in Bioethics, the UNITWIN networks/UNESCO Chairs working on sustainable development issues and the UNESCO Chairs in philosophy, with a view to eventually reorienting or better focusing the UNESCO Chairs.</p> <p>The evaluation will notably assess:</p> <ul style="list-style-type: none"> ◆ results achieved and impacts secured from research in the fields of: bioethics, human rights, interdisciplinary areas of sustainable development and philosophy; interdisciplinary curriculum development on the basis of applied research; capacity-building of trainers and creation of new academic degree programmes; ◆ comparative advantage of UNESCO Chairs as a delivery mechanism versus other delivery mechanisms; ◆ effectiveness and potential of increased use of UNESCO Chairs as a resource for advocacy and sensitization; ◆ efficiency and relevance of outreach programmes, partnerships and networking/international cooperation under the overall objective of UNESCO Chairs. | SHS/HRS SHS/SRP SHS/FPH SHS/EST | \$25 000 | April/May 2005 |
| IV. CULTURE | | | | |
| Evaluation of the Project on the Slave Route, African Diaspora and Global Transformation | <p>The Project consists of a historical study on the causes and work to enhance understanding of the causes of the transatlantic slave trade and slavery. It seeks to contribute to a culture of tolerance and peaceful coexistence between races and peoples. This evaluation will assess the effectiveness of the project and the results achieved since its inception in 1994, in order to draw lessons for the strategy for future phases of the project.</p> <p>The key issues to be examined in this evaluation are:</p> <ul style="list-style-type: none"> ◆ overall results and impact of the Project in Member States and in the international community; ◆ effectiveness of the Project in enhancing knowledge, awareness of the Project's key issues, and changing attitudes and perceptions among the primary stakeholders; ◆ effectiveness of the partnership with key stakeholders (Member States, civil society, teachers, universities, museums, and other project partners); ◆ risk assessment to identify factors that may prevent the Project meeting its objectives; ◆ effectiveness and added value of intersectoral approach and its management. | CLT/CPD/SRP | \$60 000 | Autumn 2004 |

| Title | Theme, key issues and problems addressed | Responsible unit | Estimated cost of evaluation | Report's submission date |
|---|--|------------------|---|--------------------------|
| Evaluation of UNESCO's actions to help Member States prevent the illicit trafficking of cultural property | <p>Focusing primarily on the promotion of two conventions (the 1970 UNESCO and 1995 UNIDROIT Conventions), the evaluation aims to establish the effectiveness of UNESCO's programme to prevent the illicit trafficking of cultural property and to facilitate its return and restitution where appropriate with a view to identifying its strengths and weaknesses and to improving it in the future.</p> <p>Given the fact that the programme has become particularly important in the last five to six years due to a growing trade in illicit traffic and an increasing number of requests for assistance by Member States, the evaluation will therefore focus on this period.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> - relevance of programme activities (workshops, training, educational documentation) as a means to achieving programme goals; - effectiveness and impact of: <ul style="list-style-type: none"> ◆ activities aimed at empowering Member States and educating their experts and civil servants to protect better their cultural heritage against theft and trafficking; ◆ activities aimed at helping States to properly implement the 1970 and 1995 Conventions, and at attracting new signatories; ◆ activities relating to the return of cultural property that has been trafficked. | CLT/CH/ITH | \$25 000 (additional resources will be sought from extrabudgetary funding) | Autumn 2005 |

V. COMMUNICATION AND INFORMATION

| | | | | |
|--|--|--------|----------|-------------|
| Evaluation of UNESCO's Community Multimedia Centre Programme | <p>UNESCO's Community Multimedia Centre (CMC) Programme aims at promoting community empowerment and addresses the digital divide by combining community broadcasting with public access to the Internet and related technologies. The evaluation will establish the contribution of CMCs towards sustainable development, social participation at grass-roots level and the realization of access for all to information and communication technologies, especially in the public domain. The evaluation will cover developing countries and least developing countries.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ mechanisms used to determine site selection and challenges related to local support systems; ◆ relevance of promoting CMCs/ICTs in the various country contexts; ◆ main results and impact on educational, social, economic and cultural aspects of community and individual's development; ◆ beneficiary and stakeholder ownership of the projects and issues of sustainability; ◆ effectiveness of project activities, especially in building communication capacities of project beneficiaries and enhancing participation at the grass-roots level. | CI/COM | \$80 000 | Spring 2005 |
|--|--|--------|----------|-------------|

VI. SECTOR FOR EXTERNAL RELATIONS AND COOPERATION

| | | | | |
|---|--|------------|---|-------------|
| Evaluation of the Participation and Emergency Programme | <p>The evaluation will assess the mechanism in place for selecting projects and the results achieved from the Participation and Emergency Programme.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ the criteria and the procedure for selecting projects; ◆ the efficiency and effectiveness of programme implementation; ◆ the alignment of project-finding in Member States with the priorities of UNESCO; ◆ the impact and sustainability of the programme objectives and the programme's overall outcomes; ◆ the relevance of the programme in carrying out UNESCO's mandate and meeting the needs of the Member States. | ERC/RMS/PP | \$40 000 (additional resources will be sought from extrabudgetary funding) | Autumn 2004 |
|---|--|------------|---|-------------|

| Title | Theme, key issues and problems addressed | Responsible unit | Estimated cost of evaluation | Report's submission date |
|--|--|------------------|---|--------------------------|
| VII. CROSS-CUTTING AND THEMATIC EVALUATIONS | | | | |
| Eradication of poverty, especially extreme poverty | <p>The overall purpose of the evaluation will be to examine progress made towards achieving the strategic objectives for poverty as described in the present Medium-Term Strategy (31 C/4). It will examine issues of relevance, efficiency, and effectiveness in meeting expected results.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ relevance and effectiveness of the strategy in eradicating poverty; ◆ overall contribution of projects towards achieving poverty reduction objectives; ◆ effectiveness of fostering intersectoral cooperation and a multidisciplinary approach, and value added of such approaches in reducing poverty; ◆ mechanism for selecting projects and in assessing their relevance to local needs. <p>A preparatory evaluation of cross-cutting projects on poverty, tentatively scheduled to take place in early 2003, will aim to assess the quality of each project, the anticipated impact on poverty, and expected results. Its findings and recommendations will be used as an input to the above-mentioned evaluation.</p> | SHS | \$90 000 (extrabudgetary funding will be sought) | Summer 2004 |
| The contribution of information and communication technologies to the development of education, science, culture and the construction of a knowledge society | <p>The proposed evaluation is significant in that it will provide an early opportunity to examine the progress made towards achieving the strategic objectives for the ICT cross-cutting theme in the present Medium-Term Strategy (31 C/4).</p> <p>The evaluation will assess the contribution that projects related to the cross-cutting theme of information and communication technologies (ICTs) have made to the development of education, science, culture and the construction of a knowledge society. As such, the evaluation will identify important UNESCO-wide lessons to inform future strategy and programme management in those areas. The evaluation also seeks to establish the comparative advantage of using ICTs as a means of programme/project delivery in contrast to other programme delivery mechanisms.</p> <p>The evaluation will address the following issues:</p> <ul style="list-style-type: none"> ◆ extent of the use of ICTs as a programme delivery mechanism; ◆ comparative advantage of using ICTs as a programme delivery mechanism; ◆ impact of designating ICTs as a cross-cutting theme; ◆ mechanisms for selecting projects; ◆ added value and cost efficiency of interdisciplinary teams for programme delivery (cross-cutting theme); ◆ processes for monitoring and reporting of implementation and achievement of results, as well as criteria for impact assessments; ◆ effectiveness of ICTs as a programme delivery mechanism; within a sample of projects an assessment will be made of the main results and preliminary impacts, paying particular attention to the needs of Africa, LDCs, women and youth. | CI/INF | \$90 000 (extrabudgetary funding will be sought) | Summer 2004 |
| <i>Programme delivery mechanisms:</i> Evaluation of the effectiveness and impact of UNESCO publications as a programme delivery mechanism | <p>There are many publications issued by UNESCO. They should be demand-driven and have objectives. Covering both regular publications and one-off publications, the evaluation will review content, form and presentation, target groups served, the current publishing and dissemination policy of UNESCO, the dissemination system, the monitoring mechanism, and ease of access with a view to identifying whether publications meet their objectives and result in impacts.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ extent of the use of publications as a programme delivery mechanism; ◆ comparative advantage of publications as a programme delivery mechanism versus other delivery mechanisms; ◆ relevance of the publications as a means of programme/project delivery in carrying out UNESCO's mandate; ◆ efficiency (cost incurred for publication and distribution) and effectiveness of publications in achieving objectives of UNESCO and factors contributing/inhibiting the successful achievement thereof; ◆ impact of publications. | IOS | \$70 000 (extrabudgetary funding will be sought) | Spring 2004 |

| Title | Theme, key issues and problems addressed | Responsible unit | Estimated cost of evaluation | Report's submission date |
|---|---|------------------|---|--------------------------|
| | <ul style="list-style-type: none"> ◆ potential for the increased use of publications as a programme delivery mechanism; ◆ any risks that may result in publications not meeting the objectives set and the action needed to manage those risks. | | | |
| <p><i>Programme delivery mechanisms: Review of the role of conferences and meetings in the overall realization of UNESCO programmes and mandate</i></p> | <p>Many conferences and meetings are held every year. This evaluation aims to establish the effectiveness of conferences and meetings traditionally employed by UNESCO as a means of achieving its overall objectives and to assess their impact.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ extent of the use of conferences and meetings as a programme delivery mechanism; ◆ comparative advantage of conferences and meetings as a programme delivery mechanism versus other delivery mechanisms; ◆ relevance of conferences and meetings as a means of programme/project delivery in carrying out UNESCO's mandate; ◆ cost effectiveness of conferences and meetings as a means of delivery in achieving objectives of UNESCO and programmes/projects and factors contributing/inhibiting the successful achievement thereof; ◆ impact of the conferences and meetings in achieving their stated objectives and the degree of follow-up to the conferences and meetings held; ◆ potential for the increased use of conferences and meetings as a programme delivery mechanism; ◆ any risks that may result in conferences/meetings not meeting their programme objectives and the action needed to manage those risks. | IOS | \$70 000 (extrabudgetary funding will be sought) | Autumn 2004 |
| <p><i>Programme delivery mechanisms: Support to NGOs</i></p> | <p>Increasing use is being made of NGOs, particularly at local level, as a platform for programme delivery. The evaluation will seek to assess the efficiency and effectiveness of the use of NGOs as an increasingly important programme delivery mechanism.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ extent of the use of NGOs as a programme delivery mechanism (by type of NGO, sector, institute, field office, National Commission); ◆ relevance of the use of NGOs as a programme delivery mechanism; ◆ results achieved and impacts secured from programmes and projects which use NGOs as a programme delivery mechanism; ◆ comparative advantage arising from using NGOs rather than other programme delivery mechanisms in terms of appropriateness and efficiency; ◆ effectiveness of the modalities applied in practice for working with NGOs, including a review of the process for selecting NGOs as programme partners, arrangements for securing accountability for the funds provided, and for monitoring the programme results achieved; ◆ potential for the increased use of NGOs as a programme delivery mechanism, and as a source of extrabudgetary resources; ◆ any risks that may result in the use of NGOs not meeting their programme objectives and the action needed to manage those risks. | IOS | \$70 000 (extrabudgetary funding will be sought) | Autumn 2005 |
| <p><i>Programme delivery mechanisms: Evaluation of UNESCO International Days, Years and Decades as an awareness-raising mechanism</i></p> | <p>The scope of this evaluation will be the various UNESCO-sponsored Days, Years and Decades. Over the years UNESCO has designated a number of these events with no apparent established mechanism for the timely review of their effectiveness. A review of the UNESCO website shows that approximately 24 such events take place on an annual or biennial basis across the five major programme sectors. The evaluation will aim specifically to measure the effectiveness of (or overall benefit derived from) these activities in achieving UNESCO's strategic objectives.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ extent of the use of Days, Years and Decades as a delivery mechanism; ◆ comparative advantage as an awareness-raising mechanism versus other mechanisms; | IOS | \$50 000 (extrabudgetary funding will be sought) | Autumn 2004 |

| Title | Theme, key issues and problems addressed | Responsible unit | Estimated cost of evaluation | Report's submission date |
|--|---|------------------|---|--------------------------|
| | <ul style="list-style-type: none"> ◆ effectiveness of the events as an awareness-raising mechanism; ◆ relevance of the events as a platform for the mobilization and attainment of UNESCO's strategic objectives; ◆ any discernible impacts resulting in achieving UNESCO's strategic objectives; ◆ efficiency of the activities, paying particular attention to whether the quality or quantity of this set of activities could be reduced without affecting the quality of the results achieved; ◆ distribution of the costs associated with holding the various events; ◆ any risks that may result in these events not meeting their programme objectives and the action needed to manage those risks. | | | |
| <p><i>Programme delivery mechanisms:</i> Evaluation of UNESCO International Prizes as an awareness-raising mechanism</p> | <p>The subject of this evaluation will be the various UNESCO Prizes awarded. Over the years UNESCO has established and awarded these prizes with no apparent mechanism for the timely review of their effectiveness. A review of the UNESCO web-site shows that approximately 37 prizes are awarded on an annual or biennial basis across the five major programmes sectors. The evaluation will aim specifically to measure the effectiveness (or overall benefit derived from) of these prizes as a means to achieving UNESCO's strategic objectives.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ extent of the use of prizes as a delivery mechanism; ◆ comparative advantage of prizes as an awareness-raising mechanism versus other mechanisms; ◆ effectiveness of these prizes as an awareness-raising mechanism; ◆ relevance of the prizes as a means of achieving UNESCO's strategic objectives; ◆ efficiency of the prizes, paying particular attention to whether the quality or quantity of this set of activities could be reduced without affecting the quality of the results achieved; ◆ distribution of the costs associated with awarding the various prizes; ◆ any risks that may result in prizes not meeting their programme objectives and the action needed to manage those risks. | IOS | \$50 000 (Additional resources will be sought from extrabudgetary funding) | Spring 2004 |
| <p>The management of programmes and projects funded from extrabudgetary resources</p> | <p>Over recent years, there has been a substantial increase in programmes and projects funded from extrabudgetary resources. It is important to show the effects of UNESCO's efforts to direct the donor's priorities towards the strategic and programmatic priorities of the Organization. Lessons learned from the results achieved must also be fed into future programme direction. There are also lessons to learn from the strategies applied in raising extrabudgetary resources, and from the experiences in Brazil for collaborating with Member States establishing self-benefiting funds-in-trust arrangements.</p> <p>The evaluation will, in particular, examine:</p> <ul style="list-style-type: none"> ◆ the relevance of programmes and projects funded from extrabudgetary sources to the principal priorities and strategic thrusts of the Organization and how the priorities of the funding source and those of UNESCO are aligned; ◆ why extrabudgetary donors have selected UNESCO as a partner and whether they have achieved what they wanted from the partnership; ◆ the effectiveness of extrabudgetary funded activities in contributing to each of UNESCO's major programmes and subprogrammes; ◆ how the results achieved and impacts secured from programmes/projects funded from extrabudgetary resources are reported both internally and externally to funding sources and used to inform future planning; ◆ how lessons learned from UNESCO's operations in Brazil have been applied in establishing an overall framework for collaborating with Member States establishing self-benefiting funds-in-trust arrangements; ◆ the effectiveness of the funding strategies deployed to raise extrabudgetary resources, both at Headquarters and field level. | IOS | \$50 000 (extrabudgetary funding will be sought) | Spring 2005 |

| Title | Theme, key issues and problems addressed | Responsible unit | Estimated cost of evaluation | Report's submission date |
|--|---|--|--|--------------------------|
| Towards promoting intersectorality in UNESCO | <p>Today's problems cut across boundaries of traditional disciplines. The challenge for UNESCO is to enhance the impact of the overall programme by institutionalizing and internalizing an integrated approach across programme sectors to strategy, programme development and implementation. The evaluation will cover intersectoral collaboration both at UNESCO Headquarters and in the field. Findings from other relevant evaluations conducted in this biennium will be used to complement the evaluation, and those evaluations will be designed accordingly.</p> <p>The evaluation will examine the following main issues:</p> <ul style="list-style-type: none"> ◆ the parameters that guide intersectorality and their implementation; ◆ the efficiency and effectiveness of intersectoral projects and programmes; ◆ the constraints that limit the effectiveness of intersectorality, including organizational and governing structures; ◆ the incentive structures that can be introduced in the planning process to encourage major programmes to bring together their expertise and funds to create innovative intersectoral programmes and projects. | IOS | \$50 000 (extrabudgetary funding will be sought) | Autumn 2005 |
| Evaluation on gender mainstreaming in UNESCO | <p>Since the 4th World Conference on Women, UNESCO has been seeking to integrate a gender perspective throughout its programmes and programme cycle in accordance with United Nations General Assembly resolutions and ECOSOC agreed conclusions. While this approach has not replaced the need for actions that respond to women's and girls' specific needs, it has increasingly been favoured as a means to promote gender equality within UNESCO's areas of competence (31 C/4, para. 32).</p> <p>In view of the upcoming United Nations review of the implementation of the Beijing Platform for Action (Beijing+10), this evaluation will provide UNESCO with the opportunity to draw lessons from past arrangements and experience in gender-mainstreaming in order to improve the gender-responsiveness of its programmes and its ability to attain measurable results in the area of gender equality. The conclusions and recommendations of the evaluation will provide a basis for inputs into document 33 C/5 (Programme and Budget 2006-2007).</p> <p>Covering the period 2000 - beginning of 2005, the evaluation will examine the following main issues:</p> <ul style="list-style-type: none"> ◆ the integration of gender issues in UNESCO's overall, sectoral and regional strategies; ◆ the appropriateness of UNESCO's gender policy, including the UNESCO Gender Mainstreaming Implementation Framework (GMIF); ◆ the integration of gender concerns throughout the programming process; ◆ the integration of gender concerns in needs analysis, design, planning, implementation, monitoring and evaluation (within a sample group of programmes); ◆ the effectiveness of institutional arrangements and implementation of lines of responsibility to facilitate gender mainstreaming, including the role of BSP/WGE and Gender Focal Points in programme sectors and field offices; ◆ the main results of UNESCO's actions in the area of gender equality (for a sample of programmes); ◆ the obstacles, success factors and lessons learned from programme implementation. | BSP in consultation with programme sectors | \$40 000 (additional extrabudgetary funding will be sought) | Autumn 2005 |
| Field office review | <p>A series of evaluations will focus on the implementation of UNESCO decentralized field network and structures as well as interactions between field offices and other decentralized UNESCO bodies. The evaluations will aim to assess the reform process in place and also to establish the impact of the process on the delivery of programme and on the effective achievement of results. A synthesis of the evaluations will be fed into the review of the decentralization by the Director-General planned in 2005.</p> <p>To that end, the evaluation will review, in particular:</p> <ul style="list-style-type: none"> ◆ role, authority and structure of field offices; ◆ lines of authority and accountability; ◆ field office participation in programme design and planning; ◆ support from Headquarters to field offices; | IOS | \$220 000 | 2004-Early 2005 |

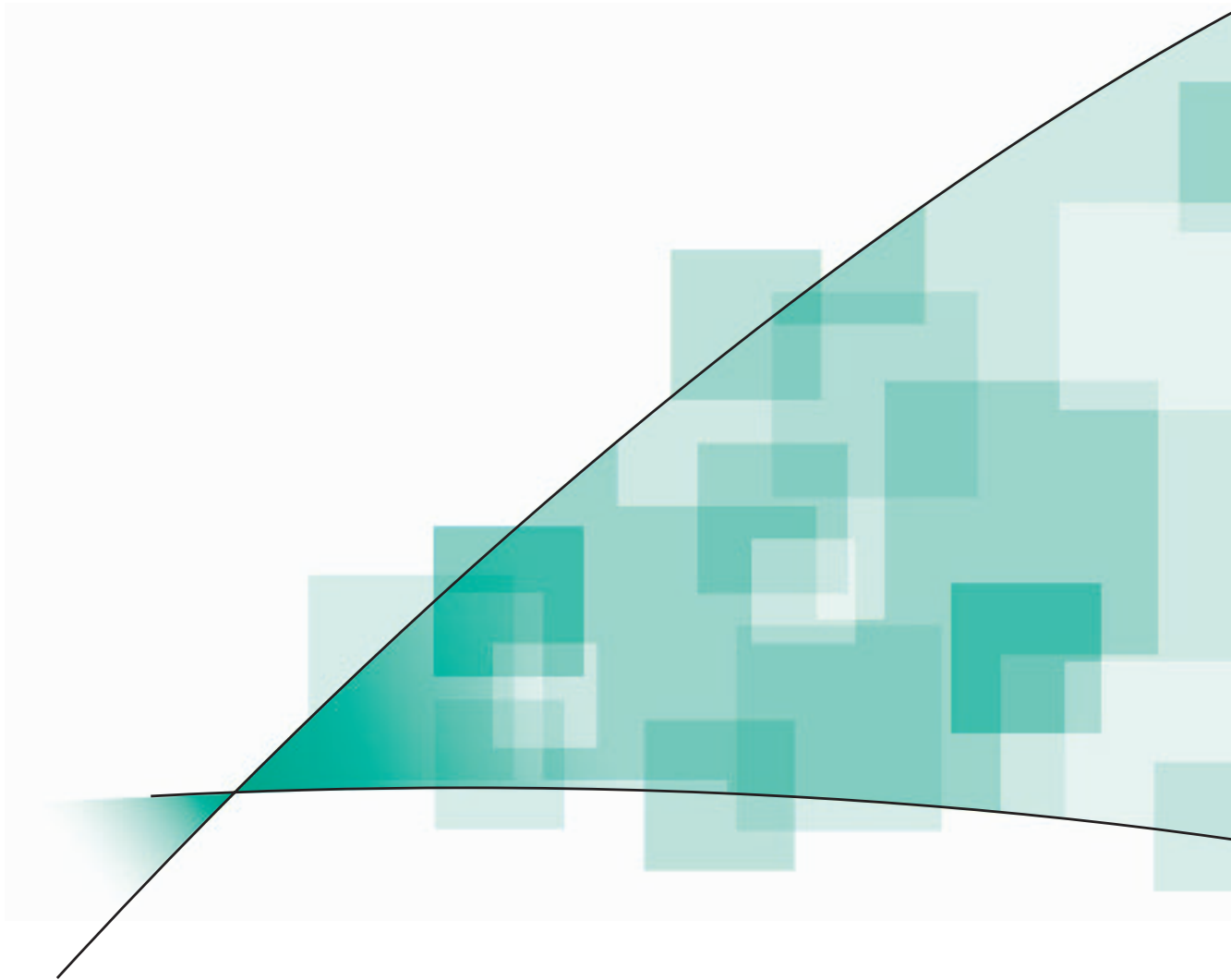
| Title | Theme, key issues and problems addressed | Responsible unit | Estimated cost of evaluation | Report's submission date |
|-------|--|------------------|------------------------------|--------------------------|
| | <ul style="list-style-type: none"> ◆ communication (and coordination) lines between field office entities; ◆ capacity in relation to human and financial resources available; ◆ ability of field offices to raise extrabudgetary resources; ◆ impact of UNESCO activities implemented by the field offices; ◆ any risks that may threaten the good management and execution of programmes in field offices. | | | |



United Nations Educational,
Scientific and Cultural Organization

SECTION 3

Technical Details



PART I

General Policy and Direction

T00001-T00002

| Regular budget | | | Total Appropriation 2004-2005 | Extra- budgetary Resources ² | 2004-2005 TOTAL RESOURCES |
|---|-------------------|-------------------------|-------------------------------------|---|---------------------------------|
| | Personnel | Activities ¹ | | | |
| | \$ | \$ | \$ | \$ | \$ |
| A. Governing bodies | | | | | |
| Chapter 1 General Conference | 644 100 | 5 491 200 | 6 135 300 | 305 800 | 6 441 100 |
| Chapter 2 Executive Board | 1 426 900 | 6 531 800 | 7 958 700 | - | 7 958 700 |
| Total, I.A | 2 071 000 | 12 023 000 | 14 094 000 | 305 800 | 14 399 800 |
| B. Direction | | | | | |
| Chapter 3 Directorate | 1 969 100 | 458 500 | 2 427 600 | - | 2 427 600 |
| Chapter 4 Office of the Director-General | 6 670 200 | 445 700 | 7 115 900 | 341 000 | 7 456 900 |
| Chapter 5 Internal oversight | 4 192 500 | 1 311 800 | 5 504 300 | 412 000 | 5 916 300 |
| Chapter 6 International standards and legal affairs | 2 945 400 | 385 500 | 3 330 900 | - | 3 330 900 |
| Total, I.B | 15 777 200 | 2 601 500 | 18 378 700 | 753 000 | 19 131 700 |
| C. Participation in the Joint Machinery of the United Nations system | | | | | |
| | - | 3 579 500 | 3 579 500 | - | 3 579 500 |
| Total, PART I | 17 848 200 | 18 204 000 | 36 052 200 | 1 058 800 | 37 111 000 |

¹ Please see Appendix II for further details.

² Extrabudgetary self-financing funds and funds already received or firmly committed for operational projects.

PART II

**Programmes and Programme Related
Services**

MAJOR PROGRAMME I

Education

Programme I.1 – Basic education for all

I.1.1 Basic education for all: targeting key goals (paragraphs 0111-01115)

T100 Division/Unit responsible at Headquarters: *Division of Basic Education (ED/BAS); Division of Secondary, Technical and Vocational Education (ED/STV); Division of Educational Policies and Strategies (ED/EPS), Division for the Promotion of Quality Education (ED/PEQ)*

Main line of action 1: Making the right to education a reality for all children

T101 Context map:

| Partners | Specific expected role/contribution |
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| <p>United Nations Organizations: UNICEF, World Food Programme, UNFPA United Nations system UNAIDS UNDP ILO, WHO United Nations Committee on Economic, Social and Cultural Rights (CESCR)</p> <p>Office of the High Commissioner for Human Rights</p> | <p>Funding support, technical cooperation Joint Development Assistance</p> <p>} Funding support</p> <p>Technical cooperation Collaborative activities within the framework of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education, 162 EX/Decision 5.4 Collaboration in normative action</p> |
| <p>Other International Governmental Organizations (IGOs): OECD World Bank ISESCO African Development Bank (AfDB), Islamic Development Bank (IsDB) European Agency for Development in Special Needs Education Association for the Development of Education in Africa (ADEA) – Working Group on Early Childhood Association for the Development of Education in Africa (ADEA)</p> | <p>} Funding support, technical cooperation</p> <p>Funding support</p> <p>Technical cooperation</p> <p>Cooperation, joint development and carrying out of activities Dissemination of States' obligations under regional instruments for advancing the right to education Fostering public debates and reflections on issues of critical importance for the right to education and preparation of co-publication Technical cooperation</p> |
| <p>Guidance, Counselling and Youth Development Centre for Africa Organization of Ibero-American States for Education, Science and Culture (OEI) African Union (AU)</p> | <p>} Dissemination of States' obligations under regional instruments for advancing the right to education</p> |

| Partners | Specific expected role/contribution |
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| <p>Non-Governmental Organizations (NGOs): International Association for Counselling (IAC), African Association for Guidance and Counselling (AAGC) International Association for Educational and Vocational Guidance (IAEVG) International Reading Association SIL International Environmental Development Action in the Third World (ENDA) International Catholic Child Bureau (ICCB) European Association for Education Law and Policy (ELA)</p> <p>Aide et Action Save the Children (SCF) UK, Sweden Atlas Alliance (Norway) Ensemble pour soutenir les projets et programmes en faveur des enfants des rues (ESPPER) Consortium for Street Children International Disability Association (IDA) Hope 87 International Federation of Training Centers for the Promotion of Progressive Education (FICEMEA), UNESCO Early Childhood Partners, Francophone Africa Early Childhood Network, World Association of Early Childhood Educators, Living Values Educational Programme, Coopérative Internationale pour les Equilibres locaux (CIELO), World Organization for Early Childhood Education (OMEP), Child Care Information Exchange, etc. The Hague Academy of International Law Universities and Research Institutions French Society of International Law</p> | <p>Technical cooperation</p> <p>Fostering public debates and reflections on issues of critical importance for the right to education and preparation of co-publication</p> <p>Technical cooperation</p> <p>Cooperation, joint development and carrying out of activities</p> <p>Fostering public debates and reflections on issues of critical importance for the right to education</p> |
| <p>Foundations: Jimmy Carter Foundation Coca Cola Foundation Ted Turner Foundation</p> | <p>Funding support</p> |
| <p>Others: Cooperation française Italy Japan USAID European Network on Street Children Worldwide International Committee of the Red Cross (ICRC) UNESCO Goodwill Ambassadors University of Oslo Consultative Group on Early Childhood Care and Education, UNESCO Early Childhood Cooperating Centres</p> | <p>Funding support, technical cooperation</p> <p>Technical cooperation Funding support, technical cooperation Support for fund-raising, public advocacy Technical cooperation Cooperation, joint development and carrying out of activities</p> |

T102 Main events:

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ South-South experts meetings on the education of children in difficult circumstances ▪ International Year of the Family 10th Anniversary Meeting ▪ The Second International Conference on Guidance and Counselling in Africa <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Support material on curriculum adjustment and classroom management in inclusive schools; Materials on promising practices for the education of disadvantaged children; Information materials on the role of sports in the education of street children ▪ Early Childhood Policy Briefs ▪ Early Childhood Policy Series ▪ Early Childhood Monographs ▪ Training materials on Guidance and counselling to supplement the existing training packages ▪ Preparation and publications of documents under UNESCO/CESCR Joint Expert Group the right to education ▪ Publications on themes of key importance and their dissemination ▪ UNESCO/ELA co-publications <p>Others:</p> <ul style="list-style-type: none"> ▪ UNESCO website on the right to education for ministers of education and decision-makers |
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Main line of action 2: Ensuring gender equality in EFA**T103 Context map:**

| Partners | Specific expected role/contribution |
|--|---|
| <p>United Nations Organizations: UNICEF and 11 UNGEI (United Nations Girls' Education Initiative) partner entities (among others, in particular, UNFPA, World Bank, ILO and UNIFEM, and WFP)</p> <p>United Nations Regional Offices (e.g., ESCAP, ESCWA)</p> | <p>As the lead agency for UNGEI, UNICEF is expected to coordinate United Nations system-wide cooperation mechanisms to improve quality and access of girls' education, and to accelerate the progress in achieving Dakar Goal 5 for gender parity in primary and secondary education</p> <p>Technical cooperation</p> |
| <p>Other International Governmental Organizations (IGOs): ALLIANCE/ADEA (Association for the Development of Education in Africa) OECD ISESCO Agence intergouvernementale de la Francophonie ALECSO</p> | <p>Technical support</p> <p>Information exchanges and technical cooperation</p> <p>Technical cooperation</p> |
| <p>Non-Governmental Organizations (NGOs): International Centre for Girls' and Women's Education in Africa (CIEFFA) Guidance, Counselling and Youth Development Centre for Africa [Category 2: Institutes and Centres under the auspices of UNESCO] IAC (International Association for Counselling) IAEVG (International Association for Educational and Vocational Guidance) Forum for African Women Educationalists (FAWE) International Federation of University Women (IFUW) AAGC (African Association for Guidance and Counselling)</p> | <p>Financial and technical support</p> <p>Technical cooperation</p> |

| Partners | Specific expected role/contribution |
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| Others: Network of Universities in Latin America Universities and research institutes Network of Girls' Education in Asia Government of Italy | } Research and technical cooperation Technical cooperation Financial cooperation |

T104 *Main events:*

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| Main meetings: <ul style="list-style-type: none"> ▪ Dakar Goal 5 Gender Parity Review Meeting Main publications: <ul style="list-style-type: none"> ▪ Statistical review on gender parity in basic education |
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Main line of action 3: Promoting lifelong learning through literacy and non-formal education

T105 *Context map:*

| Partners | Specific expected role/contribution |
|--|---|
| United Nations Organizations: FAO, ILO, OHCHR, UNAIDS, UNDP, UNFPA, UNHCR, UNICEF, WFP, WHO, World Bank | These agencies are partners to implement the United Nations Literacy Decade, which the International Plan of Action officially stated |
| Non-Governmental Organizations (NGOs): Education International (EI) Catholic International Education Office (OIEC) Collective Consultation of NGOs on Education for All (CCNGO/EFA) | Policy dialogue, research, capacity-building and advocacy for the Dakar goals, notably capacity-building for local NGOs, the implementation of United Nations Literacy Decade, CONFINTEA V follow-up and capacity-building for local NGOs Implementation of the United Nations Literacy Decade |
| Literacy Resource Centres Network in Asia and the Pacific Asian South Pacific Bureau of Adult Education (ASPBAE) Africa Network Campaign on Education for All (ANCEFA) Arab Resource Collective Latin American Council for Adult Education (CEAAL) International Council for Adult Education (ICAE) Global Campaign for Education ActionAid | } Implementation of United Nations Literacy Decade, CONFINTEA V follow-up and capacity-building for local NGOs in support of lifelong learning/EFA Advocacy for Dakar Goals Implementation of United Nations Literacy Decade and capacity-building for local NGOs in support of lifelong learning/EFA |
| Shikshantar: The People's Institute for Rethinking Education and Development | Developing the concept and practice of community learning |
| Others: International Research and Training Centre for Rural Education (INRULED) Asia-Pacific Cultural Centre for UNESCO (ACCU) | |

T106 *Main events:***Main meetings:**

- Interregional meetings on literacy and non-formal education

Main publications:

- Management information system on map analysis on NFE goals and outcomes (MIS MANGO)
- NFE comprehensive resource package
- Literacy Prize Awarding Ceremony on International Literacy Day

Main line of action 4: Improving the quality of education**T107** *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| <p>United Nations Organizations: ILO, WHO, UNICEF, UNEP, UNDP</p> <p>UNHCR</p> <p>UNDP</p> <p>OHCHR (Office of the High Commissioner for Human Rights) UNHCR (Office of the High Commissioner for Refugees) UNICEF United Nations (UN) UNFPA</p> <p>UNDP, UNICEF, World Bank</p> | <p>United Nations Task Force for Sport for Peace and Development</p> <p>Support to United Nations on education for peace and non-violence</p> <p>With Working Group on Indigenous Populations, networking and information exchange, policy development on education</p> <p>Joint research work on best practices for non-discrimination in education and through textbooks</p> <p>Elaboration of training materials for curriculum developers</p> <p>Financial support to human rights and peace education projects implemented by UNESCO in Africa</p> <p>Cooperation in promoting human rights education through co-publications and technical meetings</p> <p>Joint implementation of peace education pilot projects in Africa and Latin America</p> <p>Elaboration of concept of ESD and implementation of WSSD plan of action</p> <p>ESD Decade linked to EFA</p> <p>ESD linked to concept of quality education</p> <p>Strengthened national capacities in monitoring and measuring quality of education</p> <p>Financial support to education projects focusing on textbook revision and curriculum review implemented by UNESCO in Africa, Asia, Latin America and the Caribbean, Arab States and South-Eastern Europe</p> <p>Financial and technical support for the organization of an international conference on textbooks review and curriculum revision</p> |
| <p>Other International Governmental Organizations (IGOs): Council of Europe (COE)</p> | <p>Contribution to improved definition of quality education</p> <p>Cooperation in the field of history textbooks revision in South-Eastern Europe</p> <p>Networking and information exchange on educational projects focusing on the revision of textbooks. Partner in the organization of the above conference</p> |

| Partners | Specific expected role/contribution |
|---|--|
| <p>African Union (AU) Organization of American States (OAS)</p> <p>Supreme Council for Sport in Africa Conference of Ministers of Youth and Sport of French-Speaking Countries (CONFESJES) Secretary General for the Conference of Ministers of Youth and Sport of ECOWAS OECD, European Commission, Commonwealth Secretariat, World Bank</p> | <p>Cooperation in the field of history textbook revision and in promoting education for human rights and citizenship in South-Eastern Europe Cooperation in the field of Anti-Doping Convention Physical education and sport curricula in and out of school Networking and information exchange. Language policy in Europe</p> <p>} Networking and improving cooperation</p> <p>} Implementation of Yamoussoukro's Plan of Action for Sport and Peace in ECOWAS Improved indicators of quality, including indicators that address non-cognitive learning, physical education and sport</p> |
| <p>Non-Governmental Organizations (NGOs): International Council of Sport Science and Physical Education (ICSSPE)</p> | <p>Physical Education and Sport curriculum and training programmes development Cooperation in the elaboration of concept of ESD and implementation of WSSD plan of action, and mobilization of private sector</p> |
| <p>The Arab League Educational, Cultural and Scientific Organization (ALECSO) ACALAN (African Academy of Languages) Linguapax Institute, Barcelona APCEIU (Asia Pacific Centre of Education for International Understanding)</p> <p>UNESCO Chairs University for Peace</p> | <p>} On Language Policy in Africa</p> <p>Training of trainers and teachers on issues related to Education for International understanding/ technical cooperation/intercultural understanding Studies, research/technical cooperation Peace and conflict resolution training courses jointly organized/technical cooperation</p> |
| <p>International Olympic Committee International Council for Health, Physical Education, Recreation, Sport and Dance (ICHPER-SD) World Anti-Doping Agency (WADA) International Federation of Sports Medicine (FIMS) International University Sports Federation (FISU) International Medallist Association PROEIB, Bolivia</p> | <p>} Improving partnership to enhance sport cooperation and policy and implementation</p> <p>Teachers and coaches training camps Education Policy for Indigenous Peoples in Latin America</p> |
| <p>Georg Eckert Institute (Germany)</p> | <p>Joint publication of a newsletter on textbook revision and research</p> |
| <p>International Institute on Peace Education (NY)</p> | <p>Training courses on peace education jointly organized/technical cooperation</p> |
| <p>International Association for the Evaluation of Educational Achievement (IEA) International Association for Educational Assessment (IAEA) ActionAid</p> | |
| <p>Foundations: Aga Khan Bernard van Leer UN Foundation</p> | <p>Financial partnership</p> |

| Partners | Specific expected role/contribution |
|--|---|
| Private Sector: J. Walter Thompson Kuwait Society | Work closely with private sector to raise public awareness on ESD |

T108 *Main events:*

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| Main meetings: <ul style="list-style-type: none"> ▪ CIGEPS meetings, experts meetings, United Nations Task Force meetings ▪ MINEPS IV preparation process with CLD ▪ Interregional meeting for ESD ▪ Expert group meeting in the context of follow-up of WSSD Main publications: <ul style="list-style-type: none"> ▪ World Encyclopaedia of TSG, Sport policy guidelines and improving training policies ▪ Round table results ▪ Training kit on sustainable consumption education (web-based) ▪ Interactive website on ESD and sustainable consumption ▪ Translation into other languages of multimedia teacher education programme: Teaching and Learning for a Sustainable Future (www.unesco.org/education/tlsf) Others: <ul style="list-style-type: none"> ▪ Regional partnerships ▪ PES networking |
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Main line of action 5: Focusing on education and HIV/AIDS**T109** *Context map:*

| Partners | Specific expected role/contribution |
|--|---|
| United Nations Organizations: ILO, WHO, UNICEF, UNDP, UNDCP, UNFPA, WB UNAIDS Secretariat and its Inter-Agency Task Teams (IATT): on Education, Gender, Youth, Injection Drug Users, Work Place, etc. | Promotion of educational quality in relation to HIV/AIDS prevention and care Emphasis on school health support to physical education |
| Other International Governmental Organizations (IGOs): Economic Community of West African States (ECOWAS), NEPAD, SADC, USAID Asian and Latin American IGOs, etc. Higher Education networks, etc. | Networking and improving cooperation |
| Non-Governmental Organizations (NGOs): Education International (EI), World Confederation of Teachers (WCT), regional and national institutions | Networking and improving cooperation, collection of data, guidelines |
| Foundations: Ford Foundation | |
| Others: USAID | Funding support, technical cooperation |

T110 *Main events:*

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| Main meetings: <ul style="list-style-type: none"> ▪ Expert meetings, Regional meetings, Meetings of the Inter-Agency Task Teams (IATTs) Main publications: <ul style="list-style-type: none"> ▪ Guidelines, studies, EIC (Education, Information and Communication) on HIV/AIDS |
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I.1.2 Supporting EFA strategies
(paragraphs 0112-01123)

T111 Division/Unit responsible at Headquarters: *Division of Basic Education (ED/BAS); Division of Educational Policies and Strategies (ED/EPS), Executive Office (ED/EO)*

Main line of action 1: Planning for the implementation of EFA

T112 Context map:

| Partners | Specific expected role/contribution |
|--|---|
| <p>United Nations Organizations: International Labour Organization (ILO)</p> | <p>Partner in developing and adapting simple training modules in technical and vocational areas and in ethical entrepreneurship for empowering ex-combatants with the skills for engaging in peaceful livelihoods. The training modules will be in disciplines that will enable the ex-combatants to be mobilized immediately to participate in national reconstruction programmes, e.g. road and building construction. The skills training programmes will aim at the subsequent insertion of ex-combatants in local small businesses</p> |
| <p>UNICEF</p> | <p>Partner in crisis response and educational reconstruction activities</p> |
| <p>UNHCR</p> | <p>Partner in developing and implementing programmes of education for peace and conflict resolution for refugees and other conflict-affected populations</p> |
| <p>UNICEF, ILO, UNFPA, FAO, UNOPS, UNEP, UNDAF, IASC</p> | <p>Technical cooperation</p> |
| <p>UNDP, UNOCHA, UNHCR, WFP, World Bank, UNRWA</p> | <p>Technical and financial cooperation</p> |
| <p>Other United Nations organizations</p> | <p>Collaboration</p> |
| <p>Other International Governmental Organizations (IGOs): Multilateral Development Banks</p> | <p>Technical and financial cooperation</p> |
| <p>OECD</p> | |
| <p>Regional Development Banks (ADB-Africa, ADB Asia, IDB, etc.)</p> | <p>Financial contribution/technical support</p> |
| <p>European Union</p> | |
| <p>Organization of Petroleum Exporting Countries (OPEC)</p> | <p>Financial contribution/technical support</p> |
| <p>USAID</p> | |
| <p>ADEA (and relevant institutions collaborating with ADEA)</p> | <p>Financial contribution/technical support</p> |
| <p>NEPAD</p> | |
| <p>African Union (AU)</p> | <p>Technical and financial cooperation</p> |
| <p>Non-Governmental Organizations (NGOs): Norwegian Refugee Council</p> | |
| <p>CARE</p> | <p>Participation</p> |
| <p>Education International</p> | <p>Technical cooperation</p> |
| <p>Refugee Studies Centre (University of Oxford)</p> | |
| <p>Institute for Reconstruction and International Security through Education (RISE, Washington), Inter-Agency Network for Education in Emergencies (INEE), Don Bosco, Jesuit Refugee Service</p> | <p>Technical cooperation</p> |
| <p>Save the Children, World Vision</p> | <p>Technical cooperation</p> |
| <p>Afghan Children Education Movement</p> | |

| Partners | Specific expected role/contribution |
|--|--|
| Collective Consultation of NGOs on Education for All (CCNGO/EFA) | 500 NGOs from all regions are regularly consulted on EFA issues, carry out advocacy, capacity-building, research and assessment activities in support of EFA |
| Asian South Pacific Bureau of Adult Education (ASPBAE) | Regional focal point for the Collective Consultation of NGOs on EFA; Support to capacity-building for local NGOs for EFA and participation in major EFA mechanisms at international and regional levels |
| Africa Network Campaign on Education for All (ANCEFA) | Regional focal point for the Collective Consultation of NGOs on EFA; Support to capacity-building for local NGOs for EFA and participation in major EFA mechanisms at international and regional levels |
| Arab Resource Collective | Regional focal point for the Collective Consultation of NGOs on EFA; Support to capacity-building for local NGOs for EFA and participation in major EFA mechanisms at international and regional levels |
| Latin American Council for Adult Education (CEAAL) | Regional focal point for the Collective Consultation of NGOs on EFA; Support to capacity-building for local NGOs for EFA and participation in major EFA mechanisms at international and regional levels |
| International Council for Adult Education (ICAE) | Advocacy and research for EFA, especially adult education |
| Global Campaign for Education ActionAid | Advocacy for Dakar Goals Support to capacity-building for local NGOs for EFA, especially in the area of participation in policy formulation and literacy |
| Education International (EI) | Support to capacity-building for local NGOs for EFA, especially in the area of participation in policy formulation |
| Collective consultation of NGOs NGOs working in crisis and post-conflict situations | Participation NGOs working at grass-roots level in post-conflict countries will be trained to utilize the learning-teaching skills training material developed for the benefit of ex-combatants, and peace and conflict resolution materials for schools and non-formal education |
| Foundations: Refugee Education Trust Mellon Foundation Fondation Internationale Carrefour Institut du Mécénat Humanitaire Rockefeller Foundation | <p data-bbox="874 965 1442 1048">} Technical and financial cooperation</p> <p data-bbox="874 1048 1442 1108">} Support to capacity-building for local NGOs</p> |
| Private Sector: Hewlett Packard, UGAP | Technical and financial cooperation |
| Others: Bilateral cooperation agencies and services (OECD countries) National Commissions for UNESCO USAID | } Technical and financial cooperation |

| Partners | Specific expected role/contribution |
|--|---|
| Inter-Agency Network for Education in Emergencies (INEE) | INEE, based at UNESCO, is a network of United Nations agencies and NGOs supporting education in crisis and reconstruction; promoting best practices, information-sharing and advocacy |

T113 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ International meeting on best practices and challenges for EFA planning and implementation ▪ Organization of the Regional Conference in Africa on “Educational strategies for Peace-building and National Reconstruction for Countries in conflict and post-conflict situations” ▪ Five regional technical meetings for preparation of EFA national plans in situations of emergency and post-conflict reconstruction (two in Africa, one in Central America, two in Asia) ▪ Regional Consultative Meetings on EFA ▪ International Meeting of the Collective Consultation of NGOs on EFA <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Methods and tools for implementation of education development plans and programmes ▪ Issue papers for EFA meetings and seminars ▪ EFA strategic planning – Guidelines for education in situations of emergency and crises to implement transitional educational programmes and projects in post-conflict/post disaster situations including systemic capacity-building ▪ Policy and orientation paper of the Regional Conference in Africa on “Educational strategies for peace-building and national reconstruction for countries in conflict and post-conflict situations” ▪ UNESCO’s strategy paper on education in situations of emergency, crisis and reconstruction ▪ Reports from High-Level Group (2) and from Working Group (2) ▪ Modular curricular and skills training materials in technical and vocational disciplines and entrepreneurship for ex-combatants. Modular training material for NGO-based trainers concerning skills training for ex-combatants ▪ Generic teacher training and teacher activity materials and guidebook for education for peace and conflict resolution ▪ Report of the INEE Working Group on Norms and Standards for Education in Emergencies <p>Others:</p> <ul style="list-style-type: none"> ▪ Documents of regional and subregional meetings ▪ Reports of national and regional studies (case studies, thematic studies) ▪ Worldwide Assessment on reintegration of war-affected youth and children in post-conflict settings ▪ Interactive CD-ROMs containing training modules for NGO-based trainers concerning rapid technical and vocational skills acquisition programmes for ex-combatants entrepreneurship, and for education for peace and conflict resolution ▪ Support to the INEE Working Group on Standards and to INEE Task Teams on Learning Materials, Teacher Training, Post-primary Education, Monitoring and Evaluation |
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Main line of action 2: Sustaining political and financial commitment

T114 *Context map:*

| Partners | Specific expected role/contribution |
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| <p>United Nations Organizations: World Bank UNICEF</p> <p>UNDP</p> <p>UNFPA</p> | <p>Coordination with the Fast-Track Initiative Coordination and contribution Member of Sherpa group, preparation of high-level group, cooperation around UNGEI, participation in working group Coordination and contribution Preparation of high-level group, cooperation on millennium project Coordination and contribution</p> |

| Partners | Specific expected role/contribution |
|--|--|
| World Bank | Member of Sherpa group, preparation of high-level group, cooperation around the Fast-Track Initiative |
| ILO | Possible participation in high-level group |
| Others | Cooperation with a large spectrum of United Nations agencies will be sought, in order to broaden the EFA partnership |
| Other International Governmental Organizations (IGOs) | |
| OECD | } Participation in working group and high-level group |
| European Union (EU) | |
| Non-Governmental Organizations (NGOs): | |
| Education International | Participation in working group and high-level group |
| Collective consultation of NGOs | } Participation in working group and high-level group |
| Global Campaign network | |
| Others: | |
| Bilateral donors | Coordination and contribution |
| Bilateral agencies from main donor countries | Preparation of high-level group, participation in both working group and high-level group |

T115 Main events:

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| Main meetings: |
| <ul style="list-style-type: none"> ▪ High-level group (two meetings foreseen during the biennium) ▪ Working group on EFA (two thematic meetings foreseen) ▪ E-9 meetings (2 foreseen) |
| Main publications: |
| <ul style="list-style-type: none"> ▪ Reports from high-level group (2) and from working group (2) ▪ Reports from E-9 meetings |

Main line of action 3: Monitoring progress and evaluating EFA strategies**T116 Context map:**

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: | |
| UNDP | } Member of Editorial Board for Monitoring Report |
| UNICEF | |
| World Bank | |
| Other International Governmental Organizations (IGOs): | |
| Association for the Development of Education in Africa (ADEA) | Member of Editorial Board |
| Non-Governmental Organizations (NGOs): | |
| Education International | } Members of Editorial Board |
| Global Campaign for Education | |
| Latin American Council for Adult Education (CEAAL) | |
| Others: | |
| Bilateral agencies (SIDA, Dfid, etc.) | Members of Editorial Board |

T117 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Editorial Board (two meetings per year are foreseen) ▪ Advisory group meetings, as required by the work programme <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Contribution to EFA Global Monitoring Report ▪ Analytical publication covering issues relevant to educational quality especially the role of teachers ▪ Publications on literacy and life skills reflecting outcomes of ongoing project work in these areas ▪ Results of a survey on school conditions being undertaken with the World Education Indicators project ▪ Reports on themes of relevance to the EFA Global Monitoring Reports 2004/2005 |
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Programme I.2 – Building learning societies

I.2.1 *Beyond universal primary education* (paragraphs 0121-01215)

T118 **Division/Unit responsible at Headquarters:** *Division of Secondary, Technical and Vocational Education (ED/STV); Division of Higher Education (ED/HED)*

Main line of action 1: Renewing secondary education

T119 *Context map:*

| Partners | Specific expected role/contribution |
|--|---|
| <p>United Nations Organizations: UNICEF</p> <p>ILO</p> <p>World Bank</p> <p>UNHCR</p> | <p>Joint orientations/advice on learning orientations and life skills programmes for adolescents</p> <p>Joint publication of best practices on entrepreneurship programme at general secondary level</p> <p>Projects for reform of secondary education systems in the field</p> <p>Provision of post-primary education for refugees and emergency situation</p> |
| <p>Other International Governmental Organizations (IGOs): OECD</p> <p>Council of Europe</p> <p>Commonwealth of Learning (COL) Secretariat</p> <p>Agence Intergouvernementale de la Francophonie</p> | <p>Exchange of information on trends and quality indicators</p> <p>Exchange of information on trends and successful projects in Europe</p> <p>Development and sharing of open learning/ distance education knowledge, resources and technologies</p> <p>Development of specific projects in Francophone countries</p> |
| <p>Non-Governmental Organizations (NGOs): Education International</p> <p>International Baccalaureate Organization</p> | <p>Joint study and guidelines on the changing role of teachers</p> <p>Provision of programmes for secondary students in a variety of settings</p> |

| Partners | Specific expected role/contribution |
|---|---|
| International Council for Open and Distance Education | Development and sharing of open learning/ distance education knowledge, resources and technologies |
| International Federation of University Women | Promotion of girls' access to secondary education through graduate women's expertise |
| Refugee Education Trust | Guidelines on quality post-primary education for refugee children |
| IAC (International Association for Counselling) | Expertise on youth counselling and guidance at secondary level |
| FAPE (African Federation of Associations of Parents of Pupils and Students) | Promotion of the role of parents and the community in the expansion and reform of secondary education in Africa |
| Others: University of Cardiff University of Pittsburgh | Expertise in school leadership programmes Update of a joint website on Secondary Education Reform (GINIE/SERYP), organization of online forums |
| The British Council | Provision of relevant education materials for youth at secondary level |

T120 Main events:

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Inter-agency Consultative Group on Secondary Education Reform and Youth Affairs ▪ 10th APEID meeting (focus on Secondary Education) ▪ Meeting of the Regional Forum on Secondary Education Reform in Latin America <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Best innovative practices on entrepreneurship programmes in GSE (ILO-UNESCO) ▪ Best innovative practices on youth counselling (UNESCO-IAC) ▪ Series of position papers on the main challenges for the renewal of secondary education <p>Others:</p> <ul style="list-style-type: none"> ▪ UNESCO website on secondary education in French and Spanish ▪ Regional online forums on secondary education forums with practitioners |
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Main line of action 2: Promoting education and capacity-building in science and technology

T121 Context map:

| Partners | Specific expected role/contribution |
|---|---|
| <p>United Nations Organizations: United Nations Environment Programme (UNEP)</p> | <p>Re-launching of a cooperative programme on environmental education Support to <i>CONNECT</i> Training activities on sustainable consumption targeted to teachers and youth, as well as testing and adapting the YouthXchange training kit (developed in 2002:2003)</p> |
| <p>Other International Governmental Organizations (IGOs): National Institute for Educational Policy Research (NIER), Japan</p> | <p>Guidance to the INGOSTE policy-based STE pilot projects in Asia</p> |

| Partners | Specific expected role/contribution |
|---|--|
| <p>Non-Governmental Organizations (NGOs): Consumers International</p> <p>Centre for International Technology and Education Network (CITEN) The World Conservation Union (IUCN) International Organization for Science and Technology Education (IOSTE) World Council of Associations for Technology Education (WOCATE) International Council of Associations for Science Education (ICASE) Kenya Organization of Environmental Education</p> <p>European Network for Science Education</p> <p>Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE), Greece</p> <p>Centre for Environment Education (CEE), India</p> | <p>Consumer education activities targeting youth and teachers as well as in developing biotechnology training modules</p> <p>Implementation of STE policy guidelines in Africa</p> <p>Editorial Board Member of <i>CONNECT</i></p> <p>Developing STE policy-based pilot projects</p> <p>Developing the technology education component in STE policy-guidelines and pilot projects. Developing STE exemplary teaching/learning materials</p> <p>Adapting and testing of prototype training materials on EE in TVE</p> <p>Organization of youth contest on scientific experiments</p> <p>Support for the further development and extension of the South Eastern Mediterranean Environmental Project (SEMPEP) in the sub-region</p> <p>Translation, publication and dissemination of <i>CONNECT</i> in Hindi</p> |
| <p>Others: Punjab State Council for Science and Technology (PSCST)</p> <p>University of Munich</p> <p>Indira Gandhi National Open University (IGNOU), India</p> | <p>Collaboration in field testing and adapting training materials for environmental education in TV schools (developed in 2002/2003) in Asia and Africa</p> <p>Field testing and adapting training materials for Environmental Education in TV schools (developed in 2002/2003) in Asia and Africa</p> <p>Updating and maintaining data base on STE specialists and organizations in South Asia</p> <p>Adapting and developing a South Asian version of the UNESCO Resource kit on STE</p> <p>Developing and producing teaching/learning materials in STE for secondary level</p> <p>Organizing subregional training workshops for decision-makers, teacher-trainers, curriculum developers</p> <p>Developing a training module on Biotechnology and GMOs</p> <p>Testing and adaptation of the UNESCO Resource kit in Science and Technology Education for a South Asian version</p> |

T122 Main events:

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Subregional meetings of SEMEP national coordinators ▪ First INGOSTE interregional meeting <p>Main publications:</p> <ul style="list-style-type: none"> ▪ <i>CONNECT</i>: four double issues in seven languages ▪ Regional/Subregional versions of the UNESCO Resource kit in STE (South Asia, Arab States, Latin America and the Caribbean, Africa) ▪ Modular training materials on environmental education for TVET ▪ CD-ROM on Biotechnology and GMOs ▪ Survey on the state of STE in secondary schools (Report) ▪ Low-cost equipment for STE ▪ Updated database of specialists and specialized organizations in STE in South Asia ▪ Six additional teaching/learning posters on STE ▪ Games in STE ▪ Guidelines for out-of-school STE activities <p>Others:</p> <ul style="list-style-type: none"> ▪ Interactive website for the INGOSTE network ▪ Fairs and competition on gender and STE ▪ STE database in place |
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Main line of action 3: Reforming technical and vocational education and training**T123 Context map:**

| Partners | Specific expected role/contribution |
|---|---|
| <p>United Nations Organizations: International Labour Organization (ILO)</p> | <p>Partner in a series of activities including reviews of national learning and skills policies and conducting regional seminars for the implementation of the UNESCO and ILO normative instruments in TVET in cooperation with ED/STV/TVE and establishing accreditation frameworks in cooperation with the Bonn Centre. UNESCO and ILO will make equal financial and substantive contributions to the national learning and skills policy reviews. ILO will provide resource persons for the regional seminars and the establishment of accreditation frameworks.</p> |
| <p>Other International Governmental Organizations (IGOs): Commonwealth of Learning</p> | <p>Partner in developing training modules on entrepreneurship and career guidance and counselling. UNESCO and CoL will make equal financial and substantive contributions to the development of the training modules</p> |
| <p>Non-Governmental Organizations (NGOs) International Association for Educational and Vocational Guidance (IAEVG)</p> | <p>IAEVG and IAC will provide specialized substantive contributions for the development of training modules in Career Guidance and Counselling and provide resource persons for training workshops.</p> |
| <p>International Association for Counselling (IAC)</p> | |

| Partners | Specific expected role/contribution |
|---|--|
| <p>Others: Punjab State Council for Science and Technology (PSCST)</p> | <p>Prototype training material for integrating environmental issues in technical and vocational education curriculum has been developed in collaboration with PSCST during the biennium 2002-2003. PSCST will further collaborate with UNESCO to field test and adapt the material in Asia and Africa.</p> |

T124 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Seoul+5 expert meeting (evaluation meeting five years after the Second International Congress on Technical and Vocational Education held in Seoul, Republic of Korea in April 1999) ▪ Regional seminars on the implementation of the jointly published UNESCO and ILO normative instruments concerning Technical and Vocational Education and Training <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Modular training materials on entrepreneurship, environmental issues in technical and vocational education and training, career guidance and counselling, and the application of information and communication technology to technical and vocational education and training ▪ Guidelines to plan, implement and monitor skills development programmes for out-of-school youth <p>Others:</p> <ul style="list-style-type: none"> ▪ CD-ROM containing a digital library of UNESCO's publications and documents in the field of Technical and Vocational Education and Training ▪ Interactive CD-ROMs containing training modules on entrepreneurship, environmental issues in technical and vocational education and training, career guidance and counselling, and the application of information and communication technology to technical and vocational education and training |
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Main line of action 4: Promoting diversity and cooperation in higher education

T125 *Context map:*

| Partners | Specific expected role/contribution |
|--|--|
| <p>United Nations Organizations: World Bank ILO</p> <p>Other International Governmental Organizations (IGOs): OECD, CoL, Agency of Francophonie Universities (AUF), European Commission, NEPAD, Regional Banks</p> <p>Non-Governmental Organizations (NGOs): International Association of Universities (IAU), International Association of University Presidents (IAUP), International Council for Open and Distance Education (ICDE), Education International (EI) Members of the Collective Consultation in Higher Education</p> <p>Foundations: Paul Meyer Foundation</p> <p>Private Sector: Hewlett Packard, Cap Gemini IBM, Siemens, Ernst and Young</p> | <p>Financial support and technical cooperation Capacity-building, training</p> |

| Partners | Specific expected role/contribution |
|---|---|
| Others: Funds-in-trust (Member States) SIDA South Korea | Secondments Research Forum Inter-university cooperation |

T126 Main events:

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|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Ninth Meeting of NGO Consultation – Meeting of Regional and International Committees for the Follow-up of WCHE – UNESCO Forum on Education and Research ▪ Thematic meetings in cooperation with main NGOs/IGOs ▪ Joint meeting of the Regional Committees in charge of the conventions on the recognition of studies and qualifications in higher education <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Outcomes of main conferences – Reports of committees and meetings – Studies and handbooks – Policy papers/guidelines – 33rd edition of <i>Study Abroad</i> – criteria and procedures for the Recognition of Qualifications from new providers of higher education |
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Main line of action 5: Supporting teachers and educational personnel**T127 Context map:**

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: ILO | Joint programmes: joint normative instruments, joint DG-appointed experts (CEART), joint studies, joint HIV/AIDS code of practice, joint professional standards, joint ILO/UNESCO flagship activity “Teachers and quality” |
| UNICEF UNDP | |
| Other International Governmental Organizations (IGOs): OECD | } World Teachers Day |
| Commonwealth of Learning | |
| Council of Europe | |
| NEPAD | |
| | Coordinated teacher-indicators, liaison via initiative “Attracting, recruiting, retaining qualified teachers” |
| | Partner in ED/CI non-formal expert group on ICTs in teacher education, possible attachment of 50% of an expert for one year to TED |
| | Liaison through initiatives just as “Un nouveau métier d’enseignant”, in cooperation with the French National Commission |
| | Relation to the overall NEPAD partnership of the activity for teacher-training capacity-building for Africa |

| Partners | Specific expected role/contribution |
|--|---|
| <p>Non-Governmental Organizations (NGOs): Education International</p> <p>World Confederation of Teachers</p> <p>International Council for Distance Education</p> <p>Foundations: International Research Foundation for Open Learning (IRFOL)</p> <p>Others: Network for Education and Academic Rights (NEAR) (NGO-type advocacy network housed in CI Sector) A wide range of institutions such as Open University/United Kingdom, Open University of Tanzania Bilateral donors and donor organizations (based upon proposals to be generated from the activities' consultants' reports)</p> | <p>Main NGO partner in "Teachers and quality" flagship, collaborator on studies for academic freedom, de-stereotyping curricula, etc., World Teachers' Day, contributor to joint ILO/UNESCO CEART process, joint ILO/UNESCO flagship activity "Teachers and quality"</p> <p>Collaborator on studies such as bridging formal and non-formal education, contribution to joint ILO/UNESCO CEART process, World Teachers' Day, another strand of the "Teachers and quality" flagship activity</p> <p>Major partner in ICTs and open and distance learning in teacher education</p> <p>Collaborator on a series of planning guidelines, e.g., for heads of teacher training institutions</p> <p>Contributor to academic freedom world report</p> |

T128 *Main events:*

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|--|
| <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Teacher-training guidelines applying ILO Code of Practice to the dealing with HIV/AIDS in the educational workplace ▪ Guidelines for heads of training institutions on management of the phase-in of distance learning and ICTs in teacher education ▪ UIS studies (cross-national, etc.) in training and qualification levels of teachers, and the impact of this on quality of education ▪ Evaluation of activity of teacher-training capacity-building for Africa |
|--|

1.2.2 Education and globalization
(paragraphs 0122-01222)

T129 **Division/Unit responsible at Headquarters:** *Division of Secondary, Technical and Vocational Education (ED/STV); Division of Higher Education (ED/HED); Division for the Promotion of Quality Education (ED/PEQ)*

Main line of action 1: Responding to opportunities and challenges

T130 *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| <p>United Nations Organizations: World Bank, ILO, UNCTAD</p> | <p>Contribution to capacity-building</p> |

| Partners | Specific expected role/contribution |
|--|--|
| <p>Other International Governmental Organizations (IGOs): OECD, CoL, WTO, European Commission, Council of Europe</p> <p>Non-Governmental Organizations (NGOs): Education International International Association of Universities (IAU) International Association of University Presidents (IAUP) Association of Commonwealth Universities (ACU) International Network for Quality Assurance Agencies in Higher Education (INQAAHE) European Network for Quality Assurance in Higher Education (ENQA) Council for Higher Education Accreditation (CHEA) The National Unions of Students in Europe (ESIB) European University Association (EUA) European Distance Education Network (EDEN) International Council for Open and Distance Education (ICDE) Asian Association of Open Universities (AAOU) International Baccalaureate Organization (IBO) ICDL</p> <p>Private Sector: Hewlett-Packard, Cap Gemini, Ernst & Young, IBM, Siemens</p> | <p>Complementary of activities</p> <p>Input to developing norms and guidelines</p> <p>Partnerships in developing common agendas on global citizenship and corporate responsibility</p> |

T131 Main events:

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|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Second Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Contribution of new providers to widening access to higher education ▪ Handbook for decision-makers in quality assurance and accreditation <p>Others:</p> <ul style="list-style-type: none"> ▪ Information Kit on Trade in Education Services (online) |
|---|

Main line of action 2: Using global networks in support of EFA**T132 Context map:**

| Partners | Specific expected role/contribution |
|---|--|
| <p>United Nations Organizations: FAO</p> | <p>Joint experimentation of FAO educational material “Feeding Minds, Fighting Hunger” through ASPnet</p> |

| Partners | Specific expected role/contribution |
|---|---|
| <p>International Labour Organization (ILO)</p> <p>World Health Organization (WHO)</p> | <p>In partnership and cooperation with United Nations organizations such as ILO and WHO, the Bonn Centre to develop and implement content for regional workshops, a series of publications and mobile training teams on key issues, concerns and prospects, and best and innovative practices in TVET, which aim to strengthen staff development in UNEVOC Centres worldwide in support of the skills development programme of EFA and the multidisciplinary role of the UNEVOC Network</p> <p>United Nations organizations ILO and WHO to provide resource persons for the regional seminars and mobile training teams to be established, which will underpin the importance of inter-agency cooperation</p> |
| <p>Other International Governmental Organizations (IGOs):</p> <p>Council of Europe</p> <p>Commonwealth of Learning (COL)</p> <p>European Training Foundation (ETF)</p> | <p>ASPnet promotes broader vision of quality education</p> <p>ASPnet Pilot Project(s) within the framework of the European/Arab States Dialogue Scheme COL and ETF, in partnership with Bonn Centre, to develop teaching and learning modules for use with trainers in UNEVOC Centres to upgrade their knowledge and skills in key aspects of TVET, which will initially be tested with members of the UNEVOC Network in Asia-Pacific region and in southern Africa with a view to extending this initiative later to other regions in the world</p> <p>UNESCO and CoL to both make contributions to the development, testing and utilization of these teaching/learning modules for trainers in UNEVOC Centres</p> |
| <p>Non-Governmental Organizations (NGOs):</p> <p>World Federation of UNESCO Clubs and Associations</p> | <p>Joint ASPnet/UNESCO Clubs Action in support of Flagship Projects</p> |
| <p>Private Sector:</p> <p>Daimler Chrysler Corporation</p> <p>Opel, AG, Daimler-Benz</p> | <p>ASPnet “Schools Promoting Dialogue” Project</p> <p>To be partners in the development of teaching/learning modules for trainers in TVET, and to provide resource persons to assist with the conducting of workshops on appropriate topics</p> |
| <p>Banks</p> | <p>Financial cooperation</p> |

T133 Main events:

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ International Meeting of Experts to set up ASPnet Flagship Project on “enhancing the learning process” ▪ International Student Forum in commemoration of International Year of Struggle against Slavery and its Abolition (2004) ▪ Regional meetings/seminars with and for UNEVOC Centres ▪ National, regional and thematic meetings of UNESCO Chairs and UNITWIN |
|---|

Main publications:

- 50 Years of ASPnet in support of quality education innovations
- Progress Report on Enhancing the Learning Process
- Breaking the Silence – Teaching about the Transatlantic Slave Trade: Education resource kit for teachers
- Intercultural Dialogue between Schools: Good practices
- World Heritage Sites as “touchstones of civilization” – education resource kit
- Messagers de l’eau pour le développement durable – education resource kit
- Teaching/Learning modules for trainers on key aspects of staff development in TVET, with particular reference to meeting the needs of UNEVOC Centres
- International handbook, book series and discussion papers on TVET, to help create a stronger bridge between researchers, policy-makers and practitioners working in the area of education for the world of work, to showcase concrete examples of best practice and innovations, with particular reference to meeting the interests and needs of UNEVOC Centres
- Development of a Manual for Trainers on “Learning to Do” (From the Delors Report)
- Directory of the UNESCO Chairs and UNITWIN Networks
- Best practices

Others:

- CD-ROM containing the International handbook, book series and discussion papers on TVET, as developed by the Bonn Centre in consultation with partners such as ILO and ETF, and with the full involvement of UNEVOC Centres
- CD-ROMs containing teaching/learning modules for trainers on key aspects of staff development in TVET

◆ Projects relating to cross-cutting themes

● Eradication of poverty, especially extreme poverty

Project: Enhancing the socio-economic skills of deprived youth in the Arab States

T134 Division/Office with primary responsibility: *Division of Basic Education (ED/BAS)*

T135 *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: UNDP UNAIDS UNRWA ILO | Identification of ongoing best practices Ensuring articulation with local initiatives |
| Non-Governmental Organizations (NGOs): Local NGOs in target countries | Cooperation in implementation of training modules |

T136 *Main events:*

Main meetings:

- Launching meetings

Main publications:

- Brochure on project

Project: Technology-related vocational training for marginalized girls: schools and learning centres as community catalysts for poverty reduction

T137 **Division/Office with primary responsibility:** *Division of Secondary, Technical and Vocational Education (ED/STV)*

T138 **Context map:**

| Partners | Specific expected role/contribution |
|--|--|
| United Nations Organizations: ILO Non-Governmental Organizations (NGOs): Local NGOs in target countries SKILLS-Nepal Others: JICA | Identification of sites and best practices |

T139 **Main events:**

| |
|---|
| Main meetings: <ul style="list-style-type: none"> ▪ Launching meeting ▪ Evaluation meeting Main publications: <ul style="list-style-type: none"> ▪ Brief brochure on project |
|---|

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

T140 **Division/Office with primary responsibility:** *Division of Basic Education (ED/BAS)*

T141 **Context map:**

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| United Nations Organizations: UNDP UNICEF Non-Governmental Organizations (NGOs): Local youth NGOs already involved in first phase of the project (2002-2003) | |

T142 **Main events:**

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|--|
| Main publications: <ul style="list-style-type: none"> ▪ Evaluation document for 2005 |
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Project: Non-formal education and environmental management for indigenous communities in Indonesia

T143 Division/Office with primary responsibility: *UNESCO Jakarta Office*

T144 Context map:

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| United Nations Organizations: UNDP Non-Governmental Organizations (NGOs): Local NGO's of Siberut Island | |

T145 Main events:

| |
|---|
| Main meetings: <ul style="list-style-type: none"> ▪ Launching meeting Main publications: <ul style="list-style-type: none"> ▪ Brochure on project |
|---|

- **The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society**

Project: New opportunities for children and young people with disabilities

T146 Division/Office with primary responsibility: *Division of Basic Education (ED/BAS)*

T147 Context map:

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| United Nations Organizations: UNICEF UNDP Non-Governmental Organizations (NGOs): Local NGOs in target sites International Council for Education of people with visual impairment Others: Swedish institute for special needs education | |

T148 Main events:

| |
|---|
| Main publications: <ul style="list-style-type: none"> ▪ Methodologies ▪ Teaching materials |
|---|

Project: Methodologies for digital libraries

T149 Division/Office with primary responsibility: *Information Society Division (CI/INF); UNESCO Institute for Information Technologies in Education (IITE)*

T150 Context map:

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| Others: DLESE Programme Centre (USA) Projekt im Digital Library Forum (Technical University, Darmstadt, Germany) | |

T151 Main events:

| |
|--|
| Main meetings: <ul style="list-style-type: none"> ▪ Pilot project launching meeting Main publications: <ul style="list-style-type: none"> ▪ Instruction guidelines ▪ Publication on lessons learned |
|--|

Project: Higher education open and distance learning knowledge base

T152 Division/Office with primary responsibility: *Division of Higher Education (ED/HED)*

T153 Context map:

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| Other International Governmental Organizations (IGOs): World Bank | |

T154 Main events:

| |
|---|
| Main meetings: <ul style="list-style-type: none"> ▪ Two regional meetings Main publications: <ul style="list-style-type: none"> ▪ Software tool developed and distributed |
|---|

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

T155 Division/Office with primary responsibility: *Division of Higher Education (ED/HED)*

T156 Context map:

| Partners | Specific expected role/contribution |
|-------------------------|-------------------------------------|
| Others: NEPAD | |

T157 *Main events:*

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|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Preparation/validation of NEPAD strategy ▪ Three workshops for scientists involved in project <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Map sets concerning areas of fragile ecosystems ▪ Position plan for NEPAD strategy on applications of remote sensing for sustainable development |
|--|

Project: ICTs for the promotion of literacy, especially in E-9 countries

T158 **Division/Office with primary responsibility:** *UNESCO Islamabad Office*

T159 *Context map:*

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| <p>United Nations Organizations: UNICEF</p> <p>Other International Governmental Organizations (IGOs): World Bank</p> <p>Non-Governmental Organizations (NGOs): Local NGOs involved in literacy action at local level</p> | |

T160 *Main events*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Advocacy meetings <p>Main publications:</p> <ul style="list-style-type: none"> ▪ ICT materials |
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MAJOR PROGRAMME II

Natural sciences

Programme II.1 – Sciences, environment and sustainable development

II.1.1 Water interactions: systems at risk and social challenges (paragraphs 0211-02114)

T200 **Division/Unit responsible at Headquarters:** *Division of Water Sciences (SC/HYD)*

List of organizations in context map with full names:

| Partners | |
|---|--|
| United Nations Organizations: | |
| IHE/UNESCO | IHE-UNESCO Institute for Water Education |
| UN/DESA | United Nations/Department of Economic and Social Affairs |
| WMO | World Meteorological Organization |
| IAEA | International Atomic Energy Agency |
| FAO | Food and Agricultural Organization of the United Nations |
| UNU | United Nations University |
| UNEP | United Nations Environmental Programme |
| UNDP | United Nations Development Programme |
| UN-Habitat | United Nations Human Settlements Programme |
| World Bank Institute | Water-Education-Training support group partner |
| Other International Governmental Organizations (IGOs): | |
| ACSAD | Arab Centre for the Studies of Arid Zones and Dry Lands |
| ALECSO | Arab Educational Cultural and Scientific Organization |
| OSS | Sahara and Sahel Observatory |
| OAS | Organization of American States |
| OSCE | Organization for Security and Cooperation in Europe |
| Non-Governmental Organizations (NGOs): | |
| CATHALAC | Water Centre for the Humid Tropics of Latin America and the Caribbean |
| WWC | World Water Council |
| IRTCS | International River Sedimentation Research and Training Centre |
| IRTCUD | International Research and Training Centre on Urban Drainage |
| HTC Kuala Lumpur | Regional Humid Tropics Centre for Southeast Asia and the Pacific |
| RCUWM-Tehran | Regional Centre on Urban Water Management – Tehran |
| RCTWS-Egypt | Regional Centre for Training and Water Studies of Arid and Semi-arid Zones |
| IAHS | International Association of Hydrological Sciences |
| IAHR | International Association for Hydraulic Research |
| IWRA | International Water Resources Association |
| IWA | International Water Association |
| IAH | International Association of Hydrogeologists |
| Green Cross | Green Cross International |
| INSULA | International Scientific Council for Island Development |
| ICIMOD | International Centre for Integrated Mountain Development |
| MRI | Mountain Research Institute |
| INBO | International Network of Basin Organizations |
| IGBP | International Geosphere Biosphere Programme |

| Partners | |
|--|---|
| EOMF | European Observatory for Mountain Forests |
| IWHA | International Water History Association |
| IHA | International Hydropower Association |
| PS-Eau | Programme Solidarité-Eau |
| Private Sector: | |
| Vivendi | |
| Suez-Lyonnaise | |
| Others: | |
| 160 IHP National Committees and Focal Points | |
| MAB National Committees and Focal Points | |

Main line of action 1: Global change and water: advancing hydrological sciences for improved assessment

T201 *Context map:*

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: | |
| UN/DESA | Input WWAP/Coordination UN-Water |
| WMO | Input WWAP, water resources assessment, HELP, FRIEND, IGRAC, extreme events |
| IAEA | Input WWAP, JIHP |
| FAO | Input WWAP, ISARM |
| UNU | Input WWAP |
| UNEP | } Input WWAP and UNESCO Nairobi actions |
| Habitat | |
| Other International Governmental Organizations (IGOs): | |
| ACSAD | Cooperation wadi hydrology and groundwater network |
| ALECSO | Cooperation wadi hydrology |
| OSS | Cooperation groundwater in Sahel and North Africa |
| Non-Governmental Organizations (NGOs): | |
| CATHALAC | Cooperation in humid tropics hydrology in Latin America and the Caribbean |
| IRTCES | Erosion and sedimentation processes |
| HTC Kuala Lumpur | Cooperation in humid tropics hydrology in Asia and the Pacific |
| RCUWM-Tehran | |
| RCTWS-Egypt | |
| IAHS | Cooperation in all scientific actions |
| IAHR | Cooperation in many scientific actions |
| IWRA | |
| IAH | Cooperation in groundwater initiatives: ISARM, JIHP |
| MRI | Cooperation in mountain hydrology |
| IGBP | Cooperation in hydrological processes |
| EOMF | Cooperation in mountain forests in Europe |
| IWHA | Contribution to water history |
| Others: | |
| 160 IHP National Committees and Focal Points | Direct collaboration in all IHP activities |

T202 Main events:

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ WCP-Water/IAHS Symposia on Hydrology of Vulnerable basins, Brazil, 2005 ▪ HELP-IAHS International Symposium on the Tarim basin, Xinjiang, China, 2004 ▪ International Conference on North-South Analysis of Global Change Impact on Watersheds, IHP-HELP-GLOWA Symposium, Bonn, Germany, 1-3 March 2004 ▪ International Conference on “Groundwater Vulnerability Assessment and Mapping”, Ustron, Poland 16-19 June 2004 ▪ International Conference on “Environmental (Geoecological) Problems in Karst”, Budua, Serbia, 2005 ▪ International Conference on “From data gathering and groundwater modelling to integrated management” Barcelona, Spain, 2005 ▪ Fifth International Symposium on Aquifer Recharge (ISAR5), 11-15 June 2005, Berlin, Germany <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Book on Water Science and Law experiences within the HELP basins ▪ Guidelines for the implementation of the HELP programme within a spectrum of socio-economic perspectives ▪ “Wise Strategies for Recharge Enhancement in Arid and Semi Arid Areas. Include role of MAR in groundwater and catchments management and water conservation”, (IAH, UNESCO), 2004 ▪ “Atlas of the Groundwater Resources of the World”, (UNESCO, IAH, CGMW), 2004 ▪ Monograph of the Hydrogeological Map of the World (WHYMAP), UNESCO, IAH, CGMW, 2005 ▪ Regional Inventory of the Transboundary Aquifers of the North, Central and South America, UNESCO, ISARM, 2005 ▪ Regional Inventory of the African Transboundary Aquifers, UNESCO, ISARM, 2005 |
|---|

Main line of action 2: Water for human needs**T203 Context map:**

| Partners | Specific expected role/contribution |
|--|---|
| <p>United Nations Organizations:</p> <p>UN/DESA</p> <p>WMO</p> <p>UN-Habitat</p> | <p>Coordination United Nations system through UN-Water</p> <p>Cooperation in international flood management programme</p> <p>Cooperation in urban water approaches</p> |
| <p>Other International Governmental Organizations (IGOs):</p> <p>ACSAD</p> <p>ALECSO</p> <p>OAS</p> <p>OSCE</p> | <p>} Cooperation in arid lands studies (Arab region)</p> <p>Inter-American Dialogue on Water Management</p> <p>Cooperation in PC→.CP: Water for Peace</p> |
| <p>Non-Governmental Organizations (NGOs):</p> <p>CATHALAC</p> <p>WWC</p> <p>IRTCUD</p> <p>HTC Kuala Lumpur</p> <p>RCUWM-Tehran</p> <p>RCTWS-Egypt</p> <p>IAHS</p> <p>IAHR</p> <p>IWRA</p> <p>IWA</p> <p>IAH</p> | <p>Cooperation in water management studies in Latin America and the Caribbean</p> <p>Input to water management policies</p> <p>Cooperation in urban water management</p> <p>Cooperation in water management studies in Latin America and the Caribbean</p> <p>Coordination of urban water activities in region</p> <p>Coordination of arid zones activities in region</p> <p>Input in scientific aspects</p> <p>Input in scientific and technical aspects</p> <p>Input in water resources management</p> <p>Cooperation in urban water issues</p> <p>Cooperation in urban groundwater; ISARM (PC→.CP)</p> |

| Partners | Specific expected role/contribution |
|--|---|
| Green Cross International INSULA ICIMOD MRI INBO IWHA | } Cooperation PC→.CP Cooperation in island development Input to water resources management in mountain areas River basin institutions; PC→.CP Contribution to Water History |
| Private Sector: Vivendi | |
| Others: 160 IHP National Committees and focal points | Cooperation in urban water activities Direct collaboration in all IHP activities |

T204 Main events:

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ International Conference on Hydrology of Mountain environment, Germany, Berchtesgaden, September 2004 ▪ Hydrology: Science and Practice for the 21st Century, London, July 2004 ▪ Third International Conference on Wadis, 2005 <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Anthropogenic impacts on the urban hydrological cycle ▪ Series of Publications on Best Practices in Water Resources Management in Arid Zones <p>Others:</p> <ul style="list-style-type: none"> ▪ Release of urban groundwater model |
|--|

Main line of action 3: Water education and capacity-building for sustainable development and security

T205 Context map:

| Partners | Specific expected role/contribution |
|--|---|
| <p>United Nations Organizations: IHE-UNESCO UN/DESA</p> <p>WMO</p> <p>World Bank Institute UNU UNDP</p> | } IHE-UNESCO Institute for Water Education Coordination United Nations system through UN-Water Sixth Joint UNESCO/WMO International Conference on Hydrology Water-Education-Training support group partner |
| <p>Non-Governmental Organizations (NGOs): WWC RCUWM-Tehran RCTWS-Egypt IAHR IAH Green Cross</p> <p>pS-Eau</p> | |
| <p>Private Sector: Vivendi Suez-Lyonnaise</p> | Water movement, Third World Water Forum Cooperation in Afghanistan initiative PoWER (educational networking) Water education and capacity-building Cooperation in ISARM Water and cultural diversity, water conflict resolution Programme Solidarité-Eau Value of water publication UNESCO Chairs |

| Partners | Specific expected role/contribution |
|--|--|
| Others: 160 IHP National Committees and focal points | Direct collaboration in all IHP activities |

T206 Main events:

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ 16th Session of the Intergovernmental Council of IHP and Kovacs Colloquium ▪ 36th and 37th sessions of the Bureau of the Intergovernmental Council of IHP ▪ Sixth Joint UNESCO/WHO International Conference on Hydrology ▪ 2004: International meeting on the water component of the International Decade on Education for sustainability ▪ 2005: Biannual meeting of the GOUTTE of Water Initiative <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Educational Material for enhanced water-related cooperation and conflict resolution ▪ Updated version of the UNESCO/WMO International Glossary of Hydrological Terms, 2005 <p>Others:</p> <ul style="list-style-type: none"> ▪ Expected launching of the water component of the International Decade on Education for Sustainable Development in 2005 |
|---|

Main line of action 4: Land-water interactions: towards sustainable development**T207 Context map:**

| Partners | Specific expected role/contribution |
|--|---|
| <p>United Nations Organizations: UN/DESA</p> <p>UNEP UNDP Habitat</p> <p>Other International Governmental Organizations (IGOs): ACSAD</p> <p>Non-Governmental Organizations (NGOs): IRTCES IRTCUD RCUWM-Tehran RCTWS-Egypt IWA IAH ICIMOD</p> <p>Private Sector: Suez-Lyonnaise</p> <p>Others: 160 IHP National Committees and focal points MAB National Committees</p> | <p>Coordination United Nations system through UN-Water</p> <p>Cooperation in environmental technologies</p> <p>Cooperation in ecological sanitation</p> <p>Cooperation in urban water management strategies in specific settings</p> <p>Arid land conditions</p> <p>Cooperation in international sediment initiative</p> <p>Cooperation in urban water interactions</p> <p>Urban water in arid lands</p> <p>Arid zones studies</p> <p>Urban water issues</p> <p>Groundwater in wetlands</p> <p>Water resources in vulnerable mountain environment</p> <p>Volga initiative</p> <p>} Direct collaboration in joint activities</p> |

T208 *Main events:*

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Meeting of Scientific Advisory Committee for Ecohydrology, 2004 <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Guidelines for water resources management strategies in the urban environment <p>Others:</p> <ul style="list-style-type: none"> ▪ Start-up of the Regional Centre on Ecohydrology under the auspices of UNESCO, Warsaw, Poland |
|--|

II.1.2 Ecological sciences: developing stewardship by people for nature
(paragraphs 0212-02123)

T209 **Division/Unit responsible at Headquarters:** *Division of Ecological Sciences (SC/ECO)*

Main line of action 1: Biosphere reserves: approaches to sustainable development

T210 *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| <p>United Nations Organizations: FAO UNEP UNDP UNU</p> | <p>} Cooperating agency Cooperating agency and funding partner Cooperating agency</p> |
| <p>Other International Governmental Organizations (IGOs): World Tourism Organization IPGRI World Bank Asian Development Bank European Union Council of Europe NEPAD GEF Secretariat</p> | <p>} Cooperating agency } Funding partner } Cooperating agency Funding partner (direct and indirect through Member States)</p> |
| <p>Secretariats of Convention: CBD, UNCCD, Ramsar Wetlands, Climate Change, CMS, Bern, PELBDS</p> | <p>Technical cooperation (Elaboration and promotion of principles and recommendations which are tested out by biosphere reserves and MAB networks)</p> |
| <p>Non-Governmental Organizations (NGOs): World Conservation Union Conservation International INSULA Wildlife Conservation Society WWF ARBIOS (<i>Amigos de Reservas de Biosfera</i>) WBCSD</p> | <p>Technical cooperation (programming and field projects) } Technical cooperation (field projects)</p> |
| <p>Foundations: Henrich Boll Foundation</p> | <p>Technical cooperation</p> |
| <p>Private Sector: International Chamber of Commerce World Council on Travel and Tourism</p> | <p>} Technical cooperation (field projects)</p> |

| Partners | Specific expected role/contribution |
|--|--------------------------------------|
| Others: MAB National Committees (approx 145) Managers and coordinators of biosphere reserves (more than 430 in some 95 countries) | } Implementation of field activities |

T211 Main events:

| |
|--|
| Main meetings: <ul style="list-style-type: none"> ▪ 18th session MAB Council, three MAB Bureau meetings/conference calls; two meetings Advisory Committee for biosphere reserves ▪ Ten consultations/workshops of regional networks ▪ Workshop/events in relation to COPVII of CBD, Seville +10 Main publications: <ul style="list-style-type: none"> ▪ Biosphere reserve bulletin in Electronic and hard copy formats ▪ Case studies on biosphere reserves (e.g. relating to the ecosystem approach, ecotourism, protection of water and food supplies) Others: <ul style="list-style-type: none"> ▪ Missions to support Member States in the preparation of new nominations and the periodic review process |
|--|

Main line of action 2: Helping to reduce biodiversity loss: science and capacity-building in the service of ecological sustainability

T212 Context map:

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: FAO UNEP UNDP UNU | } Cooperative agencies |
| Other International Governmental Organizations (IGOs): Secretariats of: CBD, UNCCD, CC, Bonn, Cites, Bern, Ramsar GEF World Bank ADB | } Cooperative agencies } Funding partner |
| CSD WHO ALESCO, ILESCO OSS Council of Europe | } Cooperative agencies |
| Non-Governmental Organizations (NGOs): TWAS IUCN Conservation international WWF INSULA ICSU (and its unions and Committees) AAAS Cousteau Society WRI ARBIOS UNAMAZ | } Technical cooperation |

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| Foundations: US Foundations Total Foundation | } Funding partner |
| Others: MAB National Committees Biosphere reserves managers and coordinators | |

T213 *Main events:*

| |
|--|
| Main meetings: <ul style="list-style-type: none"> ▪ Conference on biosphere reserves and global observing systems ▪ Conference on global changes in mountain biosphere reserves ▪ Workshop on rehabilitation and sustainable management of dry lands ▪ Conference on urban sustainability Main publications: <ul style="list-style-type: none"> ▪ Methodologies for integrated monitoring ▪ Guidelines for institutional mechanisms ▪ Case studies on conflict resolution ▪ Education manual on dry lands and highlands ▪ Education material on biodiversity Others: <ul style="list-style-type: none"> ▪ Training workshops on conflict resolution |
|--|

Main line of action 3: Enhancing the linkages between biological and cultural diversity as a key basis for sustainable development

T214 *Context map:*

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| United Nations Organizations: UNEP UNDP FAO UNU | } Cooperative agencies |
| Other International Governmental Organizations (IGOs): Secretariats of: CBD, UNCCD, Bern, Ramsar GEF Council of Europe | |
| Non-Governmental Organizations (NGOs): IUCN WWF | } Technical cooperation |
| Others: MAB National Committees Biosphere reserves managers and coordinators | |

T215 *Main events:*

| |
|---|
| Main meetings: <ul style="list-style-type: none"> ▪ Two workshops, jointly with other agencies Main publications: <ul style="list-style-type: none"> ▪ Guidelines on the links between cultural and biological diversity Others: <ul style="list-style-type: none"> ▪ Pilot projects established at three or more sites |
|---|

II.1.3 *Earth Sciences – Improving the understanding of the solid Earth and enhancing disaster prevention*

(paragraphs 0213-02133)

T216 **Division/Unit responsible at Headquarters:** *Division of Earth Sciences (SC/GEO)*

Main line of action 1: Geology in the service of society: rock-water-life interactions

T217 *Context map:*

| Partners | Specific expected role/contribution |
|--|---|
| United Nations Organizations: WMO FAO UN-ISDR (International Strategy for Disaster Reduction) UNESCO National Commissions and IGCP National Committees in more than 100 countries | Partnership in selected IGCP projects, and other international cooperative geo-scientific initiatives Coordination within the IGCP and geo-related national projects |
| Other International Governmental Organizations (IGOs): Council of Europe | |
| Non-Governmental Organizations (NGOs) ICSU: IUGS, IUGG, IGU IASPEI, IAVCEI, IAGOD IUGS' Commission on Stratigraphy IGBP (International Geosphere Biosphere Programme), PAGES (Past Global Changes), INQUA (International Quaternary Association), International Association of Hydrology (IAH), Ocean Drilling Programme (ODP), ILP (International Lithosphere Programme) ICDP (International Continental Scientific Drilling Programme) International Geological Congress (IGC) | Joint activities within the International Geoscience Programme (IGCP), the International Lithosphere and Scientific Continental Drilling Programmes Joint preparation and implementation of an UN-IYPE (International Year/Period of the Planet Earth) |
| Others: US Geological Survey US Academy of Sciences, NSF GeoForschungsZentrum Potsdam Academy of Geosciences, China | Partnership and co-organization of the 32nd International Geological Congress, Florence 2004 Joint activities in the framework of IGCP, ILP, ICDP, and national Geoparks |

T218 *Main events:*

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| Main meetings: <ul style="list-style-type: none"> ▪ 32nd Meeting of the IGCP Scientific Board (February 2004) ▪ 33rd Meeting of the IGCP Scientific Board (February 2005) ▪ Annual meetings of IUGS, ICDP |
| Main publications: <ul style="list-style-type: none"> ▪ Geological Correlation Nos. 32 and 33 ▪ UNESCO-IUGS Newsletter <i>Episodes</i> ▪ <i>Stones of the World</i> |
| Others: <ul style="list-style-type: none"> ▪ 32nd International Geological Congress, Florence 2004 ▪ International "Year" (Period) of the Planet Earth (2004-2007) ▪ Conferences on Education in Geology, Geological Heritage and Geotourism |

Main line of action 2: Global Partnership in Earth Observation from space for sustainable development

T219 Context map:

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: WMO, FAO, UNEP, UNOOSA (United Nations Office for Outer Space Affairs) | Joint coordination of global Earth observation programmes |
| Other International Governmental Organizations (IGOs): ESA (European Space Agency) EU | Technical cooperation and partnership in the implementation of space-related projects |
| Non-Governmental Organizations (NGOs): IAF (Int. Astronautical Fed.), EURISY (European International Space Year), COSPAR (ICSU Com. on Space Research), ISPRS (Int. Soc. for Photogramm. and Remote Sensing) | Scientific cooperation and coordination |
| Space Agencies (NASDA, NOAA, NSDA, CNES, INPE, etc.) | Scientific cooperation |

T220 Main events:

| |
|--|
| Main meetings: <ul style="list-style-type: none"> ▪ IGOS/CEOS Meetings in 2004 and 2005 ▪ Space Education Conference 2004 |
| Main publications: <ul style="list-style-type: none"> ▪ Space Education brochure ▪ Geoscientific Maps |

Main line of action 3: Enhancing disaster preparedness and prevention

T221 Context map:

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: Secretariat of the International Strategy for Disaster Reduction WMO UNEP UNCHS/Habitat | Partnership and coordination within the United Nations Inter-Agency Task Force on Disaster Reduction of which UNESCO is a member |
| Other International Governmental Organizations (IGOs): World Bank Council of Europe Arab Fund for Economic and Social Development (AFSED) Islamic Educational, Scientific and Cultural Organization (ISESCO) | Joint activities with the ProVention of the World Bank on disaster scenarios in selected cities Joint activities for the creation of websites on information and education on disaster reduction Provide support to activities on disaster reduction in Asia, Middle East and Africa, financed by extrabudgetary resources |
| Centro de Coordinación para la Prevención de Desastres Naturales en América Central (CEPREDENAC) | Contribute to the coordination of disaster prevention activities in Central America |

| Partners | Specific expected role/contribution |
|--|--|
| <p>Non-Governmental Organizations (NGOs): ICSU ICET</p> <p>Euro-Mediterranean Seismological Centre (EMSC) International Council for Local Environmental Initiatives International Centre for Sustainable Cities Huairou Commission/GROOTS</p> <p>Private Sector: Insurance companies</p> <p>Others: GeoForschungs Zentrum Potsdam Bureau de Recherches Géologiques et Minières United States Geological Survey Lawrence Livermore National Laboratory Asian Disaster Preparedness Centre Asian Disaster Reduction Centre International Consortium on Landslides</p> | <p>Expertise in post-disaster investigations Contribution to the UNESCO/ICET Congress on “Megacities of the future” Provide seismological data Joint activities in the framework of the WSSD Type II Partnership on Resilient Communities</p> <p>Statistical data on natural disasters; support to specific UNESCO activities</p> <p>Scientific expertise and financial support Joint regional work in Asia, Latin America and the Caribbean Joint activities in the protection of cultural sites and settlements against landslides</p> |

T222 *Main events:*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Workshops for Reduction of Earthquake Losses in the Eastern Mediterranean Region ▪ Workshops for Reduction of Earthquake Losses in the South Asian Region ▪ Seminars on Hydrometeorological hazards in Africa, Latin America and the Caribbean <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Training packages to provide practical disaster reduction guidelines <p>Others:</p> <ul style="list-style-type: none"> ▪ International Forum on Disaster Reduction in Cities |
|---|

II.1.4 Towards sustainable living in small islands and in coastal regions
(paragraphs 0214-02142)

T223 **Division/Unit responsible at Headquarters:** *Coastal Regions and Small Islands Platform (SC/CSI)*

Main line of action 1: Advancing an intersectoral and interregional programme of action in Small Island Developing States

T224 *Context map:*

| Partners | Specific expected role/contribution |
|--|--|
| <p>United Nations Organizations: UNDESA, NY SIDS Unit, NY</p> <p>Other International Governmental Organizations (IGOs): AOSIS (Alliance of Small Islands States) SOPAC (Pacific) Caribbean Development Bank Organization of Eastern Caribbean States Organization of American States</p> | <p>Barbados+10 preparations Small Islands counterpart</p> <p>Barbados+10 preparations Pacific expertise (vulnerability indicators) Project support Project participation</p> |

| Partners | Specific expected role/contribution |
|--|--|
| <p>Non-Governmental Organizations (NGOs): ETI (Amsterdam) C-CAM (Jamaica) Various local NGOs</p> | <p>Island Biodiversity expertise Jamaica Project execution Field project execution/participation</p> |
| <p>Foundations: GIN (Global Island Network) CARICOMP (Caribbean)</p> | <p>Island networking Island coastal ecosystem monitoring</p> |
| <p>Others: Universities in Small-Island countries and regions, including Regional Universities, Municipalities, Ministries and other institutions of the Indian Ocean, the South Pacific, and the West Indies</p> | <p>Partners in project execution</p> |
| <p>Numerous institutions, including Ministries, Aid Agencies and Universities in “donor” countries, including Australia, Japan, Netherlands, New Zealand, United Kingdom, United States</p> | |

T225 Main events:

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Events at Barbados+10 (Mauritius, 2004) <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Island Agenda ▪ Small Islands Voice compilation ▪ Field project results |
|---|

Main line of action 2: Developing wise practices: building capacities for managing conflicts over coastal resources in small islands and continental regions

T226 Context map:

| Partners | Specific expected role/contribution |
|---|---|
| <p>United Nations Organizations: UNEP UNDP United Nations Centre for Human Settlement GEF</p> | <p>Field project participation Field project support Field project participation Project support</p> |
| <p>Other International Governmental Organizations (IGOs): SEACAM (Maputo-Regional) ALECSO Regional Development Banks (Africa, Asia)</p> | <p>Eastern Africa/Indian Ocean project participation Projects in Arab States Project support</p> |
| <p>Non-Governmental Organizations (NGOs): ETI (Amsterdam) The Nature Conservancy Kehati (Indonesia) ELAC (Philippines) WAAME (Senegal) Various local NGOs Environment and Development of the Third World (ENDA-ECOPOP)</p> | <p>Coastal biodiversity expertise Project Support Indonesian project contribution Philippine project participation Senegal project contribution Field project execution/participation Project participation (especially Africa)</p> |

| Partners | Specific expected role/contribution |
|---|---|
| Foundations: ECOPLATA CARICOMP (Caribbean) MacArthur Foundation Hariri Foundation | Uruguay project execution Continental coastal ecosystem monitoring Project support (Caribbean SE Asia) Lebanon Project participation |
| Private Sector: Scotland Online Shipbreakers Association (India) | Forum arrangements Project participation |
| Others: Universities, Municipalities, Ministries, National Defence and other institutions in project countries, including Croatia, Cuba, Egypt, India, Indonesia, Jamaica, Jordan, Latvia, Lebanon, Morocco, Mozambique, Philippines, Puerto Rico, Qatar, Russian Federation, Senegal, South Africa, Spain, Thailand, Tunisia | Partners in project execution |
| Numerous institutions, including ministries, aid agencies and universities in "donor" countries, including Belgium, Canada, France, Italy, Japan, Netherlands, New Zealand, Spain, United Kingdom, United States | |

T227 *Main events:*

| |
|--|
| Main meetings: <ul style="list-style-type: none"> ▪ Interregional strategy workshop |
| Main publications: <ul style="list-style-type: none"> ▪ Strategy workshop results ▪ Field project results |

II.1.5 UNESCO Intergovernmental Oceanographic Commission (IOC)
(paragraphs 0215-02155)

T228 **Division/Unit responsible at Headquarters:** *Secretariat of the Intergovernmental Oceanographic Commission (UNESCO/IOC)*

Main line of action 1: Addressing scientific uncertainties for the management of marine environment and climate change

T229 *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: UNEP WMO FAO IMO GPA-LBA IAEA World Bank GEF | Global marine assessments Climate research Fisheries science Marine pollution Coastal zone management Reference materials Coral reef targeted research LMEs |

| Partners | Specific expected role/contribution |
|--|---|
| Other International Governmental Organizations (IGOs): | |
| European Union ICES PICES Regional Seas Conventions: - OSPAR - HELCOM - Abidjan, Nairobi and Cartagena Conventions - CPPS | Various HABs, Ballast water, indicators Climate change and fisheries } Marine environmental protection |
| Non-Governmental Organizations (NGOs): | |
| SCOR ACOPS IUCN IGBP IOI CIESM SCOPE MEDCOAST SEACAM WIOMSA | Science advice African process GCRMN GLOBEC, IGBP Ocean governance Mediterranean science Nitrogen modelling } Coastal management Marine science in East Africa |
| Foundations: | |
| SAHFOS | Plankton research and monitoring |
| Others: | |
| DFID NOAA DFO (Canada) Bilateral Donors | Sustainable livelihood Marine science Coastal zone management Capacity-building |

T230 *Main events:*

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Indicators Symposium ▪ Joint SCOR/IOC Working Groups Meetings ▪ Study Groups ▪ Intergovernmental conference on large river basins and its associated coastal zones (IOC-HYD) <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Global Coastal Ocean Synthesis ▪ Indicators for Fisheries Management ▪ Workshop reports <p>Others:</p> <ul style="list-style-type: none"> ▪ Guidelines ▪ Information products on ocean science ▪ Information products on global change ▪ Workshops on coastal zone management |
|--|

Main line of action 2: Developing monitoring and forecasting capabilities for the management and sustainable development of the open and coastal ocean

T231 Context map:

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: | |
| WMO | Direct cooperation in establishing and implementing JCOMM |
| UNEP | } Assistance in developing coastal GOOS |
| FAO | |
| Other International Governmental Organizations (IGOs): | |
| ICES | } Cooperation in establishing GOOS |
| PICES | |
| CPPS | |
| Non-Governmental Organizations (NGOs): | |
| POGO | } Assistance in developing GOOS |
| CEOS | |
| IGOS partners | } Cooperation in establishing GOOS |
| ICSU | |
| Foundations: | |
| SAHFOS | Cooperation in establishing GOOS |
| Private Sector: | |
| SAIC | Cooperation in developing business partnerships for observing systems |
| Others: | |
| NOAA (United States) | } Assistance in developing GOOS |
| Meteo France | |
| ONR (United States) | |
| NERC (United Kingdom) | |
| United Kingdom Met Office | |
| IFREMER (France) | |
| Australian Bureau of Meteorology | |

T232 Main events:

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ IOC Assembly and Executive Council ▪ JCOMM Management Committee ▪ GOOS Steering Committee ▪ Intergovernmental Committee for GOOS ▪ Regional GOOS meetings <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Guidelines and plans of GOOS ▪ Meeting reports |
|---|

Main line of action 3: Developing and strengthening a global mechanism to ensure full and open access to ocean data and information for all

T233 Context map:

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: FAO IMO, UNEP, WMO | Aquatic Sciences and Fisheries Abstracts (ASFA) Data exchange (ocean mapping) |
| Other International Governmental Organizations (IGOs): JCOMM EU ICES IASC, IHB | Project on development marine XML ICES/IOC Study Group on Marine XML Data exchange and financial contribution to IOC |
| Non-Governmental Organizations (NGOs): IALA CGMW | } Data exchange (ocean mapping) |
| Private Sector: HR Wallingford, United Kingdom British Petroleum | Partner in EU-funded project on development marine XML Financial contribution to IOC Mapping |

T234 Main events:

| |
|---|
| Main meetings: <ul style="list-style-type: none"> ▪ IODE-XVIII ▪ ITSU-XX Main publications: <ul style="list-style-type: none"> ▪ Reports of IODE-XVIII, ITSU-XX ▪ Reports of training courses and workshops ▪ Websites |
|---|

Main line of action 4: Developing ocean governance issues and increasing the effectiveness of the IOC Governing Bodies

T235 Context map:

| Partners | Specific expected role/contribution |
|--|--|
| United Nations Organizations: Ex-Members of SOCA FAO UNEP UN-DOALOS International Seabed Agency (ISA) | United Nations Inter Agencies Coordination and Cooperation United Nations Atlas of the Oceans Global Marine Assessment UNCLOS Training Courses |
| Other International Governmental Organizations (IGOs): CEOS-IGOS | Follow-up of WSSD Plan of Action |
| Non-Governmental Organizations (NGOs): Ocean Forum (University of Delaware, IUCN, WWF, Oceana, Greenpeace, Nausicaa and 43 other NGOs) NAUSICAA | Follow-up of Ocean issues from WSSD Plan of Action Public awareness on ocean issues |

| Partners | Specific expected role/contribution |
|--|--|
| Private Sector: Energy, tourism, health, and transportation industries, finance societies | Business Partnerships for Global Observing Systems (BPOS) |

T236 *Main events:*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ 37 IOC Executive Council ▪ 38 IOC Executive Council ▪ 23 IOC Assembly <p>Main publications:</p> <ul style="list-style-type: none"> ▪ IOC Monographs on oceanographic methodology: Real-time coastal observing systems for ecosystem dynamics and harmful algal blooms ▪ Annual Report 2003 ▪ Annual Report 2004 <p>Others:</p> <ul style="list-style-type: none"> ▪ Governing bodies meeting reports ▪ Public and institutional awareness brochures |
|---|

Main line of action 5: Developing the capacity and effectiveness of Member States in Marine Scientific Research, and in the management and sustainable development of the open and coastal ocean

T237 *Context map:*

| Partners | Specific expected role/contribution |
|--|---|
| <p>United Nations Organizations: UN-DOALOS UNEP</p> | <p>Training Courses Article 76 UNCLOS Cooperation and coordination with GPA and Regional Seas Programme</p> |
| <p>Other International Governmental Organizations (IGOs): World Bank/IDB/ADB/GEF Permanent Commission for the Southeast Pacific CPPS IOCARIBE WESTPAC</p> | <p>TEMA and capacity-building activities Regional cooperation at the South Pacific Region Coordination at Caribbean region Coordination at West Asia Pacific region</p> |
| <p>Non-Governmental Organizations (NGOs): Partnership for Ocean Global Observing Systems (POGO) IOC Network of Research Centres</p> | <p>Fellowships for training on oceans observing systems Training and capacity-building activities</p> |
| <p>Others: IOC Network of UNITWIN Chairs</p> | <p>Training and capacity-building activities</p> |

T238 *Main events:*

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Regional subsidiary bodies meetings (WESTPAC VI, IOCARIBE VIII) ▪ POGO V <p>Main publications:</p> <ul style="list-style-type: none"> ▪ IOC Subsidiary governing bodies meetings |
|--|

Programme II.2 – Capacity-building in science and technology for development

II.2.1 Capacity-building in the basic and engineering sciences (paragraphs 0221-02214)

T239 Division/Unit responsible at Headquarters: *Division of Basic and Engineering Sciences (SC/BES)*

Main line of action 1: Cross-disciplinary partnerships in promoting basic research and the use of scientific knowledge

T240 Context map:

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: IAEA UNIDO World Bank WHO WMO | Participation in the implementation of the <i>Science Agenda-Framework for Action</i> established by the World Conference on Science |
| Other International Governmental Organizations (IGOs): OECD | |
| Non-Governmental Organizations (NGOs): Over 50 NGO partners in the follow-up to the WCS | Participation in the implementation of the <i>Science Agenda-Framework for Action</i> established by the World Conference on Science |
| Euroscience | Provision of information on activities carried over or planned, consultations on action to be taken, support to joint activities in training of national research and university staff |
| International Council for Science (ICSU) | Cooperation in increasing awareness of science advances |
| African Academy of Sciences | Principal partner of UNESCO in follow-up to the WCS, implementation of over 80 cross-disciplinary activities within three major ICSU/UNESCO projects |
| Latin American Academy of Sciences | Participation in the building up of African network of research centres of excellence |
| Foundations: International Foundation for Science (IFS) | Cooperation in development of Latin American networks in the basic sciences |
| Others: International Oxford Biomedical Centre | Partnership in the training of researchers from developing countries |
| | Cooperation in advanced training of researchers |

T241 Main events:

Main meetings:

- International consultative meeting of partners in the follow-up to the World Conference on Science: *Science Agenda-Framework for Action: Accomplishments and further partnerships* (Budapest+5) 2004
- Regional meetings on *New approach to building up national capacities in basic sciences and their interdisciplinary areas* (one meeting in each region)

Others:

- Implementation of three major UNESCO/ICSU cross-disciplinary projects on: increasing national capacities in science through sharing of knowledge and information; innovation of science education; and sustainable development through international partnerships.
- Launching of SESAME training and research programme
- Building up of international network of centres of excellence in basic sciences and university science teaching

Main line of action 2: Capacity-building in the basic sciences**T242 Context map:**

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: IAEA UNOPS WHO WHO FAO UNEP UNIDO | Collaborator with ICTP Co-executing agency Subcontractor Capacity-building – health related Capacity-building – plant and marine biotechnologies Training and awareness-building in biotechnology and biosafety Cooperation in area of biotechnology – follow-up of WSSD |
| Other International Governmental Organizations (IGOs): ISESCO European Molecular Biology Conference (EMBC) International Centre for Genetic Engineering and Biotechnology (ICGEB) | Donor and collaborator Sponsor of EMBO Training and awareness building in biosafety, molecular biology and biotechnology |
| Non-Governmental Organizations (NGOs): Abdus Salam International Centre for Theoretical Physics (ICTP) International Centre for Pure and Applied Mathematics (ICPAM/CIMPA) International Centre for Chemical Studies (ICCE) International Union of Pure and Applied Chemistry (IUPAC) International Union of Pure and Applied Physics (IUPAP) International Mathematical Union (IMU) American Chemical Society European Physical Society Society of African Physicists and Mathematicians Asian Physics Education Network (ASPEN) African Union of Pure and Applied Chemistry Asian Chemical Society International Organization for Chemical Sciences for Development (IOCD) CNRS International Union of Biochemistry and Molecular Biology (IUBMB) International Cell Research Organization (ICRO) International Brain Research Organization (IBRO) American Society for Microbiology (ASM) | Implementer of advanced training in physics Implementer of advanced training in mathematics Training partner in chemistry Collaborator in chemistry Collaborator in physics Collaborator in mathematics Training partner Main partner: World Year of Physics Training partner in physics in Africa Training partner in physics education Training partner in chemistry Co-promoter Capacity-building in chemistry Co-promoter Capacity-building in cell and molecular biology Advanced training in molecular and cell biology Strengthened regional research and cooperation in neurosciences Joint cost-shared post doctoral training and information transfer in microbiological sciences |

| Partners | Specific expected role/contribution |
|---|--|
| International Union of Microbiological Societies (IUMS) | Joint cost-shared training in microbial biotechnology |
| Global Network of Molecular and Cell Biology (MCBN) | Capacity-building in cell and molecular biology |
| Federation of European Biochemical Societies (FEBS) | Promote research in the life sciences |
| Foundations: | |
| World Foundation for AIDS Research and Prevention | HIV/AIDS research and prevention |
| Private Sector: | |
| Fischer Scientific Company | Donor |
| AGFA Gefaert | Donor |
| Others: | |
| European Molecular Biology Organization (EMBO) | Capacity-building in cell and molecular biology bioinformatics and biotechnology |
| World Federation of Culture Collections (WFCC) | Bioinformatics |

T243 *Main events:*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> • International Exhibition to Promote Mathematics • World Congress of Chemistry 2005 • Training Workshops in GMO and Biosafety Issues • Follow-up activities to World Biotechnology Forum (December 2003) <p>Main publications:</p> <ul style="list-style-type: none"> • Advanced teaching and learning packages on new methodologies in different disciplines, including laboratory work • MIRCEN World Journal of Microbiology Biotechnology • Digital teaching materials in biotechnology and the biological sciences <p>Others:</p> <ul style="list-style-type: none"> • World Year of Physics 2005 • Establishment of 1,000 pilot schools using the microscience kits |
|---|

Main line of action 3: Capacity-building in engineering sciences and technology

T244 *Context map:*

| Partners | Specific expected role/contribution |
|--|--|
| <p>United Nations Organizations:</p> <p>United Nations Commission on Science and Technology for Development</p> <p>United Nations Conference on Trade and Development</p> | <p>Cooperation on gender issues in engineering science and technology for development</p> <p>Cooperation on gender issues through UNCSTD and related topics in the application of engineering science and technology for development</p> |
| United Nations Environment Programme | Cooperation on Sustainable Alternatives Network (SANet) and related topics in engineering science and technology for development relating to sustainable development and poverty eradication |
| United Nations Development Programme | Cooperation on a range of issues relating to engineering science and technology for development and poverty eradication |
| United Nations Development Fund for Women (UNIFEM) | Liaison on gender issues in engineering science and technology |
| United Nations Ad hoc Inter-Agency Task Force on Energy | UNESCO is member of the Task Force |

| Partners | Specific expected role/contribution |
|--|---|
| UNDP, UNEP, UNIDO, FAO, WHO World Bank GEF | Partnership in implementing joint activities Joint activities for financing renewable energies Support of activities on renewable energies for environmental protection |
| Other International Governmental Organizations (IGOs): | |
| World Bank | Cooperation on a range of issues relating to engineering science and technology for development |
| African Development Bank | Cooperation on engineering science and technology for development, including the management of maintenance |
| Asian Development Bank | Cooperation on engineering science and technology for development including engineering education, policy and planning |
| European Commission | Support to activities in Europe and LDCs |
| Islamic Educational, Scientific and Cultural Organization (ISESCO) | Support to activities on renewable energies identified within the UNESCO and ISESCO joint agreement |
| Arab League Educational, Cultural and Scientific Organization (ALECSO) | Support to activities on renewable energies in Arab countries |
| International Atomic Energy Agency (IAEA) | Partnership in implementing joint activities |
| Institut de l'énergie et de l'environnement de la Francophonie - IEPF | Support and implementation of joint activities on renewable energies in French-speaking countries |
| Agence Intergouvernementale de la Francophonie | Partnership in implementing joint activities in French-speaking countries |
| Non-Governmental Organizations (NGOs): | |
| International Council for Engineering and Technology (World Federation of Engineering Organisations) (Union Internationale des Associations et Organismes Techniques) | Framework partner – cooperation on a broad range of issues relating to engineering and technology |
| International Council for Science | Framework partner – cooperation on a range of issues relating to science and technology |
| Intermediate Technology Development Group (UK) | Cooperation on a range of issues relating to appropriate technology, networking and poverty eradication |
| Volunteers in Technical Assistance (US) | Cooperation on appropriate technology and networking |
| Women in Global Science and Technology (WIGSAT) | Cooperation on gender issues in engineering science and technology, including indicators |
| Once and Future Action Network (OFAN) | Cooperation on gender issues in engineering science and technology, including indicators and activities in the SE Asia Pacific region |
| Groupe de recherche et d'échanges technologiques (GRET, France) Swiss Centre for Development Cooperation in Technology and Management (SKAT) German Appropriate Technology Exchange (GATE) Consult for Management, Training and Technologies (FAKT, Germany) Appropriate Technologies for Enterprise Creation (Kenya) Technology Consultancy Centre (Kumasi, Ghana) | Cooperation on appropriate technology |
| | Cooperation on appropriate technology, including follow-through to "International Workshop on Technology and Poverty Reduction" held in 2003. |

| Partners | Specific expected role/contribution |
|---|---|
| <p>International Council of Academies of Engineering and Technological Sciences (CAETS), including National Academy of Engineering (US) American Association for the Advancement of Science</p> | <p>Cooperation on a range of issues relating to engineering and technology</p> |
| <p>E7 Network of Expertise for Global Environment</p> | <p>Cooperation on a range of issues relating to engineering and technology, including gender issues, intercultural dialogue Advocacy and support for renewable energy projects</p> |
| <p>African Network of Scientific and Technological Institutions (ANSTI)</p> | <p>Technical support and implementation of activities identified within the African Chapter of the GREET Programme</p> |
| <p>INSULA, International Solar Energy Society (ISES)</p> | <p>Partnership in implementing joint activities on use and application of renewable energies</p> |
| <p>ICET</p> | <p>Technical support for setting up specialized networks and implementation of education and training activities on renewable energies</p> |
| <p>Foundations: Fondation Energie pour le Monde (France)</p> | <p>Advocacy and promotion of renewable energies and their applications for developmental purposes</p> |
| <p>Freiderich Ebert Foundation (Germany)</p> | <p>Support to the implementation of renewable energy projects and activities in the developing countries</p> |
| <p>EUROSOLAR</p> | <p>Promotion of cooperation between Europe and third countries for renewable energies</p> |
| <p>Private Sector: Daimler Chrysler</p> | <p>Cooperation and support for UNESCO-Daimler Chrysler Partnership for Intercultural Dialogue, specifically for Grants Programme for Intercultural Dialogue through Engineering Applications (IDEA)</p> |
| <p>Photowat (France), Transenergie (France), Total Energie (France), Isofoton (France), Siemens (Germany), Dulas energy (United Kingdom)</p> | <p>Organization of technical visits on the occasion of training activities and support to the promotion of use and application of renewable energies</p> |
| <p>Others: International Development Research Centre, Canada</p> | <p>Cooperation on a range of issues relating to engineering science and technology, including gender issues and policy</p> |
| <p>Swedish Agency for Research Cooperation with Developing Countries, Swedish International Development Agency ADEME (France), ICAEN (Spain), IDEA (Spain)</p> | <p>Development and implementation of a SIDA-SAREC-UNESCO project on research management</p> |
| <p>Ecole Polytechnique (France), Ecole des Mines (France), CNRS (France), Franhoufer Institute (Germany), Genec (France), CDER (Morocco), CDER (Algeria), ANER (Tunisia), Institut de l'Energie Solaire (France), National centres for renewable energies, National agencies for Energy and Environment</p> | <p>Advocacy and support to activities aiming at promotion and development of renewable energies</p> |
| <p>Ecole Polytechnique (France), Ecole des Mines (France), CNRS (France), Franhoufer Institute (Germany), Genec (France), CDER (Morocco), CDER (Algeria), ANER (Tunisia), Institut de l'Energie Solaire (France), National centres for renewable energies, National agencies for Energy and Environment</p> | <p>Support in implementation of education and training activities defined within the GREET Programme</p> |

T245 Main events:

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ World Engineers' Convention, Shanghai, 2004 ▪ Congress on "Megacities of the Future", Paris, 2005 (proposed) ▪ International workshops and seminars on renewable energies, regional and interregional consultations, regional meetings of experts and meetings of United Nations task force on energy <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Toolkit series of information, learning and teaching materials for capacity-building in engineering sciences and technology ▪ Technology and Poverty Eradication ▪ Small is Working – Appropriate Technology for Poverty Eradication ▪ Tool kits on best practices for renewable energy use and applications ▪ Learning/teaching material on renewable energies and various information documents in the area <p>Others:</p> <ul style="list-style-type: none"> ▪ Workshop series on capacity-building in engineering sciences and technology ▪ Networking for information sharing ▪ Contribution to AICHI-2005 World Exhibition ▪ UNESCO exhibition on "Renewable energies for sustainable development" |
|---|

Main line of action 4: Promoting education and capacity-building in science and technology

T246 Context map:

| Partners | Specific expected role/contribution |
|---|--|
| <p>Other International Governmental Organizations (IGOs): Organization for the Prohibition of Chemical Weapons</p> | Cooperation in development of research-based training materials on ethical perspectives in professional education of scientists. |
| <p>Non-Governmental Organizations (NGOs): ICSU ICTP</p> | } Expertise in capacity-building issues |
| <p>Private Sector: SciDev.Net</p> | Training courses for science journalists in developing countries |
| University of York, United Kingdom | Hosting of Conference on Science and Sustainability |
| American Association for the Advancement of Science | Science Education expertise |
| <p>Others: Federation of Asian Chemical Societies</p> | Linkages to professional communities for development of materials on professional ethics |
| EUROSCIENCE | Cooperation in Europe-based programme of promotion of science and technology |
| Perach Tutoring Project, Israel | } Organization of conference on student tutoring and mentoring |
| STAR Mentoring Project, Australia | |
| Third World Academy of Science | |

T247 Main events:

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ EUROSCIENCE Conference, Stockholm 2004 ▪ International Symposium on Science Education and Sustainability, United Kingdom 2004 ▪ Fourth Science Centre World Congress, Rio de Janeiro 2005 ▪ Fourth World Conference of Science Journalists, 2005 ▪ Training courses for Science Journalists in Developing Countries |
|--|

- International Conference on Student Mentoring Programmes
- Symposium on Ethical Perspectives in Professional Development of Scientists

Main publications:

- Proceedings of International Symposium on Science Education and Sustainability
- Guidelines for science journalists in developing countries
- Guidelines for training materials on ethical perspectives in professional education of scientists

II.2.2 Science and technology policies for sustainable development
(paragraphs 0222-02221)

T248 Division/Unit responsible at Headquarters: *Division of Science Analysis and Policies (SC/AP)*

Main line of action 1: Capacity-building and management of science, technology and innovation policies

T249 *Context map:*

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: | |
| UNIDO | Cooperation in the area of science incubators, technology parks |
| UNCTAD | Cooperation on science policy country review |
| World Bank | Capacity-building |
| UNOPS | |
| Other International Governmental Organizations (IGOs): | |
| OECD | |
| European Union | Partnership on development projects |
| ISESCO | Science policy studies and ethics |
| ALECSO | Cooperation on science and technology policy and ethics |
| SCRES | Ethics in science |
| Non-Governmental Organizations (NGOs): | |
| ICSU | Science policy Ethics in science |
| TWAS | Capacity-building |
| International Association of Technology Parks | |
| WFSW | |
| World Islamic Call society | Cooperation in the area of science and culture |
| European Association of Science and Technology Centres | Public awareness, science centres |
| Private Sector: | |
| EOLSS | Production of Encyclopaedia of Life Support Systems |

T250 *Main events:*

Main meetings:

- Conference of African Ministers responsible for Science within the framework of NEPAD

Main publications:

- A study on S&T indicators
- Science Policy and Ethics
- Science Legislations

◆ Projects relating to cross-cutting themes

● Eradication of poverty, especially extreme poverty

Project: Integrating science and technology into micro-finance schemes: from subsistence living to small-scale enterprises

T251 Division/Office with primary responsibility: *UNESCO Nairobi*

T252 Other units involved: *Education Sector (ED/STV/TVE), Natural Sciences Sector (SC/BES/EST)*

T253 Context map:

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: UNDP ILO | Identification of ongoing best practices Ensuring articulation with local initiatives |
| Non-Governmental Organizations (NGOs): Local NGOs in target countries | Cooperation for identification of best practices |
| Others: African technology policy studies (ATPS) network | |

T254 Main events:

| |
|---|
| Main meetings: <ul style="list-style-type: none"> ▪ Launching meetings Main publications: <ul style="list-style-type: none"> ▪ Book on best practices |
|---|

Project: Indigenous building technologies in Central Asia and Afghanistan

T255 Division/Office with primary responsibility: *UNESCO Tashkent*

T256 Context map:

| Partners | Specific expected role/contribution |
|---|--|
| Non-Governmental Organizations (NGOs): Local NGOs in target countries | Identification of sites and best practices |

T257 Main events:

| |
|---|
| Main meetings: <ul style="list-style-type: none"> ▪ Launching meeting ▪ Evaluation meeting Main publications: <ul style="list-style-type: none"> ▪ Brief brochure on project |
|---|

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

T258 Division/Office with primary responsibility: *Coastal Regions and Small Islands Platform (CSI)*

T259 Other units involved: *Natural Sciences Sector (SC/ECO), Social and Human Sciences Sector (SHS/HRS), Culture Sector (CLT/CPD), Communication and Information Sector (CI/INF), Education Sector, UNESCO Apia, UNESCO Bangkok, UNESCO Dhaka, UNESCO Hanoi, UNESCO Montevideo, UNESCO Moscow*

T260 Context map:

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| <p>United Nations Organizations: UNDP UNEP Convention on Biological Diversity</p> <p>Non-Governmental Organizations (NGOs): ICSU Local and indigenous NGOs in target countries</p> <p>Others: Universities and research centres</p> | |

T261 Main events:

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Interregional workshops <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Evaluation document for 2005 |
|--|

Project: The UNISOL-TAPE alliance against poverty

T262 Division/Office with primary responsibility: *Division of Basic and Engineering Sciences (SC/BES)*

T263 Other units involved: *Social and Human Sciences Sector (SHS/MOST)*

T264 Context map:

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| <p>United Nations Organizations: ILO UNCTAD</p> <p>Others: Universities</p> | |

T265 Main events:

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Training workshops <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Learning/training materials |
|--|

Project: Small-scale mining and sustainable development in Latin America

T266 Division/Office with primary responsibility: *UNESCO Montevideo*

T267 Context map:

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| United Nations Organizations: UNDP Non-Governmental Organizations (NGOs): Local NGOs in target sites Others: CIDRC (Canada) | |

- The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society**

Project: Information and communication technology in science and engineering education in Africa

T268 Division/Office with primary responsibility: *UNESCO Nairobi*

T269 Other units involved: *Natural Sciences Sector (SC/BES)*

T270 Context map:

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| Others: Universities African Network of Scientific and Technological Institutes (ANSTI) | |

T271 Main events:

| |
|--|
| Main meetings: <ul style="list-style-type: none"> Training workshops |
|--|

Project: Small Islands' Voice (SIV)

T272 Division/Office with primary responsibility: *Coastal Regions and Small Islands Platform (SC/CSI)*

T273 Other units involved: *UNESCO Nairobi, UNESCO New Delhi*

T274 *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: UNDP Non-Governmental Organizations (NGOs): Youth NGOs in target countries | |

T275 *Main events:*

| |
|--|
| Main meetings: <ul style="list-style-type: none">▪ Preparation of Barbados+10 |
|--|

Project: UNESCO/IOC regional ocean subportals as part of the UNESCO knowledge portal

T276 **Division/Office with primary responsibility:** *Secretariat of the Intergovernmental Oceanographic Commission (SC/IOC), Information Society Division (CI/INF)*

MAJOR PROGRAMME III

Social and human sciences

Programme III.1 – Ethics of science and technology, with emphasis on bioethics

(paragraphs 03101-03102)

T300 **Division/Unit responsible at Headquarters:** *Division of Ethics of Science and Technology (SHS/EST)*

Main line of action 1: Bioethics

T301 *Context map:*

| Partners | Specific expected role/contribution | |
|--|-------------------------------------|--|
| <p>United Nations Organizations: FAO Office of the High Commissioner for Human Rights ILO UNU WHO WIPO WTO</p> <p>Other International Governmental Organizations (IGOs): Council of Europe European Union PAHO OECD OAU ALECSO</p> <p>Non-Governmental Organizations (NGOs): B'nai B'rith International CIOMS Disabled Peoples International Inclusion International International Association of Democratic Lawyers International Association of Law, Ethics and Science International Council for Science (ICSU) International Council of Women International Humanist and Ethical Union (IHEU) International Office of Catholic Education (IOCE) International Planned Parenthood Federation International Union of Biological Sciences (IUBS) Interparliamentary Union Pax Romana Pugwash Conference World Federation for Mental Health (WFMH) World Federation of Scientific Workers (WFSW) World Federation of UNESCO Clubs, Centres and Associations (WFUCA) World Medical Association</p> | | |

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| <p>Private Sector: Pharmaceutical and biotechnology industry</p> <p>Others: Academies of medicine and sciences National Ethics Committees and similar bodies Scientific and University bodies HUGO and similar regional bodies Patients' Associations (Association française contre les myopathies, Europark, etc.)</p> | |

T302 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Eleventh and Twelfth sessions of the International Bioethics Committee (IBC) ▪ Fourth Session of the Intergovernmental Bioethics Committee (IGBC) ▪ Working Groups of the IBC <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Proceedings of the IBC and the IGBC ▪ Publication of teaching materials, information kits and brochures <p>Others:</p> <ul style="list-style-type: none"> ▪ Database on bioethics committees and similar bodies |
|--|

Main line of action 2: Ethics of science and technology

T303 *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| <p>United Nations Organizations:</p> <p>United Nations Office for Outer Space Affairs (OOSA)</p> <p>United Nations Committee on the Peaceful Uses of Outer Space (UNCOPUOS)</p> <p>United Nations Development Programme (UNDP)</p> <p>United Nations Commission on International Trade Law (UNCITRAL)</p> <p>Office of the United Nations High Commissioner for Human Rights (OHCHR)</p> <p>World Intellectual Property Organization (WIPO)</p> <p>International Telecommunications Union (ITU)</p> <p>Other International Governmental Organizations (IGOs):</p> <p>European Space Agency (ESA) and European Space Law Centre (ESLC)</p> <p>Organization for Economic Cooperation and Development (OECD)</p> <p>Council of Europe</p> <p>European Union</p> <p>Non-Governmental Organizations (NGOs):</p> <p>International Council of Science Unions (ICSU)</p> | |
| | <p>Interagency cooperation on ethics of space activities: coordination COMEST – UNCOPUOS</p> <p>Participation in the group of experts on ethics of space activities and to UNCOPUOS meetings</p> <p>Contribution to the COMEST work on ethics of environment and ethics of research education</p> <p>Consultations on ethics and international law</p> <p>Consultations on the promotion of human rights related to ethics of science and technology</p> <p>Consultations on intellectual property aspects of ethics of science and technology</p> <p>Consultations on ethics of the information society</p> <p>Joint activities on ethics of space activities</p> <p>Consultations on science, technology and industry, participation in partnership initiatives</p> <p>Consultations on the promotion of human rights related to ethics of science and technology</p> <p>Consultations with the European Group on ethics in science and new technologies</p> <p>Joint work group and studies on ethics of environment and ethics of research education</p> |

| Partners | Specific expected role/contribution |
|--|---|
| Committee on Space Research (COSPAR) | Consultations and studies on ethics of space activities |
| International Social Sciences Council (ISSC) | } Participation in COMEST activities |
| International Council for Philosophy and Humanistic Studies (ICPHS) | |
| International Astronautical Federation (IAF) | Participation in the IAF World Congresses |
| Foundations: Bibliotheca Alexandria | Meetings and studies |
| Private Sector: Initiatives with the private sector will be established during the biennium | Depending on the adoption of the COMEST recommendations by the General Conference |
| Others: Natural Sciences Sector (SC), especially the International Hydrological Programme (IHP) and the Global Organization of Universities for Teaching, Training and Ethics (GOUTTE) | } Increased intersectorality |
| Communication and Information Sector (CI) | |
| Education Sector (ED) | |
| Culture Sector (CLT) | |

T304 Main events:

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|--|
| Main meetings: <ul style="list-style-type: none"> ▪ COMEST ordinary meeting: fourth statutory session in 2005 ▪ COMEST extraordinary meeting in 2004 ▪ COMEST Bureau meeting in 2004 ▪ Meetings of the COMEST Subcommissions and working groups in 2004-2005 |
| Main publications: <ul style="list-style-type: none"> ▪ Proceedings of COMEST statutory sessions ▪ Reports of COMEST meetings ▪ Booklets on COMEST fields of action ▪ Publications on ethics of science and technology ▪ Education and teaching kits |
| Others: <ul style="list-style-type: none"> ▪ COMEST cultural events in 2004-2005 |

Programme III.2 – Promotion of human rights and the fight against discrimination

(paragraphs 03201-03203)

T305 Division/Unit responsible at Headquarters: *Division of Human Rights and Struggle against Discrimination (SHS/HRS)*

Main line of action 1: Human rights development

T306 Context map:

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: Office of the United Nations High Commissioner for Human Rights (OHCHR) | Cooperation in the field of human rights promotion and mainstreaming of human rights, including joint implementation of research, education and training projects; cooperation in the organization of the Paris Human Rights Forum |

| Partners | Specific expected role/contribution |
|--|--|
| Committee on Economic, Social and Cultural Rights | Cooperation for the elucidation of the content and application of cultural rights and their justiciability |
| Commission on Human Rights and its Sub-Commission on the Promotion and Protection of Human Rights | General coordination of human rights activities |
| International Labour Organization | Joint projects in the field of human rights and cooperation in the organization of the Paris Human Rights Forum |
| Human rights treaty monitoring bodies and special rapporteurs | Cooperation in research on complex human rights issues; consultations and participation in each other's meetings |
| Other International Governmental Organizations (IGOs): | |
| Organization of Security and Cooperation in Europe (OSCE) and its Office for Democratic Institutions and Human Rights Council of Europe European Union Organization of American States African Union | } Consultations and reciprocal participation in each other's meetings |
| Non-Governmental Organizations (NGOs): | |
| European Master's Degree on Human Rights and Democratization (E.MA) Amnesty International Human Rights Watch FIDH Inter-Parliamentary Union | } Cooperation in the field of research and dissemination of knowledge on human rights. } Cooperation in the preparation of the Paris Human Rights Forum |
| Others: | |
| UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance Human rights research and training institutions The network of "Cities for Human Rights" | } Cooperation in research, education and training in the field of human rights } Sensitization of public opinion |

T307 *Main events:*

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|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Second and Third Paris Annual Human Rights Forum (2004) ▪ Third Paris Annual Human Rights Forum (2005) ▪ Meeting of the International Jury for the UNESCO Prize for Human Rights Education (2004) ▪ Award ceremony of the UNESCO Prize for Human Rights Education (2004) ▪ Experts meeting on the right to take part in cultural life (dates and place to be determined) ▪ Regional meeting of UNESCO Chairs in Human Rights (dates and place to be determined) <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Major Human Rights Instruments (Status as of 31 May 2004) ▪ Major Human Rights Instruments (Status as of 31 May 2005) ▪ Publication on the right to take part in cultural life (2004 or 2005) ▪ Various linguistic versions of the following publications: Human Rights: Questions and Answers (new updated and revised version); A Guide to Human Rights: Institutions, Standards, procedures (updated version); and third volume of the manual on human rights for universities. <p>Others:</p> <ul style="list-style-type: none"> ▪ Maintaining and updating of a human rights website |
|---|

Main line of action 2: Gender equality and development**T308 Context map:**

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: | |
| United Nations Division for the Advancement of Women (DAW) | Follow-up to EGM on Trafficking in women and girls; 2005 follow-up meeting to the Fourth World Conference on Women (Beijing, 1995) |
| International Labour Organization (ILO) | Collaboration on gender assessments and audit |
| United Nations Development Fund for Women (UNIFEM) | Research on factors that hinder or promote gender equality |
| Economic and Social Commission for Asia and the Pacific (UNESCAP) | Trafficking in women and girls |
| UNESCO Chairs on human rights, women and gender | Research and advocacy |
| Non-Governmental Organizations (NGOs): | |
| International Social Science Council (ISSC) | } Operational cooperation |
| International Council for Philosophy and Human Sciences | |
| Huairou Commission | |
| International Women's Tribune Centre | Research and gender development |
| Centre for Women's Global Leadership | Research, networking and advocacy |
| CAFRA | } Research and analysis |
| South Asia Watch and Centre for Women's Studies | |
| Foundations: | |
| Mac Arthur Foundation | Research, networking and anti-violence programmes |
| Others: | |
| MOST Network on Cities, Environment and gender relations | Analysis and "best practices" approach on policy-research interactions |
| Centro de Antropología y estudios en Antropología social (CIESAS) | Interdisciplinary research |
| FLACSO | Research and analysis |

T309 Main events:

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| Main meetings: |
| <ul style="list-style-type: none"> ▪ Promoting gender equality and the empowerment of women, International Women's Day celebrations, 2004 (re: SHS Communication strategy) ▪ Forum of policy-makers, researchers and ministers for women's affairs (to promote networking and sharing of knowledge for policy change at national levels) |
| Main publications: |
| <ul style="list-style-type: none"> ▪ Expert papers on women's human rights and topical issues (violence, liberal global economies, poverty, government spending/resource allocation, etc.) |

Main line of action 3: Fight against racism and discrimination

T310 *Context map:*

| Partners | Specific expected role/contribution |
|--|---|
| United Nations Organizations: | |
| OHCHR | Cooperation in joint ventures |
| ILO | Cooperation in common projects |
| UNAIDS | } Financial contribution |
| UNDP | |
| Other International Governmental Organizations (IGOs): | |
| Council of Europe | Cooperation in common projects |
| EUMC | Technical assistance and financial contribution |
| Non-Governmental Organizations (NGOs): | |
| CIPSH | } Cooperation in common projects |
| IMADR | |
| Hurights Osaka | } Cooperation in common projects |
| Amnesty International | |
| Human Rights Defenders | |
| National Human Rights Commissions | |
| Foundations: | |
| Ford Foundation | } Financial contribution |
| Carter Foundation | |
| Private Sector: | |
| Companies participating in the United Nations Global Compact project | Financial contribution and joint ventures |
| Others: | |
| Communication companies | Communication campaign |

T311 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Regional evaluation meetings on the implementation of the integrated UNESCO strategy on the Durban follow-up <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Textbooks for education for non-discrimination and tolerance ▪ Series of thematic studies related to racism and discrimination ▪ Best practices in combating racism and discrimination <p>Others:</p> <ul style="list-style-type: none"> ▪ Establishment of an international coalition of cities to combat racism and discrimination |
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**Programme III.3 – Foresight, philosophy, human sciences
and human security**
(paragraphs 03301-03303)

T312 **Division/Unit responsible at Headquarters:** *Division of Foresight, Philosophy and Human Sciences
(SHS/FPH)*

Main line of action 1: Anticipation and foresight

T313 *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| <p>United Nations Organizations: UNDP UNU</p> | } Consultation and cooperation |
| <p>Non-Governmental Organizations (NGOs): International Social Science Council (ISSC) International Council for Philosophy and Humanistic Studies Futuribles International World Futures Studies Federation (WFSF) World Future Society (WFS) Club of Rome</p> | } Consultation and cooperation } Consultation and cooperation |
| <p>Foundations: Foundations working in the field of foresight</p> | Consultation and cooperation |
| <p>Others: Council on the Future Foresight institutes and centres Universities and international and national research centres</p> | } Consultation and cooperation |

T314 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Twenty-First Century Talks ▪ Twenty-First Century Dialogues <p>Main publications:</p> <ul style="list-style-type: none"> ▪ UNESCO World Report ▪ Publication of the second anthology of <i>Twenty-First Century Talks</i> |
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Main line of action 2: Philosophical reflection and the human sciences

T315 Context map:

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| Other International Governmental Organizations (IGOs): | |
| Ministries of education National Commissions L'agence intergouvernementale de la francophonie | } Consultation and cooperation |
| Non-Governmental Organizations (NGOs): | |
| ICPHS + 6,000 members it federates, notably FISP International Centre for Human Sciences (Byblos) ORDECC | } Consultation and cooperation |
| Academy of Sciences of the Russian Federation - International Philosophy College - International Federation of Philosophical Societies (FISP) - UNESCO Chairs in philosophy - Centre for Research in Applied Epistemology - House of Human Sciences - <i>International Council for Philosophy and Humanistic Studies</i> - Institute of Contemporary Thought - University of All Knowledge - International Institute of Philosophy | } Consultation and cooperation |
| Foundations: | |
| National Library of Brazil | Consultation and cooperation |
| Private Sector: | |
| Publishers (Presses Universitaires de France, Sage, etc.) | Consultation and cooperation |

T316 Main events:

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Philosophy Day and philosophy forums ▪ Pathways of Thought ▪ Symposium on "Tomorrow's historians" <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Pathways of Thought ▪ Publication of the proceedings of the Day and of the philosophy forums <p>Others:</p> <ul style="list-style-type: none"> ▪ UNESCO international network for the promotion of philosophy and the human sciences |
|---|

Main line of action 3: Promotion of human security and peace**T317 Context map:**

| Partners | Specific expected role/contribution |
|--|---|
| United Nations Organizations: UNDP WHO UNU | } Consultation and cooperation |
| Other International Governmental Organizations (IGOs): OAU OAS MERCOSUR ASEAN SAARC | } Consultation and cooperation |
| Non-Governmental Organizations (NGOs): Institute for Security Studies (ISS) African Futures (AFCEN) International Alert | } Consultation and cooperation |
| Foundations: The Nippon Foundation The Félix Houphouët-Boigny Foundation | Financing of the UNESCO Prize for Peace Education (interest accruing from donation) Financing of the Félix Houphouët-Boigny Prize for Peace Research |
| Others: Human Security Network Commission on Human Security SecuriPax Members Universities Regional Human Security Centre (Jordan) UNESCO National Commissions (Republic of Korea, etc.) Research and Training Institutions UNESCO Chairs | } Consultation and cooperation |

T318 Main events:

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| Main meetings: <ul style="list-style-type: none"> ▪ Félix Houphouët-Boigny Peace Prize: meetings of the Jury and ceremonies for the award of the Prize ▪ UNESCO Prize for Peace Education: meetings of the Jury and ceremonies for the award of the Prize ▪ Meetings relating to activities for the promotion of peace, human security and the prevention of conflicts Main publications: <ul style="list-style-type: none"> ▪ UNESCO Prize for Peace Education 2004 and 2005 ▪ Violence |
|---|

**Programme III.4 – Management of social transformations:
MOST – Phase II**
(paragraphs 03401-03403)

T319 Division/Unit responsible at Headquarters: *Division of Social Sciences, Research and Policy (SHS/SRP)*

Main line of action 1: Policy, international cooperation and knowledge-sharing in the social sciences

T320 *Context map:*

| Partners | Specific expected role/contribution |
|---|---|
| <p>United Nations Organizations: UNDESA</p> <p>UNU UNRISD</p> <p>World Bank</p> <p>Non-Governmental Organizations (NGOs): ISSC framework agreement signed in February 2002 for the period 2002-2007 inclusively</p> <p>CODESRIA, FLACSO, CLACSO, ASREC International Association of Universities (IAU), COPERNICUS, PRELUDE, AUPELF</p> <p>Foundations: Ford, Rockefeller, Karima Saïd UNITWIN/UNESCO Chairs SIDA Sweden, International Forum on Research Management (intersectoral)</p> <p>Private Sector: Max Havelar Switzerland (UNESCO Chair on Sustainable Development, Federal University of Parana)</p> | <p>Cooperation within the follow-up to the World Summit on Sustainable Development and the Copenhagen review process, panels/round tables during commission sessions, International Conference with “Forum for Social Development”</p> <p>Cooperation with MOST and UNITWIN/Chairs Follow-up to Copenhagen review process; enlarging SHS public profile mechanisms Co-organizing of panels at CSD</p> <p>To assist ISSC in enlarging its regional representation, linking up with regional sectoral strategies and substance action carried out jointly; e.g. MOST-ISSC joint Summer School, WSSI</p> |

T321 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ MOST Science-Policy Interface: Experimenting with new set-ups ▪ Knowledge Production in the aftermath of Johannesburg (UNESCO Chairs) <p>Main publications:</p> <ul style="list-style-type: none"> ▪ ISSJ, Proceedings of major conferences mentioned above and others, training manuals (UNITWIN) <p>Others:</p> <ul style="list-style-type: none"> ▪ Best practices databanks, CD-ROMS (training) |
|---|

Main line of action 2: International migration and multicultural policies**T322 Context map:**

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: International Labour Organization (ILO) Office of the United Nations High Commissioner for Human Rights (OHCHR) United Nations High Commissioner for Refugees (UNHCR) | } Cooperation in gathering, evaluating and disseminating best practices on migration policies |
| Other International Governmental Organizations (IGOs): International Organization for Migration (IOM) | |
| Non-Governmental Organizations (NGOs): Global Campaign for the Ratification of the United Nations Convention on Migrants Rights | Cooperation in gathering, evaluating and disseminating best practices on migration policies, development of migration policies |
| | Cooperation in activities and information flow concerning the international efforts to promote and facilitate ratification of the United Nations Convention |

T323 Main events:

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| Main meetings: <ul style="list-style-type: none"> ▪ Migration Conference Barcelona Forum 2004 ▪ Regional migration conferences |
| Main publications: <ul style="list-style-type: none"> ▪ <i>International Journal of Multicultural Societies</i> ▪ Clearing house on migration and multicultural policies ▪ Best practices in migration and multicultural policies |
| Others: <ul style="list-style-type: none"> ▪ Establishment and revitalization of research/policy networks on migration in Africa, the Arab States region, Central and Eastern Europe, Asia-Pacific region and Latin America |

Main line of action 3: Urban development**T324 Context map:**

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: UN-HABITAT UNICEF UNDP | } City cooperation; Exchange of expertise Onsite back-up for pilot projects Onsite back-up for operational projects |
| Non-Governmental Organizations (NGOs): IUA IFLA ISoCaRP ICET/Chinese Academy of Social Sciences IFHP/IULA/METROPOLIS/AIVE | |
| Foundations: Hariri Foundation Federation of French Council in Environment, Architecture and Regional Planning | Transfer of knowledge and expertise |

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| <p>Others: Universities: Chairs and UNITWIN networks Montreal/Mexico/Lomé/Beijing/Paris/London/New York/Beirut Specialized institutes: HIS (Rotterdam) DPU (London)</p> | |

T325 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none">▪ International Congress on Megapolis 7/11 March 2005▪ International Congress of Educative Cities Genoa November 2004▪ Mid-term evaluation meeting PVCH Essaouira 20/23 November 2003 <p>Main publications:</p> <ul style="list-style-type: none">▪ <i>Intermediate Cities and World Urbanization</i>, Volume II▪ <i>Sustainable and Ethical Revitalization of Historic Neighbourhoods</i>▪ <i>City Words</i>, Volume IV <p>Others:</p> <ul style="list-style-type: none">▪ MOST policy papers on urban issues |
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◆ Projects relating to cross-cutting themes

● Eradication of poverty, especially extreme poverty

Project: Poverty-eradication – building national capacities for research and policy analysis, developing country strategies and action plans and monitoring their implementation

T326 Division/Office with primary responsibility: *Coordination and Evaluation Section (SHS/EO/UCE)*

T327 Context map:

| Partners | Specific expected role/contribution |
|--|--|
| <p>United Nations Organizations: UNDP United Nations Millennium Campaign UNCTAD</p> <p>Other International Governmental Organizations (IGOs): World Bank IMF</p> <p>Non-Governmental Organizations (NGOs): CODESRIA African Futures FLACSO CLACSO</p> <p>Foundations: CIPSH</p> <p>Others: Universities Regional and national research institutes</p> | <p>} Cooperation in implementation of training modules</p> |

T328 Main events:

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Regional workshops for research coordination and evaluation of research results on poverty eradication strategies <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Poverty-related strategies/studies |
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Project: Ethical and human rights dimensions of poverty: towards a new paradigm in the fight against poverty

T329 Division/Office with primary responsibility: *Division of Foresight, Philosophy and Human Sciences (SHS/FPH)*

T330 Context map:

| Partners | Specific expected role/contribution |
|---|---|
| <p>United Nations Organizations: Office of the United Nations High Commissioner for Human Rights UNDP United Nations Millennium Campaign UNCTAD</p> <p>Other International Governmental Organizations (IGOs): World Bank IMF</p> <p>Non-Governmental Organizations (NGOs): CIPSH CODESRIA African Futures FLACSO CLACSO</p> <p>Others: Universities Regional and national research institutes</p> | |
| | } Cooperation in implementation of training modules |

T331 Main events:

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Regional workshops on human rights dimensions for research coordination and evaluation of research results on poverty eradication strategies <p>Main publications:</p> <ul style="list-style-type: none"> ▪ UNESCO-specific contribution to the Millennium campaign on human rights dimensions of poverty eradication |
|--|

Project: Urban poverty alleviation among young and female migrants in China, Lao People's Democratic Republic, Cambodia and Mongolia

T332 Division/Office with primary responsibility: *UNESCO Beijing Office*

T333 Context map:

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| <p>United Nations Organizations: UNDP UNAIDS ILO</p> <p>Non-Governmental Organizations (NGOs): Local NGOs in target countries</p> | |

T334 *Main events:***Main meetings:**

- Launching meeting in Mongolia
- Training workshops in target countries

Main publications:

- Evaluation document on second phase of project (2005)

Project: Combating exploitative migration of women and children in Africa

T335 **Division/Office with primary responsibility:** *Division of Human Rights and Struggle against Discrimination (SHS/HRS); UNESCO Dakar and Windhoek Offices*

T336 *Context map:*

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| United Nations Organizations: UNICEF ILO Non-Governmental Organizations (NGOs): Local NGOs in target countries | |

T337 *Main events:***Main meetings:**

- Training workshops in target countries

Main publications:

- Best practices document

Project: Contribution to the eradication of poverty by strengthening human security in Burkina Faso, Mali, Niger and Benin

T338 **Division/Office with primary responsibility:** *Division of Foresight, Philosophy and Human Sciences (SHS/FPH); UNESCO Bamako Office*

T339 *Context map:*

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| United Nations Organizations: UNDP UNICEF PAM Non-Governmental Organizations (NGOs): Local NGOs in target sites in the four countries concerned | |

T340 *Main events:***Main meetings:**

- Launching meeting in Benin
- Training workshops in target sites

Main publications:

- Evaluation document on second phase of project (2005)

- **The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society**

Project: ICTs as a tool for local governance in Africa, Latin America and the Caribbean

T341 Division/Office with primary responsibility: *UNESCO Dakar and Mexico Offices*

T342 Context map:

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| United Nations Organizations: UNDP Other International Governmental Organizations (IGOs): Inter-American Development Bank Others: Universities Regional and national research institutes Municipalities | |

T343 Main events:

| |
|---|
| Main meetings: <ul style="list-style-type: none"> ▪ Regional workshop on coordination of project activities/lessons learned in countries concerned Main publications: <ul style="list-style-type: none"> ▪ Lessons learned (2005) |
|---|

Project: Electronic network of UNESCO Chairs in Africa and African Virtual UNITWIN Research and Training Network

T344 Division/Office with primary responsibility: *UNESCO Dakar Office*

T345 Context map:

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: UNDP Non-Governmental Organizations (NGOs): Local NGOs in target countries Others: Universities | |
| | Cooperation in implementation of training modules |

Project: Social inclusion for isolated communities in the Caribbean

T346 Division/Office with primary responsibility: *UNESCO Kingston Office*

MAJOR PROGRAMME IV

Culture

Programme IV.1 – Mainstreaming cultural diversity into policy agendas at national and international levels

IV.1.1 Promotion of the UNESCO Universal Declaration on Cultural Diversity and implementation of its Action Plan (paragraphs 0411-04112)

T400 **Division/Unit responsible at Headquarters:** *Division of Cultural Policies and Intercultural Dialogue (CLT/CPD)*

Main line of action 1: Anchoring the principles of the UNESCO Universal Declaration on Cultural Diversity at national and international levels

T401 *Context map:*

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: United Nations Development Programme (UNDP) United Nations Environmental Programme (UNEP) World Bank United Nations Industrial Development Organization (UNIDO) World Trade Organization (WTO) | } Cooperation, exchange of information |
| Other International Governmental Organizations (IGOs): African Union (AU) Arab League Educational, Cultural and Scientific Organization (ALECSO) League of Arab States (LEA) Council of Europe (CE) European Commission Andean Parliament ASEAN Inter-American Development Bank (IDB) Latin American Faculty of Social Sciences (FLACSO) Organization of Ibero-American States for Education, Science and Culture (OEI) Organisation internationale de la Francophonie (OIF) Inter-Parliamentary Union (IPU) | } Cooperation, exchange of information Cooperation, exchange of information, elaboration of joint activities |
| Islamic Educational, Scientific and Cultural Organization (ISESCO) | } Cooperation, exchange of information, elaboration of joint activities |

| Partners | Specific expected role/contribution |
|--|---|
| <p>Non-Governmental Organizations (NGOs): Club of Rome International Association of Universities (IAU) International Council for Philosophy and Humanistic Studies (ICPHS) International Music Council (IMC) World Federation of UNESCO Clubs, Centres and Associations (WFUCCA) International Research Institute for Media, Communication and Cultural Development (MEDIACULT) AMIC International Network for Cultural Diversity (INCD) Creative Exchange International Network of Observatories on Cultural Diversity National writers' associations</p> <p>Foundations: The European Culture Foundation International Foundation for Cultural Olympiad</p> <p>Others: International Network for Cultural Policies (INCP) Groupe d'études et de recherches sur les mondialisations (GERM) Smithsonian Institute Universities and Research Centres Network of UNESCO Chairs Ministries for Culture, for Education, for Commerce, National Commissions for UNESCO</p> | <p>Cooperation, exchange of information</p> <p>Cooperation, exchange of information, elaboration of joint activities</p> <p>Exchange of information</p> <p>Cooperation, exchange of information, elaboration of joint activities</p> <p>Cooperation</p> <p>Cooperation, exchange of information, elaboration of joint activities</p> <p>Exchange of information</p> <p>Cooperation, exchange of information</p> <p>Cooperation, exchange of information, elaboration of joint activities</p> <p>Cooperation, exchange of information</p> <p>Cooperation, exchange of information, elaboration of joint activities</p> |

T402 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Meetings of members of the network of observatories on cultural diversity <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Two to four issues of the Cultural Diversity Series, and translation into the official languages of the United Nations and into national languages <p>Others:</p> <ul style="list-style-type: none"> ▪ Co-production of video spots and of audiovisual educational material to raise awareness of the Declaration's principles |
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Main line of action 2: The contribution of intercultural dialogue and pluralism to respect for cultural diversity

T403 Context map:

| Partners | Specific expected role/contribution |
|--|---|
| <p>United Nations Organizations: United Nations Development Programme (UNDP) United Nations Development Fund for Women (UNIFEM) United Nations Environment Programme (UNEP) World Bank</p> | <p>Cooperation</p> |
| <p>United Nations Human Settlements Programme (HABITAT)</p> | <p>Cooperation, extrabudgetary funding</p> |
| <p>Permanent Forum on Indigenous Issues</p> | <p>Exchange of expertise, dissemination of information and best practices, drafting and implementing of pilot projects</p> |
| <p>International Labour Organization (ILO)</p> | <p>Exchange of expertise, dissemination of information and best practices, drafting and implementing of pilot projects</p> |
| <p>Joint United Nations Programme and HIV/AIDS (UNAIDS)</p> | <p>Exchange of expertise, dissemination of information and best practices, drafting and implementing of pilot projects</p> |
| <p>United Nations Children's Fund (UNICEF)</p> | <p>Funding of pilot projects</p> |
| <p>Office of the United Nations High Commissioner for Human Rights</p> | <p>Exchange of expertise, dissemination of information and best practices, drafting and implementing of pilot projects</p> |
| <p>Other International Governmental Organizations (IGOs): African Union (AU) European Union (EU) Arab League Educational, Cultural and Scientific Organization (ALECSO) Islamic Educational Scientific and Cultural Organization (ISESCO) Council of Europe (CE) Organization of the Islamic Conference (OIC) World Tourism Organization (WTO)</p> | <p>Regional cooperation Cooperation extrabudgetary funding</p> |
| <p>Islamic Educational Scientific and Cultural Organization (ISESCO)</p> | <p>Cooperation, exchange of information</p> |
| <p>Council of Europe (CE)</p> | <p>Cooperation for cultural activities</p> |
| <p>Organization of the Islamic Conference (OIC)</p> | <p>Cooperation within the framework of UNESCO-WTO Joint Programme of Cultural Tourism linked to the Slave Route project</p> |
| <p>World Tourism Organization (WTO)</p> | <p>Cooperation, exchange of information</p> |
| <p>Non-Governmental Organizations (NGOs): NGO-UNESCO Joint Programme Commission on Dialogue among Cultures and for Peace World Conference on Religions for Peace International Association of Universities (IAU) International Council for Cinema and Television (ICCT) Interparliamentary Conference on Security and Cooperation in the Mediterranean United Towns Organization World Associations of Cities and Local Authorities Coordination International Association of Educating Cities Fund for the Development of Indigenous peoples of Latin America and the Caribbean <i>International Committee for Historical Sciences (ICHS) (under negotiation)</i> World Islamic Call Society (WICS)</p> | <p>Cooperation, elaboration and execution of joint activities</p> |
| <p>World Conference on Religions for Peace</p> | <p>Cooperation, exchange of information</p> |
| <p>International Association of Universities (IAU)</p> | <p>Exchange of expertise and dissemination of information and best practices</p> |
| <p>International Council for Cinema and Television (ICCT)</p> | <p>Exchange of expertise and dissemination of information and best practices</p> |
| <p>Interparliamentary Conference on Security and Cooperation in the Mediterranean</p> | <p>Exchange of expertise and dissemination of information and best practices</p> |
| <p>United Towns Organization</p> | <p>Exchange of expertise and dissemination of information and best practices</p> |
| <p>World Associations of Cities and Local Authorities Coordination</p> | <p>Exchange of expertise and dissemination of information and best practices</p> |
| <p>International Association of Educating Cities</p> | <p>Drafting, implementation and funding of activities</p> |
| <p>Fund for the Development of Indigenous peoples of Latin America and the Caribbean</p> | <p>Exchange of expertise and dissemination of information and best practices</p> |
| <p><i>International Committee for Historical Sciences (ICHS) (under negotiation)</i></p> | <p>Intellectual contribution and scientific support</p> |
| <p>World Islamic Call Society (WICS)</p> | <p>Intellectual and financial contribution</p> |

| Partners | Specific expected role/contribution |
|--|---|
| International Association for the Defence of Religious Liberty (AIDLR, Berne) International Religious Liberty Association (IRLA, Maryland) “Ouvertures ASBL” Association, Brussels Open Asia Mediterranean Centre for Human Rights International Association for Science, Education and Culture in the Mediterranean | Cooperation, elaboration of joint activities, exchange of information Exchange of information |
| Association for Cultural Exchange in the Mediterranean Mediterranean Observatory for Information and Reflection (OMIR) Catalan Institute of the Mediterranean | Cooperation, exchange of information Cooperation |
| African Heritage School (EPA, Benin) Programme for Museum Development in Africa (PMDA, Kenya) Museum Association of the Caribbean Netherlands Antilles (MAC) | Respective focal points for the development of cultural tourism |
| “Cities without Slums” Association, South African San Institute Accesos (Argentina) PRECED (Gabon) Workshop on Andean Oral History (Bolivia) Nunavut Arctic Colle (Canada) Traditions for Tomorrow | Drafting, implementing and funding of pilot projects |
| International Federation of East Central European Institutes Association of Arab Universities | Intellectual contribution and scientific support |
| Foundations: European Cultural Foundation Gulbenkian Foundation Luso-American Foundation Orient-Occident Foundation Soros Foundation Templeton Foundation Palmares Foundation | Exchange of information, extrabudgetary funding Extrabudgetary funding Implementation joint activities Implementation joint activities Cooperation in the Slave Route Scientific Research programme |
| Private Sector: Commercial and financial enterprises and medium-size enterprises | Cooperation/extrabudgetary funding Joint activities |
| Others: Network of UNESCO Chairs in Intercultural and Interreligious Dialogue International Institute for Central Asian Studies (IICAS) French Archaeological Mission in Central Asia (CNRS-MAFAC) School of Architecture of Paris Val-de-Seine (EAPVS) Institute for Regional Studies, Bishkek International Institute for Central Asian Studies, Samarkand International Institute for the Study of Nomadic Civilizations, Ulan Bator China Maritime Silk Route Studies Centre, Fuzhou Centre for Linguistic and Historical Studies by Oral Tradition (CELHTO) | Cooperation, elaboration of joint activities, exchange of information Cooperation, elaboration of joint activities, exchange of information, publications, networking Cooperation within the framework of the Programme on Oral Tradition and Slavery |

| Partners | Specific expected role/contribution |
|---|---|
| Observatory of Urban Cultural Policies, Montevideo University of Cagayan de Oro (Philippines) Omar Bongo University (Gabon) | } Development of research and case studies |
| Network of Academies of Mediterranean countries Cultural institutions in the Caucasus region National Committees for the Slave Route Project Academic institutions | |
| Museums and associations Towns and municipalities Media | Cooperation Cooperation, implementation of joint activities Promotion of Slave Route Project nationally Cooperation on scientific programme and networks Development of cultural tourism Cooperation, implementation of joint activities Visibility and promotion of activities |

T404 Main events:

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ International Conference on Intercultural and Interreligious Dialogue for the South-East and Asia-Pacific region (Canberra-Australia) ▪ International Conference on Dialogue of the Spiritual Traditions of the Indigenous People in Latin America and the Caribbean ▪ Reconstruction and Reconciliation through Intercultural and Interreligious Dialogue in the Middle East ▪ Central Asian Forum on Cultural Diversity, Dialogue and Development ▪ Festival on Cultural Diversity in Central Asia ▪ Mediterranean Heritage Days; “Crafts” Days ▪ Training workshops of stakeholders (Project on indigenous people and Project on cities) ▪ <i>International symposium on the Histories programme (assessment, definition of updating mechanisms) (under negotiation)</i> ▪ Meetings of the International Scientific Committee for the Slave Route Project ▪ Meetings on Cultural Tourism in Africa, Latin America, the Caribbean and the Indian Ocean <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Proceedings of the above-mentioned International Conferences on Intercultural and Interreligious Dialogue ▪ Brochure on UNESCO Chairs in Intercultural and Interreligious Dialogue ▪ Adaptation of the UNESCO Declaration on Cultural Diversity for the children of Central Asia on the basis of its common heritage ▪ Publications of case studies and best practices on indigenous issues and cities ▪ History of the Scientific and Cultural Development of Humanity (revision Vol. I); History of Civilizations of Central Asia (Volume VI and revision of Volume I); General History of Latin America (Volumes VI, VII, VIII and IX); Various Aspects of Islamic Culture (Volumes I and III) ▪ The Afro-American Religions (Proceedings of the Rio de Janeiro Seminar, December 2001) ▪ Cultural Tourism of Memory in Africa ▪ Oral Tradition Central Africa |
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IV.1.2 *Strengthening the links between cultural policies and development policies*

(paragraphs 0412-04122)

T405 **Division/Unit responsible at Headquarters:** *Division of Cultural Policies and Intercultural Dialogue (CLT/CPD)*

Main line of action 1: Assistance to Member States in preparing and applying innovative cultural policies

T406 *Context map:*

| Partners | Specific expected role/contribution |
|--|--|
| United Nations Organizations: | |
| Economic Commission for Africa (ECA) | Support to culture based regional development activities |
| Economic Commission for Latin America and the Caribbean (ECLAC) | Support to culture and development activities |
| Food and Agriculture Organization (FAO) | Support to culture based development activities |
| World Intellectual Property Organization (WIPO) | Reinforcement of support to cultural micro-enterprises |
| World Health Organization (WHO) | HIV/AIDS activities coordination |
| World Tourism Organization (WTO) | Cooperation in cultural tourism activities |
| United Nations Development Programme (UNDP) | Implementation of the Millennium Declaration/ Funding activities, including cultural tourism |
| United Nations Commission on Sustainable Development | Implementation of the Millennium Declaration |
| World Bank Group | Financial support to activities |
| Other International Governmental Organizations (IGOs): | |
| African, Caribbean and Pacific Group of States (ACP Group) | Information on subregions |
| Arab League Educational, Cultural and Scientific Organization (ALECSO) | Political support to activities in Arab countries/ Cooperation for implementation of activities |
| African Development Bank (AfDB) | Financing development activities |
| Economic Community of West African States (ECOWAS) | Political support for subregional activities |
| Common Market for Eastern and Southern Africa (COMESA) | Support to sustainability of development efforts through culture |
| Executive Secretariat of the Andrés Bello Convention (SECAB) | Support for implementation of activities |
| Southern Common Market (MERCOSUR) | Activities related to cultural cooperation |
| The New Partnership for Africa's Development (NEPAD) | Contribution to the reinforcement of the role of culture in NEPAD's Plan of Action |
| Organization of Ibero-American States for Education, Science and Culture (OEI) | Political support for Ibero-American activities |
| International Organization of the Francophonie (OIF) | Political support for activities |
| Southern African Development Community (SADC) | Financial support to activities (through Cultural Fund) |
| African Union | Political support for regional activities |
| European Union (EU) | Support for implementation of activities |
| Non-Governmental Organizations (NGOs): | |
| International Council on Monuments and Sites (ICOMOS) | Cultural tourism activities – promotion of training programmes for conservation specialists |
| World Federation of UNESCO Clubs, Centres and Associations (WFUCA) | Promotion of cultural diversity principles in WFUCA learning centres |

| Partners | Specific expected role/contribution |
|---|---|
| International Council for Traditional Music (ICTM) International Council of Organizations for Folklore Festivals and Folk Art (CIOFF) World Islamic Call Society (WICS) Association francophone d'amitié et de liaison (AFAL) International Bureau of Social Tourism (BITS) World Association for Small and Medium Enterprises (WASME) Union of African Towns European Network of Cultural Administration Training Centres (ENCATC) Latin American Social Sciences Council (CLACSO) American Association for Higher Education (AAHE) Black Caucus Association for Black Cultural Centres | Support for regular study groups in the field of folk, Arab anthropological and minority music as implementation aspects of cultural diversity Support protection of cultural diversity and promote cultural pluralism and intercultural dialogue Promotion of a culture of peace in the Near East (in cooperation with SHS) Exchange of information (especially in Africa) Cooperation for improvement of quality tourism Promotion of SMEs, development of free enterprises Implementation of culture based development activities Research/training/information Research/information Activities related to the African Diaspora |
| African Itinerant College for Culture and Development (AICCD) Constituency for Africa (CFA) Centre régional d'action culturelle (CRAC, Togo) Network of Networks for Research and Cooperation in Cultural Development (CULTURELINK) Fundamental Institute of Black Africa (IFAN) European Observatory for Cultural Research and International Cultural Cooperation – INTERARTS Panamerican-Panafrican Association, Inc. Society of African Culture | Cooperation for promotion of social and cultural tourism in Africa and France Implementation of activities Activities related to the African Diaspora Implementation of activities Cooperation research/information Research activities "culture and development" Research/training/information |
| Foundations: Ford Foundation The Leon Sullivan Foundation | Cooperation for activities in African Diaspora Implementation of activities Support for activities in general and of the Observatory of Cultural Policies in Africa in particular Activities related to the African Diaspora |
| Private Sector: Société Sénégalaise de Consultance, de Management et d'Entreprise (SENCOMANE) World Tourism Salon | Cultural tourism activities Sponsoring cultural tourism activities |
| Others: Ministries for Culture, Tourism, Trade, Economy of Member States Observatory for Cultural Policies in Africa Universities | Political support for activities Cooperation in common fields of interest Research |

T407 *Main events:*

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|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Three workshops (Africa, Asia, Latin America and the Caribbean) on cultural policies linked to sustainable development <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Series of handbooks on the formulation of socio-cultural projects for development ▪ Case studies on cultural policies to promote interaction between diversity, intercultural dialogue and development <p>Others:</p> <ul style="list-style-type: none"> ▪ Studies on the economics of culture and cultural management |
|--|

Main line of action 2: Enhancing the linkages between cultural and biological diversity as a key basis for sustainable development

T408 *Context map:*

| Partners | Specific expected role/contribution |
|---|---|
| <p>United Nations Organizations: Food and Agriculture Organization of the United Nations (FAO) United Nations Environment Programme (UNEP): Secretariats for Convention on Biological Diversity and Convention to Combat Desertification and World Conservation Monitoring Centre) IBE</p> <p>IIEP World Intellectual Property Organization (WIPO)</p> <p>World Health Organization (WHO) United Nations Commission on Sustainable Development</p> <p>Other International Governmental Organizations (IGOs): ICCROM IUCN</p> <p>RAMSAR Convention Secretariat</p> <p>Council of Europe</p> <p>Non-Governmental Organizations (NGOs): ICOMOS</p> <p>IFLA EBLUL (European Bureau for Lesser Used Languages) IATA (International Amateur Theatre Association) SIL International Endangered Language Fund, Yale University Terralingua CIPL (Permanent International Committee of Linguists) ICHEL (International Clearing House for Endangered Languages), Tokyo University</p> | <p>Agricultural systems and cultural landscape protection</p> <p>Cultural landscape identification and protection</p> <p>National education policies, especially in the field of languages</p> <p>Networks, publications Legal frameworks for traditional knowledge and folklore</p> <p>Cultural landscape training and capacity-building Cultural landscape identification, management and monitoring Cultural landscapes and wetlands (including freshwater issues) Landscape Convention (Florence 2000)</p> <p>Cultural landscape identification, management and monitoring Landscape architecture expertise</p> |

| Partners | Specific expected role/contribution |
|---|---|
| <p>Foundations: Foundation for Endangered Languages Endangered Languages Documentation Programme at SOAS Volkswagen Foundation</p> <p>Private Sector: Discovery Communications, Inc.</p> <p>Others: Local authorities (e.g. Mission Veal de Loire, Mekong Committee) Universities UNESCO Chairs, UNESCO Clubs, experts/researchers in endangered languages, local community leaders and activists ACALAN (African Academy of Languages)</p> | <p>Cooperation in establishing linkages between cultural landscape conservation, sustainable living and biodiversity protection Research and training</p> |

T409 *Main events:*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Seascapes – new perspectives for World Heritage ▪ Biodiversity and land-use systems. Linking the traditional and the contemporary with a focus on river systems ▪ Regional seminars for teachers and policy-makers in East Africa <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Meeting proceedings ▪ Research essays and reports ▪ Teachers’ manual on “Teaching Language, Culture and Nature” |
|---|

Programme IV.2 – **UNESCO’s contribution to the protection of the world’s cultural diversity through cultural and natural heritage preservation**

IV.2.1 *Promotion and implementation of the Convention for the Protection of the World Cultural and Natural Heritage (1972)* (paragraphs 0421-04212)

T410 **Division/Unit responsible at Headquarters:** *UNESCO World Heritage Centre (CLT/WHC)*

Main line of action 1: Support to the World Heritage governing bodies

T411 *Context map:*

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| <p>United Nations Organizations: United Nations Environment Programme (UNEP)</p> | Attendance at conferences |
| <p>Other International Governmental Organizations (IGOs): CBD, CITES, CMS, Ramsar, MAB/ICC</p> | Attendance at conferences |
| <p>Others: States Parties</p> | \$510,000 |

T412 *Main events:*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ World Heritage Committee Special Sessions (March 2004 and March 2005) ▪ World Heritage Committee Sessions (July 2004 and July 2005) ▪ World Heritage General Assembly (October 2005) |
|---|

Main line of action 2: Protecting the world's cultural diversity and supporting the development process through the 1972 Convention

T413 *Context map:*

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| <p>NGOs under cooperative framework agreements: ICOMOS</p> <p>Non-Governmental Organizations (NGOs): IUCN, ICCROM TNC, WWF, CI, WCS, JGI, IRF, GIC, RARE, Centre for Tropical Conservation, MICET-Madagascar, FUNDBIO-Brazil</p> <p>Foundations: UNF</p> <p>Private Sector: AVEDA Corporation, Ecotourism-Australia</p> | <p>Executing agency</p> |

T414 *Main events:*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Seventh Conference of Parties of the Convention on Biological Diversity (Kuala Lumpur, Malaysia, April 2004) |
|---|

IV.2.2 Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action
(paragraphs 0422-04223)

T415 **Division/Unit responsible at Headquarters:** *Division of Cultural Heritage (CLT/CH)*

Main line of action 1: Preserving cultural diversity through the safeguarding of the physical cultural heritage

T416 *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| <p>United Nations Organizations: World Bank IADB IDB UNDP UNOPS ICCROM</p> | <p>} Formal and/or operational partnerships</p> <p>} Funding of projects</p> <p>Scientific and technical cooperation</p> |

| Partners | Specific expected role/contribution |
|---|---|
| Other International Governmental Organizations (IGOs): | |
| Council of Europe | } Operational partnerships |
| European Union | |
| ALECSO | |
| ISESCO | |
| Non-Governmental Organizations (NGOs): | |
| ICOM | } Implementation of activities and advice |
| ICOMOS | |
| IFLA | } Advice |
| IUA | |
| SPACH | } Implementation of activities |
| AFRICOM | |
| CRATERRE | |
| Foundations: | |
| Aga Khan Trust Foundation | } Operational partnerships |
| World Monuments Fund | |
| Private Sector: | |
| Getty Conservation Institute | } Advice |
| Fondation Rhône Poulenc | |
| Others | } Funding of activities |

T417 Main events:

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|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ One plenary session and one session of the Bureau of the Executive Committee for the Egyptian Museums ▪ Two plenary sessions ICC Angkor ▪ Two plenary sessions ICC Afghanistan, four meetings of the Bureau and working groups ▪ Three meetings of the international scientific committees for Tyre and Mostar <p>Main publications:</p> <ul style="list-style-type: none"> ▪ <i>Museum International</i>: 4 issues <p>Others:</p> <ul style="list-style-type: none"> ▪ Ceremony to award the Melina Mercouri Prize |
|---|

Main line of action 2: Safeguarding and promoting intangible cultural heritage**T418 Context map:**

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| <p>United Nations Organizations:</p> <p>World Bank</p> <p>UNFPA</p> <p>UNHCR</p> <p>WIPO</p> <p>UNDP</p> <p>UNICEF</p> | Financial contribution |
| <p>Other International Governmental Organizations (IGOs):</p> <p>ASEAN</p> <p>ALECSO</p> <p>AU</p> | |

| Partners | Specific expected role/contribution |
|--|---|
| <p>ECOWAS SADC OAS IDB MERCOSUR CAN Andrés Bello Convention CARICOM Andean Parliament Latin America Parliament SICA</p> <p>Non-Governmental Organizations (NGOs): ICPHS ISSC ICTM</p> <p>UNIMA CIPL ICOM Fund for the Development of Indigenous Peoples of Latin America and the Caribbean International Amateur Theatre Association UAES</p> <p>UNIDROIT World Academy of Art and Science CERLALC ACCU</p> <p>Foundations: Toyota Foundation</p> <p>Private Sector: Smithsonian Institution Sony Corporation</p> <p>Others: Discovery Channel NHK</p> | <p>Scientific evaluation and expertise</p> <p>Evaluation of CDs of the UNESCO Collection of Traditional Music of the World and evaluation of candidature files for the Proclamation – Scientific evaluation and expertise</p> <p>Scientific evaluation and expertise</p> <p>Scientific evaluation of candidature files for the Proclamation</p> <p>Scientific evaluation of candidature files for the Proclamation</p> <p>Promotion of the Intangible Cultural Heritage of Humanity in Asia Pacific Countries</p> |

T419 Main events:

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ International Jury Meeting for the Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity ▪ International Jury meeting for Prizes to the Proclaimed Masterpieces of the Oral and Intangible Heritage of Humanity ▪ Proclamation Ceremony of “Masterpieces of the Oral and Intangible Heritage of Humanity” ▪ Award Ceremony of Prizes to the Proclaimed Masterpieces of the Oral and Intangible Heritage of Humanity ▪ Award of Sharjah Prize for the Arab Culture |
|---|

Main line of action 3: Protecting cultural diversity through normative action**T420 Context map:**

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| United Nations Organizations: WIPO ICTY (International Criminal Tribunal for the Former Yugoslavia) | } Partnership |
| Other International Governmental Organizations (IGOs): ICCROM ICRC Council of Europe European Union UNIDROIT/INTERPOL | |
| Non-Governmental Organizations (NGOs): ICOM ICOMOS ILA (International Law Association) ICBS (International Committee of the Blue Shield) IFAR (International Foundation for Art Research) SPACH (Society for the Preservation of Afghanistan's Cultural Heritage) IFLA ICA | } Operational partnership or advice |
| Foundations: Kress Foundation | |

T421 Main events:

| |
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| Main meetings: <ul style="list-style-type: none"> ▪ 13th session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in case of Illicit Appropriation ▪ Meeting of the States Parties to the Second Protocol and meeting of the States Parties to the 1954 Hague Convention ▪ Meeting of the Committee for the Protection of Cultural Property in the Event of Armed Conflict (1954) ▪ International meeting for the entry into force of the Convention on the Protection of the Underwater Cultural Heritage ▪ Two regional and subregional meetings for the promotion of the Convention on the Protection of the Underwater Cultural Heritage ▪ Two regional and subregional meetings for the promotion of the Hague Convention and its two Protocols ▪ Four regional meetings on illicit traffic/implementation of the 1970 Convention ▪ Meeting to commemorate the 50th anniversary of the adoption of the Hague Convention ▪ Two intergovernmental meetings on the preliminary draft of the Convention for the Safeguarding of the Intangible Cultural Heritage before its adoption by the General Conference ▪ Meeting on the deliberate destruction of the cultural heritage Main publications: <ul style="list-style-type: none"> ▪ Third compilation on the underwater heritage ▪ Commentary on the Convention for the Protection of the Underwater Cultural Heritage ▪ Series of studies on the implementation of the Second Hague Protocol 1999 ▪ National laws on the protection of the cultural heritage ▪ Implementation of the UNESCO conventions and recommendations on the cultural heritage |
|---|

Others:

- Establishment and management of a data bank on national laws on the protection of the cultural heritage
- Regional or national workshops at the request of Member States (1954, 1970 and 2001 Conventions and the Convention for the Safeguarding of the Intangible Cultural Heritage)
- Publications on existing or future instruments

Programme IV.3 – Safeguarding cultural diversity through creativity and development

IV.3.1 Encouraging arts and crafts for sustainable development (paragraphs 0431-04312)

T422 Division/Unit responsible at Headquarters: *Division of Arts and Cultural Enterprise (CLT/ACE)*

Main line of action 1: The living arts and their contribution to human development and social cohesion

T423 *Context map:*

| Partners | Specific expected role/contribution |
|--|--|
| United Nations Organizations: World Bank UNICEF | } Partners – arts education |
| Other International Governmental Organizations (IGOs): European Union Organization of American States African Union Council of Europe | } Partners – arts education-status of the artist |
| Non-Governmental Organizations (NGOs): International Music Council (CIM) International PEN International Theatre Institute (ITI) | } Promotion of UNESCO’s programme |
| AICA AICT AIAP FIM FIA CID | } Partners – status of the artist |
| Foundations: Getty Rockefeller Daniel Langlois | } Contributors – arts education |
| Private Sector: Dell Computer Corporation | Contributors – technologies ICT |

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| Others: Universities/Schools of Arts Education Harvard Massachusetts Institute of Technology University of Melbourne (Australia) University of Auckland (New Zealand) University of Surrey, Roehampton (United Kingdom) Sao Paulo (Brazil) Santiago (Chile) | } Partners – arts education |

T424 Main events:

| |
|--|
| Main meetings: <ul style="list-style-type: none"> ▪ World Conference on Arts Education Others: Internet <ul style="list-style-type: none"> ▪ World Observatory on the Status of the Artist ▪ UNESCO Prize for the Promotion of the Arts |
|--|

Main line of action 2: Combining economic growth and poverty reduction through crafts and design

T425 Context map:

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: International Trade Centre | Cooperation on joint projects |
| Other International Governmental Organizations (IGOs): ISESCO IRCICA AU European Community | } Cooperation on training Cooperation regarding the legal protection of craftwork |
| Non-Governmental Organizations (NGOs): AHPADA Aid to Artisans World Crafts Council | Technical assistance Technical support Technical assistance in training and information dissemination |
| Foundations: Ford Foundation | Support for training |
| Private Sector: Salon “Maison & Objet” Felissimo Group China Culture Link Network | Support for promotion Partnership for the competition “Design 21” Partnership for the Bio-Design Fashion Show |
| Others: International Centre for Crafts Promotion (CIPA) | Cooperation to promote craftworkers |

T426 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Design 21 contest (5th edition) ▪ Bio-Design Fashion Show ▪ International Festival of African Fashion ▪ International Festival of Films about Ceramics <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Crafts and tourism ▪ CD-ROM on crafts ▪ Handbook on vegetable dyes <p>Others:</p> <ul style="list-style-type: none"> ▪ UNESCO Portal “Catalogue of catalogues” |
|--|

IV.3.2 Strengthening the role of cultural creation in human and economic development
(paragraphs 0432-04321)

T427 **Division/Unit responsible at Headquarters:** *Division of Arts and Cultural Enterprise (CLT/ACE)*

Main line of action 1: Cultural industries and copyright: policies and partnerships

T428 *Context map:*

| Partners | Specific expected role/contribution |
|---|---|
| <p>United Nations Organizations: UNCTAD</p> <p>ILO</p> <p>International Trade Centre WIPO</p> | <p>Development of joint projects to boost the export potential of domestic music industries; Global Alliance for Cultural Diversity</p> <p>Phase II of Project “Small enterprise development job creation in the cultural sector in the SACD Region”; Global Alliance for Cultural Diversity; Copyright activities: (legal assistance to Member States, support for teaching, copyright in cyberspace, combating piracy)</p> <p>Global Alliance for Cultural Diversity</p> <p>Phase II of Project “Music industry in the Caribbean”; Global Alliance for Cultural Diversity; Copyright activities: (legal assistance to Member States, support for teaching, copyright in cyberspace, combating piracy)</p> |
| <p>Other International Governmental Organizations (IGOs): WTO (World Trade Organization), European Commission, Council of Europe, Commonwealth of Independent States (CIS), Organization of American States (OAS), MERCOSUR</p> <p>Regional Centre for Book Development in Latin America and the Caribbean (CERLALC)</p> | <p>Global Alliance for Cultural Diversity; Copyright</p> <p>Books programme</p> |
| <p>Non-Governmental Organizations (NGOs): International Council for Film, Television and Audiovisual (IFCT) and all its Members Association of Bookseller and Publisher Training Organizations in Europe (ABTOE)</p> | <p>Representatives works and other activities in the field of cinema</p> <p>United Nations Literacy Decade (training for publishers, printers and booksellers)</p> |

| Partners | Specific expected role/contribution |
|---|--|
| African Publishers Network (APNET), Caribbean Publishers Network (CAPNET), International Board on Books for Young People (IIBY), Asia/Pacific Cultural Centre for UNESCO (ACCU) | Promotion of books and publishing |
| International Publishers Association (IPA/UIE), International Booksellers Federation (IBF), International Federation of Library Associations and Institutions (IFLA) | Promotion of books and publishing, the United Nations Literacy Decade and copyright |
| International Council for Philosophy and Humanistic Studies (ICPHS), Gesellschaft für die Förderung der Literatur (LITPROM – Frankfurt), Korean Society of Conference Interpreters and Translators (KSCI-Seoul) | Information centre on literary translation |
| International Federation of Translators (FIT), International Book Bank, Books for Africa (United States), Culture and Development (France) | Information centre on literary translation, Copyright “Books for All” programme |
| Music Information Centre (Austria), Middle East Centre of Culture and Development (Jordan), Association for Innovative Cooperation in Europe (AICE), Bellagio Forum for Sustainable Development, Business Dynamics (United Kingdom) | Global Alliance for Cultural Diversity |
| Via Magica (Brazil), International Association for the Partnership Business-NGO, International Music Council, Pambery Trust Fund, European Broadcasting Union (EBU), Pictoon | Global Alliance for Cultural Diversity |
| International Federation of Musicians (IFM), Motion Picture Association (MPA), International Music Council (IMC) | Global Alliance for Cultural Diversity, copyright |
| International Federation of the Phonographic Industry (IFPI), International Confederation of Societies of Authors and Composers (CISAC), International Federation of Reproduction Rights Organisations (IFFRO), International Association of Audiovisual Writers and Directors (AIDAA), International Confederation of Music Publishers (ICMP), International Federation of Musicians (FIM), International Association for the Protection of Industrial Property (AIPPI), International Literary and Artistic Association (ALAI), International Federation of the Phonographic Industry (IFPI), International Federation of Actors (IFA), Inter-American Copyright Institute (ICI), International Copyright Society (INTERGU), International Writers’ Guild (IWG), International Union of Cinemas (UNIC), African Intellectual Property Organization (OAPI), Federation of European Film Directors (FERA) | Copyright |
| Foundations: Ford, Roberto Marinho, Prince Klaus, Principe de Asturias, American Express, Hariri, Asia-Europe Foundation (ASEF), Stifelsen Riksbankens Jubileumsfond, Motion Picture Association (MPA), Empretec Hana Foundation Foundation Charles-Leopold Mayer | Global Alliance for Cultural Diversity Global Alliance for Cultural Diversity, Information centre on literary translation, <i>Index translationum</i> |

| Partners | Specific expected role/contribution |
|---|---|
| <p>Private Sector: ARTE, Edicione Trilce, MBC Production Ltd.</p> | <p>Global Alliance for Cultural Diversity</p> |
| <p>Others: BIBIANA (International House of Art for Children, Bratislava)</p> | <p>Promotion of Books for Children</p> |

T429 *Main events:*

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| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ 14th session of the Intergovernmental Copyright Committee of the Universal Copyright Convention ▪ 20th session of the Intergovernmental Committee of the Rome Convention ▪ Medium-Term Strategy for 2002-2007: mid-term evaluation meeting of the Global Alliance for Cultural Diversity ▪ Consultations on the development of model clauses for national legislation on copyright protection in the digital environment ▪ Fiftieth anniversary of the International Federation of Translators (FIT) <p>Main publications:</p> <ul style="list-style-type: none"> ▪ <i>Index translationum</i> (website) ▪ Series “Global Alliance Tools (basic guides for creative enterprise development) and of project results (booklets, video and CD-ROM) ▪ Representative Works of World Literature and World Cinema (website) ▪ Eight editions of the <i>Copyright Bulletin</i> (website) ▪ Supplement to the Handbook “Copyright and Neighbouring Rights” In English, French and Spanish <p>Others:</p> <ul style="list-style-type: none"> ▪ UNESCO portal: Information Centre on Translation and List of Representative Works of World Literature ▪ UNESCO/IFTC portal: List of Representative Works of World Cinema |
|--|

◆ Projects relating to cross-cutting themes

● Eradication of poverty, especially extreme poverty

Project: Handicraft as a socio-economic and cultural development factor

T430 **Division/Office with primary responsibility:** *UNESCO Havana Office, Division of Arts and Cultural Enterprises (CLT/ACE), Africa Department*

T431 *Context map:*

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| United Nations Organizations: UNDP Non-Governmental Organizations (NGOs): Local NGOs Others: Local craft associations | |

Project: Cultural and eco-tourism in the mountainous regions of Central and South Asia

T432 **Division/Office with primary responsibility:** *Division of Cultural Heritage (CLT/CH)*

T433 *Context map:*

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| United Nations Organizations: UNDP Non-Governmental Organizations (NGOs): Local NGOs | |

Project: Forging innovative and interdisciplinary approaches to the Aral Sea Basin

T434 **Division/Office with primary responsibility:** *UNESCO Tashkent Office*

T435 *Context map:*

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| United Nations Organizations: UNDP Non-Governmental Organizations (NGOs): Local NGOs | |

T436 *Main events:*

| |
|---|
| Main meetings: <ul style="list-style-type: none"> ▪ Project coordination meetings |
|---|

Project: Youth development and poverty reduction through sustainable community tourism in the Caribbean (YouthPATH)

T437 **Division/Office with primary responsibility:** *UNESCO Kingston Office*

T438 **Context map:**

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| United Nations Organizations: UNDP Non-Governmental Organizations (NGOs): Local youth NGOs | |

T439 **Main events:**

| |
|--|
| Main meetings: <ul style="list-style-type: none"> ▪ Subregional coordination meeting |
|--|

Project: Strategy for the sustainable development of tourism in the Sahara

T440 **Division/Office with primary responsibility:** *Division of Cultural Heritage (CLT/CH)*

T441 **Context map:**

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| United Nations Organizations: UNDP WTO Non-Governmental Organizations (NGOs): Local NGOs Others: Local authorities in countries concerned | |

T442 **Main events:**

| |
|--|
| Main meetings: <ul style="list-style-type: none"> ▪ Coordination meetings of countries concerned |
|--|

- **The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society**

Project: ICTs for World Heritage preservation and promotion

T443 **Division/Office with primary responsibility:** *World Heritage Centre (CLT/WHC)*

T444 **Other units involved:** *Division for the Promotion of Quality Education (ED/PEQ)*

T445 **Context map:**

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| United Nations Organizations: UNDP Non-Governmental Organizations (NGOs): ICOMOS | |

Project: DIGI-ARTS subportal/UNESCO knowledge portal

T446 **Division/Office with primary responsibility:** *Division of Arts and Cultural Enterprise (CLT/ACE)*

T447 **Context map:**

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| Non-Governmental Organizations (NGOs): Local NGOs of Siberut Island Others: MECAD (Spain) IAMAS (Japan) EMF (United States) | |

T448 **Main events:**

| |
|--|
| Main meetings: <ul style="list-style-type: none"> ▪ Evolution meetings |
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MAJOR PROGRAMME V

Communication and information

Programme V.1 – **Fostering equitable access to information and knowledge for development, especially in the public domain**

V.1.1 Fostering actions to reduce digital divide and promote social inclusion
(paragraphs 0511-05114)

T500 Division/Unit responsible at Headquarters: *Information Society Division (CI/INF)*

Main line of action 1: Promoting research, principles and policies for knowledge societies

T501 Context map:

| Partners | Specific expected role/contribution |
|--|---|
| <p>United Nations Organizations: ITU (Lead Agency)</p> <p>ECOSOC, ITU, UNDP, UNICEF, WIPO, WMO</p> <p>Other International Governmental Organizations (IGOs): Council of Europe</p> <p>Organization of American States European Broadcasting Union ACC, World Bank, Agence de la francophonie (ACCT), Banque d'information internationale sur les Etats francophones (BIEF), Council of Europe, Nordic Council for Scientific Information (NORDINFO), Latin Union</p> <p>Non-Governmental Organizations (NGOs): International Federation of Library Organizations (IFLA) International Council on Archives (ICA) IFJ, IPI, WAN, RSF, WPFC, IAPA, IAB, CPJ</p> <p>International Federation of Film Archives (FIAF), International Federation of Television Archives (FIAT), International Federation for Information and Documentation (FID), International Association of Sound Archives (IASA), International Council of Scientific Unions (ICSU), International Federation for Information Processing (IFIP), International Institute for Archive Science (IIAS), International Organization for Standardization (ISO), Internet Society (ISOC), International Association for Media and Communication Research (IAMCR), World Radio and</p> | <p>Preparation of World Summit on the Information Society Strengthening the Information for All Programme</p> <p>Partnerships in providing media legislation, expertise/technical advice</p> <p>Cooperation in preparation of WSIS and in Information for All Programme Partnerships in providing media legislation expertise/technical advice Cooperation in preparation of WSIS and in Information for All Programme</p> <p>Collaboration in programme implementation</p> |

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| <p>Television Council (WRTVC), Commonwealth Broadcasting Association (CBA), International Council of French-Speaking Radio and Television Organizations (CIRTEF), Union of National Radio and Television Organizations of Africa (URTNA), European Broadcasting Union (EBU), Asia-Pacific Broadcasting Union (ABU), Arab States Broadcasting Union (ASBU), Caribbean Broadcasting Union (CBU), International Radio and Television University (URTI), International Public Television (INPUT), Commonwealth Press Union (CPU), Inter-American Association of Broadcasters (IAB), World Association of Community Radio Broadcasters (AMARC), Inter-American Press Association (IAPA), International Federation of Journalists (IFJ), International Press Institute (IPI), Asian Media Information and Communication Centre (AMIC), Asian Institute for Broadcasting Development (AIBD), International Network of UNESCO Chairs and Associates in Communication (ORBICOM)</p> | |

T502 *Main events:*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Two IFAP Council sessions and four IFAP Bureau meetings <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Research report on ICTs and media ▪ On best practices <p>Others:</p> <ul style="list-style-type: none"> ▪ UNESCO side events at WSIS |
|---|

Main line of action 2: Strengthening capacities of communication and information professionals and institutions

T503 *Context map:*

| Partners | Specific expected role/contribution |
|--|---|
| <p>United Nations Organizations: UNDP FAO United Nations Economic Commission for Africa (UNECA) UNFPA</p> <p>Other International Governmental Organizations (IGOs): World Bank Institute</p> <p>Non-Governmental Organizations (NGOs): ALECSO</p> <p>Arab League Documentation Centre (ALDOC)</p> <p>AMARC PANOS OneWorld</p> | <p>Development and dissemination of CDS/ISIS Co-development and dissemination of training materials Co-financing Training</p> <p>Co-financing</p> <p>Distribution and training in the Arabic region. Translation into Arabic of IDAMS software and documentation Arabization of CDS/ISIS software and translation of documentation. Training in the use of CDS/ISIS</p> <p>Materials development and training</p> |

| Partners | Specific expected role/contribution |
|---|---|
| Foundations: Free Software Foundation (FSF) | Technical assistance for publishing the FSF Free Software Directory on UNESCO Free Software portal |
| Ford Rockefeller | } Co-financing |
| Others: Kiev National Taras Shevchenko University (KNTSU) – Ukraine | } <i>In kind contributions:</i> Hosting group training |
| Baku Scientific and Training Centre (BSTC) – Azerbaijan LAVAL Techno-pole – France | } |
| National Institute of Informatics (NII) – Japan Institute of Scientific and Technical Information of China | } Experts and/or hosting training |
| Regional Academy for Advanced Network Administration and Design (RAANAD) – Ukraine Regional Academy for Online Network Governance and System Administration (RAONGSA) – Azerbaijan | } Hosting group training |
| Inter-university Computing Consortium (CASPUR), Rome, Italy | } |
| Russian State Hydro-meteorological University (RSHU), St Petersburg | Providing experts (IDAMS International Technical Advisory Group) and IT resources |
| Escuela Colombiana de Ingeniera (ECI), Bogota, Colombia | Translation into Russian of IDAMS software and documentation, providing experts and organizing training workshops |
| University of Waikato, New Zealand | Translation into Spanish of IDAMS software and documentation, providing experts and organizing training |
| IICD IDRC CIDA SIDA AIBD | } Co-financing |
| | Development of Greenstone digital library software and documentation |
| | Training and materials development |

T504 Main events:

| |
|---|
| Main meetings: |
| <ul style="list-style-type: none"> ▪ Meeting of IDAMS International Technical Advisory Group ▪ Training strategy meetings |
| Main publications: |
| <ul style="list-style-type: none"> ▪ Releases of WinIDAMS software and documentation ▪ Web publishing of training materials ▪ Releases of Greenstone digital library ▪ Multimedia training kits ▪ Handbook on journalists and the Internet |
| Others: |
| <ul style="list-style-type: none"> ▪ Regional Training Workshop on E-Learning and E-Governance |

Main line of action 3: Increasing community access through multimedia/telecentres, libraries, archives and other information service providers

T505 *Context map:*

| Partners | Specific expected role/contribution |
|--|---|
| United Nations Organizations: UNDP FAO UNICEF UNFPA | } Co-financing |
| Non-Governmental Organizations (NGOs): International Council on Archives (ICA) International Federation of Library Associations and Institutions (IFLA) AMARC Panos One World | |
| Others: French Institute for Youth and Community Education, INFOYOUTH members and partners Libraries and archives and community information centres International Institute for Development Communication IDRC Bibliotheca Alexandrina | } Ensuring wider access to public information |
| | |

T506 *Main events:*

| |
|---|
| Main meetings: <ul style="list-style-type: none"> ▪ Regional CMC meetings |
| Main publications: <ul style="list-style-type: none"> ▪ Resource materials ▪ Research and evaluation reports |
| Others: <ul style="list-style-type: none"> ▪ Production of content on MCTs, Libraries and Archives Portals |

Main line of action 4: Enhancing public service broadcasting

T507 *Context map:*

| Partners | Specific expected role/contribution |
|--|--|
| United Nations Organizations: UN | Co-development of joint actions to promote the role of PSB |
| Other International Governmental Organizations (IGOs): ITU | Capacity-building of national broadcasters and promoting PSB model law |
| Non-Governmental Organizations (NGOs): South East Asia-Pacific Audio Visual Archive Association (SEAPAVAA) International Association of Sound and Audiovisual Archives (IASA) | Preservation of audiovisual heritage and development of technical guidelines for digital migration of contents |

| Partners | Specific expected role/contribution |
|--|--|
| International Federation of Film Archives (FIAF) International Federation of Television Archives (IFTA/FIAT) Association of Moving Image Archivists (AMIA) South East Asia-Pacific Audio Visual Archive Association (SEAPAVAA) International Association of Sound and Audiovisual Archives (IASA) International Federation of Film Archives (FIAF) International Federation of Television Archives (IFTA/FIAT) | Joint actions and co-financing (advocacy, technical advice, research, setting up an observatory, training, publication, promotional materials) |
| Foundations: Rockefeller | Preservation of audiovisual heritage and development of guidelines for digital migration of contents Joint actions and co-financing |
| Others: International Institute for Development Communication Citizens associations for quality broadcasting (VLV) Canadian Friends of Broadcasting | Joint actions and co-financing (training and research) Joint actions and co-financing (awareness-raising and advocacy, training) |

T508 *Main events:*

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Regional seminars to promote PSB and to reduce violence in electronic media ▪ Training ▪ Sixth Joint Technical Symposium (JTS) on image and sound archiving and access, 2004 <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Report of evaluation criteria for PSB ▪ Proceedings of the seminars ▪ Proceedings of JTS 2004 ▪ Multilingual reference book on best PSB practices <p>Others:</p> <ul style="list-style-type: none"> ▪ Training workshops for preservation specialists in developing countries ▪ Study on evaluation criteria for PSB ▪ Setting up an observatory |
|--|

V.1.2 Harnessing ICTs for education
(paragraphs 0512-05123)

T509 **Division/Unit responsible at Headquarters:** *Information Society Division (CI/INF)*

Main line of action 1: Promoting Education for All through media and information channels

T510 *Context map:*

| Partners | Specific expected role/contribution |
|--|---|
| United Nations Organizations: UNICEF, UNPF, World Bank | Advocacy and awareness raising; coordination of particular components of the EFA programme activities; policy implementation analysis |

| Partners | Specific expected role/contribution |
|--|--|
| <p>Other International Governmental Organizations (IGOs): Asian Development Bank, OECD</p> | Analysis of educational policies; coordination of regional efforts and policies; monitoring and evaluation |
| <p>Non-Governmental Organizations (NGOs): Education International, Basic Education Coalition, Open Universities, AIBD, Human Development Network, OXFAM International</p> | Resource management and sharing; capacity-building; dissemination of best practices |
| <p>Foundations: The Aga Khan Foundation</p> | Support to national and regional initiatives |

T511 *Main events:*

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Expert meeting ▪ Training sessions |
|--|

Main line of action 2: Promoting ICT-enhanced learning

T512 *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| <p>United Nations Organizations: World Bank</p> | Sharing of experience; cooperation and funding of projects |
| ITU | Telecommunication expertise and specific support to projects |
| WHO | } Expertise and cooperation in projects |
| FAO | |
| <p>Other International Governmental Organizations (IGOs): Commonwealth of Learning</p> | Sharing and developing of experience and distance education programmes, Open Educational resources |
| ESA | Cooperation and support in the use of satellite communication in projects |
| CERN | Cooperation and expertise in the development of human and scientific networks |
| European Commission | Financial support to projects |
| <p>Non-Governmental Organizations (NGOs): IFLA</p> | Expertise in digital libraries development, methodology and training |
| IFIP | Expertise in the use of ICTs for communities with special needs |
| <p>Others: Universities</p> | } Cooperation in projects and activities |
| National libraries and other libraries | |

T513 *Main events:*

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Training course sessions ▪ Projects coordination meeting ▪ Expert meetings <p>Others:</p> <ul style="list-style-type: none"> ▪ Training materials |
|--|

Main line of action 3: Empowering people through information, media and ICT literacy

T514 *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| <p>United Nations Organizations: United Nations, UNDP</p> <p>UNFPA FAO UNICEF</p> | <p>Exchange of information for harmonized design of actions Development of activities United Nations inter-agency cooperation Evaluation of projects in Asia</p> |
| <p>Other International Governmental Organizations (IGOs): European Commission</p> | <p>Joint design of activities, funding and policy development</p> |
| <p>Non-Governmental Organizations (NGOs): International Federation of Library Associations and Institutions (IFLA) Centre on Youth and Media, CLEMI, Paris European Observatory on Youth and Media, Barcelona Mediterranean Observatory on Youth and Media, Athens</p> | <p>Contribution to training and IT literacy</p> <p>Development and distribution of guidelines Development of curriculum on media literacy Organization of Cultural Olympiads, Athens, 2004</p> |
| <p>Foundations: Fundacion Cisneros, Buenos Aires, Argentina</p> | <p>Organization of the World Summit of Researchers on Youth and Media</p> |
| <p>Others: Clearing house on Youth and Media, Gothenburg University US National Commission on Libraries and Information Science</p> | <p>Publications, development of projects</p> |

T515 *Main events:*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Launching of international IT literacy campaign ▪ Series of workshops on media literacy ▪ World Summit on Youth and Media, May 2004 <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Guidelines for ICT training ▪ Modular curricula for IT literacy ▪ Two studies on broadcasting regulations towards youth audiences ▪ Three guides on media literacy ▪ Research report on ICT-enhanced learning |
|---|

V.1.3 Promoting the expression of cultural and linguistic diversity through communication and information
(paragraphs 0513-05132)

T516 Division/Unit responsible at Headquarters: *Communication Development Division (CI/COM)*

Main line of action 1: Supporting culturally diverse and multilingual contents

T517 Context map:

| Partners | Specific expected role/contribution |
|--|--|
| <p>United Nations Organizations: Economic Commission for Africa and UN ICT Task Force UNICEF United Nations Permanent Forum on Indigenous Issues</p> <p>WIPO</p> <p>GKP</p> <p>UNECA</p> <p>UNDP</p> | <p>Development of joint policy and project initiatives</p> <p>Provide link to their broadcast platform</p> <p>Involve UNESCO in global initiatives</p> <p>Cooperation in order to have a concerted action in favour of indigenous cultures</p> <p>Upstream cooperation with regards to IPR issues and cooperation on safeguarding Digital Silk Roads (DSR) digital images</p> <p>Information dissemination and partnership mobilization</p> <p>Coordination within framework of ongoing ICT and capacity-building activities in Africa</p> <p>Contribution (co-financing) for building DSR</p> |
| <p>Other International Governmental Organizations (IGOs): AIBD European Commission AIF</p> | <p>Allow UNESCO to reach its network members</p> <p>Support and collaboration in ACPs</p> <p>Support and collaboration in French-speaking countries</p> |
| <p>Non-Governmental Organizations (NGOs): INFOTERM, SIL International, Union Latine, IFIP</p> <p>PSBT</p> <p>ScriptNet</p> <p>Regional Broadcasting Unions (ABU, EBU, ASBU, URTNA)</p> <p>Professional associations of content producers</p> <p>CIRTEF</p> <p>URTI</p> <p>SIL International Inc</p> | <p>Development of online linguistic tools and technical standards, training and institutional capacity-building</p> <p>Organizational capacity and know-how in video production</p> <p>Organizational capacity and know-how in script development</p> <p>Allow UNESCO to reach its network members</p> <p>Allow UNESCO to influence policies on PSB and broadcasting in general</p> <p>Organizational capacity, training know-how and content development capacity</p> <p>Allow UNESCO to reach its network members</p> <p>Provide UNESCO with its training capacity and know-how</p> <p>Allow UNESCO to reach its network members</p> <p>Provide materials to UNESCO's online platform for content exchange</p> <p>Providing expertise in the development of (a) non-roman script software applications and publication solutions; (b) extensive language data collection network</p> |

| Partners | Specific expected role/contribution |
|--|--|
| INFOTERM/TERMNET Association of Computer Centres for Exploiting Sustainable Synergy (ACCESS-net) | Expertise in the development of multilingual terminologies and standardization Coordination in harnessing ICT for DSR |
| Foundations: Ford Foundation Lisbet Rausing Charitable Fund UNDL Foundation | Funding Funding support Expertise in the development of automatic translation and multilingual distance-learning solutions |
| Private Sector: Independent local content producers Online platform developers and service providers Global Alliance-promoted partnerships | Local content development Platform development and provision of services |
| Others: Film and television schools African Academy of Languages, University of Michigan, University of Berkeley ELRA/ELDA | Allow UNESCO to reach young professionals Development of online language learning tools and electronic linguistic resources Expertise in management /development of linguistic resources and voice speech technologies |
| Universities and foundations | Extensive network of partner universities and research foundations working with small language communities |
| National Commissions | Ability to influence and build additional support within local/national structures |
| Baku Scientific and Training Centre (BSTC) – Azerbaijan | Regional focal points for cooperation for DSR |
| National Institute of Informatics – Japan Paris Val de Seine School of Architecture (EAPVS), Paris, France | Funding and cooperation for Digital Silk Roads Selection of DSR heritage for digital processing |
| Institute of Scientific and Technical Information of China (ISTIC), Beijing, China | Cooperation in DSR networking |
| University of Bologna, Bologna, Italy | Selection of DSR heritage for digital processing |

T518 Main events:

| |
|--|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Regional capacity-building workshops for development of multilingual tools, fonts and resources to enhance local content development ▪ Workshops and expert meetings supporting/advocating national multilingual policies ▪ Working meetings only with experts and community representatives ▪ International expert meeting to discuss findings of studies and endorse evidence-based policy recommendations ▪ Meetings of the DSR Steering Committee ▪ Meetings of the DSR consortium and associated network in the framework of the “Digital Silk Roads Initiative Framework” (DSRIF) <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Publications and dissemination of studies and tools – on/off-line ▪ International research report on media, ICTs and expression of cultural and linguistic diversity ▪ Report on the experience of mapping, capturing and preserving cultural diversity through ICTs ▪ Print, online and CD-ROM versions of case studies, guidelines and educational material developed within this project ▪ Event-specific (e.g. International Mother Language Day) brochures and other relevant awareness-raising publications ▪ Digitally restored image products (CD and 3D images), CD-ROMs containing subregional cultural diversity and scientific portal on distributed cooperation on digital silk roads as part of UNESCO portals |
|--|

| |
|---|
| <p>Others:</p> <ul style="list-style-type: none"> ▪ Pilot projects and support for research related to the creation of linguistic tools/technologies and their application ▪ Online, full-length platform for content exchange ▪ Content development support ▪ Training support ▪ Distribution activities ▪ Downloadable software tools and resources ▪ Group training on advanced digital image processing ▪ Regional training workshops on restoration of digital images of silk roads cultural heritage |
|---|

Main line of action 2: Preserving information and audiovisual heritage

T519 Context map:

| Partners | Specific expected role/contribution |
|---|---|
| <p>Non-Governmental Organizations (NGOs): International Council on Archives (ICA) International Federation of Library Associations and Institutions (IFLA) South East Asia-Pacific Audio Visual Archive Association (SEAPAVAA) International Association of Sound and Audiovisual Archives (IASA) International Federation of Film Archives (FIAF) International Federation of Television Archives (IFTA/FIAT) Association of Moving Image Archivists (AMIA)</p> | <p>Contribution to the implementation of the Memory of the World Programme</p> <p>Safeguard of audiovisual documentary heritage and implementation of the Memory of the World Programme</p> |
| <p>Others: National Institute of Informatics (NII), Tokyo, Japan Baku Scientific and Training Center, Baku, Azerbaijan Institute of Scientific and Technical Information of China, Beijing, China Paris Val de Seine School of Architecture (EAPVS) University of Bologna, Bologna, Italy</p> | <p>Co-funding for training of local experts in digital image technology Hosting ICT group training Hosting Digital Silk Roads website Undertaking investigation of historic monuments such as Caravanserais Provision of experts in cultural heritage objects</p> |

T520 Main events:

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Task Force Meeting on Advance Investigation of ADTACARA (Advanced Digital Technology-Assisted Cultural Artwork Restoration and Archiving), Baku, Azerbaijan, 2004 ▪ Experts Meeting on Digital Silk Roads, Paris, France, 2005 ▪ Seventh Session of the International Advisory Committee of the Memory of the World Programme (June 2005) <p>Main publications:</p> <ul style="list-style-type: none"> ▪ A Scientific Portal on Distributed Cooperation on Digital Silk Roads <p>Others:</p> <ul style="list-style-type: none"> ▪ Group training in digital image technology in Tokyo, Japan, 2004-2005 ▪ Second training workshop on ADTACARA in Tokyo, 2004 |
|---|

Programme V.2 – Promoting freedom of expression and communication development

V.2.1 Promoting freedom of expression and the independence and pluralism of the media (paragraphs 0521-05212)

T521 Division/Unit responsible at Headquarters: *Division for Freedom of Expression, Democracy and Peace (CI/FED)*

Main line of action 1: Promoting press freedom, freedom of expression and democracy

T522 Context map:

| Partners | Specific expected role/contribution |
|---|---|
| <p>United Nations Organizations: UN/DPI</p> <p>United Nations High Commissioner for Human Rights</p> <p>OCHA</p> <p>UNDP</p> <p>UNHCR</p> <p>ITU</p> <p>United Nations Youth Unit</p> <p>Other international governmental organizations (IGOs) European Union</p> <p>Council of Europe</p> <p>International Red Cross and Crescent societies</p> <p>African Union (AU)</p> <p>Non-governmental organizations (NGOs): IAMCR, IFJ, PINA, WPCF, WAN, CPJ, IPI, AIR, IAPA, Reporters sans Frontières, PANOS, Article 19, IFLA, SEAPA, MISA, Human Rights Watch, IFEX network The Search for Common Ground, WAN, Article 19, Internews, RSF, Aina, IAPA</p> | <p>Joint actions on press freedom events: World Press Freedom Day, conferences</p> <p>Increased cooperation through public awareness campaigns</p> <p>Provide support to independent media through ICTs in order to promote reconciliation process</p> <p>Upstream cooperation in reconstruction and reconciliation programme activities</p> <p>Technical cooperation in the resettlement of returning refugees and internally displaced persons</p> <p>Cooperation with the establishment of community radio stations and multimedia centres</p> <p>Exchange of information and coordination of activities in order to facilitate complementarity</p> <p>Cooperation on operational projects for reconciliation and reconstruction through the media and ICTs</p> <p>Advisory council on media legislation in post-conflict zones</p> <p>Development of community-based reconciliation programmes</p> <p>Upstream cooperation in developing reconciliation programme activities</p> <p>Collaboration in activities on impunity, safety, research and freedom of expression</p> <p>Cooperation in the development of reconciliation programmes for the provision of non-partisan information and freedom of expression. For example, Press Houses, independent electronic media, public broadcasting, capacity-building and access to information</p> |

| Partners | Specific expected role/contribution |
|---|--|
| <p>The Search for Common Ground (USA, Belgium)</p> <p>URTNA, AIBD, ASBU, broadcasting unions and media organizations INFOYOUTH members and partners</p> <p>Others: Development agencies such as SIDA, Danida, NORAD, FINNIDA</p> | <p>Cooperation in the development of grass-roots reconciliation programmes and creation of local content databases, training in production of radio programmes</p> <p>Production of online audiovisual programmes to facilitate reconciliation activities</p> <p>Participation in the implementation of national activities aiming at empowering youth in conflict and post-conflict zones through ICTs</p> <p>Implementation of programme and activities to develop media and ICTs in conflict and post-conflict situations</p> |

T523 *Main events:*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Meeting of World Press Freedom Prize Jury ▪ Celebration of World Press Freedom Day ▪ Expert regional meetings on ICT reconciliation strategies ▪ Interregional collective consultation meeting on empowering youth in conflict and post-conflict zones through an increased access to, and use of, new information and communication technologies <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Research report on new trends in freedom of expression ▪ Localized online communication strategies for conflict prevention and resolution ▪ Guidelines on using ICTs for empowering youth in post-conflict zones <p>Others:</p> <ul style="list-style-type: none"> ▪ Communication resource databases on reconciliation strategies |
|---|

Main line of action 2: Promoting independent media in conflict situations

T524 *Context map:*

| Partners | Specific expected role/contribution |
|--|--|
| <p>United Nations Organizations: United Nations, UNHCR, UNDP, UN DPI,</p> | <p>Joint activities in conflict zones</p> |
| <p>Other International Governmental Organizations (IGOs): European Union, OSCE, Council of Europe,</p> | <p>Funding and partnerships on activities in conflict zones</p> |
| <p>Non-Governmental Organizations (NGOs): EBU, WPFC, Internews, AINA, Article 19, Institute for War Peace Reporting, WAN, IFJ, RSF, Search for Common Ground, Fondation Hironnelle, MISA, YLE</p> | <p>Implementation of projects</p> |
| <p>Foundations: Soros</p> | <p>Funding and partnership in project implementation</p> |
| <p>Private Sector: GIS-ArcInfo</p> | <p>Involvement in the provision of equipment and training of journalists</p> |
| <p>Others: Finland, France, Germany, Denmark, Belgium, Sweden, United Kingdom, Canada, United States, Austria, Switzerland, Norway</p> | <p>Funding</p> |

T525 *Main events:***Main meetings:**

- Meetings to promote dialogue between media professionals from conflict areas
- Meetings to coordinate media support in conflict areas with donors, IGOs and NGOs

Main publications:

- Publications to raise public awareness and donor support

V.2.2 Supporting development of communication media
(paragraphs 0522-05222)

T526 **Division/Unit responsible at Headquarters:** *Communication Development Division (CI/COM)*

Main line of action 1: Fostering media development**T527** *Context map:*

| Partners | Specific expected role/contribution |
|---|--|
| United Nations Organizations: United Nations Youth Unit UNDP, ITU | Exchange of information and coordination of activities Joint actions in media development |
| Other International Governmental Organizations (IGOs): Council of Europe SELA, AU (African Union), ISESCO, OIF, ECOWAS, CARICOM, OAS, OSCE, European Union | Joint design of activities and interaction on best practices Co-financing of media projects Joint partnerships; co-financing of projects |
| Non-Governmental Organizations (NGOs): AMARC, URTI, URTNA, ABU, ASBU, AIBD, AMIC, CIRTEF | Co-financing of media projects |
| Others: INFOYOUTH Members and partners | Participation in the design and implementation of regional and subregional activities |

T528 *Main events:***Main meetings:**

- Two IPDC Council sessions and four IPDC Bureau meetings.
- Regional and subregional consultations on “Youth and Media Development in the Contemporary Information Society – Needs, Role and Policies”

Main publications:

- Final reports of IPDC sessions

Others:

- Evaluation reports on IPDC projects

Main line of action 2: Enhancing the impact of communication and information for sustainable development

T529 *Context map:*

| Partners | Specific expected role/contribution |
|---|---|
| United Nations Organizations: | |
| UNDP | Contribution (co-financing) |
| FAO | |
| UNAIDS | } Co-financing and materials development |
| WHO | |
| UNFPA | |
| UNEP | |
| Non-Governmental Organizations (NGOs): | |
| Association of Computer Centres for Exploiting Sustainable Synergy (ACCESS-net) | Mobilizing IT resources for sustainable development |
| Media NGOs and sustainability issue-related NGOs | |
| Foundations: | |
| Rockefeller | Co-financing |
| Others: | |
| Tel-Aviv University – Israel | <i>In kind contribution:</i> Set up and manage website |
| National Institute of Informatics (NII) - Japan | |
| Institute of Scientific and Technical Information of China – China | Provision of expertise in PC recycling |
| Kiev National Taras Shevchenko University (KNTSU) | |
| IICD | } Co-financing and materials |
| IDRC | |
| CIDA | |
| SIDA | |
| AIBD and other media institutions | Training and development of training materials |

T530 *Main events:*

| |
|---|
| <p>Main meetings:</p> <ul style="list-style-type: none"> ▪ Second ACCESS-net meeting on Sustainable Synergy ▪ Donors round table discussions on CATALICT ▪ Regional thematic meetings (media and HIV/AIDS, environment) <p>Main publications:</p> <ul style="list-style-type: none"> ▪ Websites on Observatory of Technology Development ▪ Thematic resource materials ▪ Research report on ICTs and poverty reduction <p>Others:</p> <ul style="list-style-type: none"> ▪ Regional workshops on PC recycling |
|---|

◆ Projects relating to cross-cutting themes

- **The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society**

Project: ICTs helping to fight HIV/AIDS: changing young people's behaviour through preventive education schemes

T531 Division/Office with primary responsibility: *Information Society Division (CI/INF)*

T532 Context map:

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| Non-Governmental Organizations (NGOs): Youth NGOs Others: National Commissions for UNESCO | |

Project: Harnessing ICTs for the audiovisual industry and public service broadcasting in developing countries

T533 Division/Office with primary responsibility: *Communication Development Division (CI/COM)*

T534 Context map:

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| United Nations Organizations: UNDP UNCTAD ILO WTO Others: Professional Association of Broadcasters | |

Project: ICTs for intercultural dialogue and diversity: developing communication capacities of indigenous peoples

T535 Division/Office with primary responsibility: *Communication Development Division (CI/COM)*

T536 Context map:

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| Non-Governmental Organizations (NGOs): Local NGOs of Siberut Island Others: Indigenous committees and organizations Professional Association of Broadcasters | |

Project: E-campus – Improving open distance learning

T537 **Division/Office with primary responsibility:** *Information Society Division (CI/INF)*

T538 **Context map:**

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| Others: UK Open University University of Grenoble CNED CNAM | |

Project: Preserving our digital heritage

T539 **Division/Office with primary responsibility:** *Information Society Division (CI/INF)*

T540 **Context map:**

| Partners | Specific expected role/contribution |
|--------------------------------|-------------------------------------|
| Others: OCLC CLIR | |

Project: ICT-supported distance education for secondary schools in Asia and Africa

T541 **Division/Office with primary responsibility:** *Information Society Division (CI/INF)*

T542 **Context map:**

| Partners | Specific expected role/contribution |
|------------------------|-------------------------------------|
| Others: ICDE | |

Project: ICTs as a tool for governance and democratic participation

T543 **Division/Office with primary responsibility:** *Information Society Division (CI/INF)*

T544 **Context map:**

| Partners | Specific expected role/contribution |
|--|---|
| Non-Governmental Organizations (NGOs): NGOs and civil society organizations mainly in developing countries (e.g. African Women’s Development and Communications Network, ANAIS, APC, ATUCOM, RES-e – NET, regional branches of IFLA and ICA) | Providing input to the implementation of the WSIS Plan of action and the preparation of the Tunis phase of WSIS |
| Others: WSIS Executive Secretariat | Cooperation in project preparation and implementation |

Project: Strengthening telecentres in Central America

T545 **Division/Office with primary responsibility:** *UNESCO San José Office*

T546 **Context map:**

| Partners | Specific expected role/contribution |
|---|-------------------------------------|
| United Nations Organizations: UNDP ITU | |

Project: Free open source software for information processing and education

T547 **Division/Office with primary responsibility:** *Information Society Division (CI/INF)*

T548 **Context map:**

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| United Nations Organizations: FAO Other International Governmental Organizations (IGOs): ALECSO | |

Project: UNESCO knowledge portal

T549 **Division/Office with primary responsibility:** *Information Society Division (CI/INF)*

T550 **Context map:**

| Partners | Specific expected role/contribution |
|--|-------------------------------------|
| Others: ADUNEO Cybernet Works | |

PART II.C

Programme Related Services

T10001

| Regular budget | | | Total Appropriation 2004-2005 | Extra- budgetary Resources ² | 2004-2005 TOTAL RESOURCES | |
|-------------------------|--|-------------------------|-------------------------------------|---|---------------------------------|-------------------|
| | Personnel | Activities ¹ | | | | |
| | \$ | \$ | \$ | \$ | \$ | |
| Chapter 1 | Coordination of action to benefit Africa | 2 582 200 | 581 800 | 3 164 000 | - | 3 164 000 |
| Chapter 2 | Fellowships Programme | 1 004 000 | 1 518 600 | 2 522 600 | 1 393 700 | 3 916 300 |
| Chapter 3 | Public information | 10 386 100 | 4 130 000 | 14 516 100 | 2 031 500 | 16 547 600 |
| Chapter 4 | Strategic planning and programme monitoring | 5 284 300 | 1 784 100 | 7 068 400 | 176 000 | 7 244 400 |
| Chapter 5 | Budget preparation and monitoring | 3 948 200 | 206 000 | 4 154 200 | 976 000 | 5 130 200 |
| Total, Part II.C | | 23 204 800 | 8 220 500 | 31 425 300 | 4 577 200 | 36 002 500 |

¹ Please see Appendix II for further details.

² Extrabudgetary self-financing funds and funds already received or firmly committed for operational projects.

PART III

Support for Programme Execution and Administration

T16001

| | Regular budget | | | Extra-budgetary Resources ² | 2004-2005 TOTAL RESOURCES |
|--|--------------------|-------------------------|-------------------------------|--|---------------------------|
| | Personnel | Activities ¹ | Total Appropriation 2004-2005 | | |
| | \$ | \$ | \$ | \$ | \$ |
| A. Field management and coordination | | | | | |
| Headquarters | 3 872 300 | 531 600 | 4 403 900 | - | 4 403 900 |
| Field: Field offices' operating costs | - | 14 107 100 | 14 107 100 | - | 14 107 100 |
| Total, III.A | 3 872 300 | 14 638 700 | 18 511 000 | - | 18 511 000 |
| B. External relations and cooperation | 18 843 700 | 4 350 300 | 23 194 000 | 2 768 000 | 25 962 000 |
| C. Human resources management | | | | | |
| I. Young Professionals Programme and recruitment activities relating thereto | - | 3 200 700 | 3 200 700 | - | 3 200 700 |
| II. Human resources development (including staff training) | - | 6 063 000 | 6 063 000 | - | 6 063 000 |
| III. Sums administered by the Bureau for the Organization as a whole | - | 5 344 600 | 5 344 600 | - | 5 344 600 |
| IV. General operating costs | - | 693 800 | 693 800 | - | 693 800 |
| V. Personnel (established posts) | 15 498 200 | - | 15 498 200 | 289 000 | 15 787 200 |
| Total, III.C | 15 498 200 | 15 302 100 | 30 800 300 | 289 000 | 31 089 300 |
| D. Administration, maintenance and renovation of Headquarters premises | | | | | |
| 1. Administrative coordination and support | 3 569 600 | 99 900 | 3 669 500 | 91 000 | 3 760 500 |
| 2. Accounting and financial control | | | | | |
| I. Sums administered by the Division for the Organization as a whole | - | 1 340 900 | 1 340 900 | 206 900 | 1 547 800 |
| II. General operating costs | - | 286 100 | 286 100 | - | 286 100 |
| III. Personnel (established posts) | 7 505 800 | - | 7 505 800 | 2 076 500 | 9 582 300 |
| <i>Total, Chapter 2</i> | 7 505 800 | 1 627 000 | 9 132 800 | 2 283 400 | 11 416 200 |
| 3. Information systems and telecommunications | 13 044 200 | 12 479 500 | 25 523 700 | 2 390 000 | 27 913 700 |
| 4. Procurement | 2 403 700 | 270 000 | 2 673 700 | 352 000 | 3 025 700 |
| 5. Conferences, languages and documents | 22 892 400 | 4 314 900 | 27 207 300 | 2 633 500 | 29 840 800 |
| 6. Common services, security, utilities and management of premises and equipment | | | | | |
| I. Sums administered by the Division for the Organization as a whole | - | 10 119 000 | 10 119 000 | - | 10 119 000 |
| II. General operating costs | - | 405 600 | 405 600 | 2 629 000 | 3 034 600 |
| III. Personnel (established posts) | 16 873 200 | - | 16 873 200 | 3 581 000 | 20 454 200 |
| <i>Total, Chapter 6</i> | 16 873 200 | 10 524 600 | 27 397 800 | 6 210 000 | 33 607 800 |
| 7. Maintenance and renovation of Headquarters premises | - | 4 560 000 | 4 560 000 | - | 4 560 000 |
| Total, III.D | 66 288 900 | 33 875 900 | 100 164 800 | 13 959 900 | 114 124 700 |
| Total, PART III | 104 503 100 | 68 167 000 | 172 670 100 | 17 016 900 | 189 687 000 |

1. Please see Appendix II for further details.

2. Extrabudgetary self-financing funds and funds already received or firmly committed for operational projects.

PART IV

Anticipated Cost Increases

T21001-T21004

| Item of expenditure | 2004-2005 Parts I - III (recosted) | Anticipated cost increases in 2004-2005 | | | |
|---|--|---|------------------|--------------------------|------------|
| | | Professional | General Service | Total requirement | |
| | \$ | \$ | \$ | \$ | % |
| (a) Staff Costs | | | | | |
| Net remuneration | 232 600 200 | 1 952 000 | 1 009 500 | 2 961 500 | 1.3 |
| Pension fund contributions | 49 263 500 | 1 835 300 | 856 900 | 2 692 200 | 5.5 |
| Contribution to the MBF | 8 298 200 | 232 000 | 104 100 | 336 100 | 4.1 |
| Family allowance | 7 182 700 | 66 700 | 120 000 | 186 700 | 2.6 |
| Mobility and hardship allowance | 4 006 900 | 176 000 | - | 176 000 | 4.4 |
| Separation payments, Assignment grants, Education grant, Language allowance, etc. | 20 282 900 | 523 200 | 147 900 | 671 100 | 3.3 |
| Travel and transportation costs | 5 712 100 | 163 800 | - | 163 800 | 2.9 |
| Reserve for reclassifications | 1 500 000 | - | - | - | - |
| Subtotal, Staff costs | 328 846 500 | 4 949 000 | 2 238 400 | 7 187 400 | 2.2 |
| Anticipated cost increases in 2004-2005 | | | | | |
| (b) Goods and services | | | | | |
| | | Headquarters | Field | Total requirement | |
| | | \$ | \$ | \$ | % |
| Personnel services other than staff | 32 757 100 | 780 800 | 69 500 | 850 300 | 2.6 |
| Official travel | 23 066 400 | 643 600 | 407 200 | 1 050 800 | 4.6 |
| Contractual services | 75 792 500 | 846 300 | 751 300 | 1 597 600 | 2.1 |
| General operating expenses | 25 860 000 | 637 000 | 39 800 | 676 800 | 2.6 |
| Supplies and materials | 7 044 200 | 234 300 | 27 000 | 261 300 | 3.7 |
| Acquisition of furniture and equipment | 6 084 100 | 184 400 | 43 500 | 227 900 | 3.7 |
| Financial allocations | 25 911 000 | 576 200 | 102 000 | 678 200 | 2.6 |
| Framework agreements with NGOs | 2 302 900 | 133 400 | 17 500 | 150 900 | 6.6 |
| Other contributions | 15 376 300 | 167 400 | 158 000 | 325 400 | 2.1 |
| Indirect costs | 15 667 700 | 45 900 | 355 900 | 401 800 | 2.6 |
| Renovation of Headquarters premises | 3 000 000 | 76 900 | - | 76 900 | 2.6 |
| Participation Programme | 23 000 000 | - | - | - | - |
| Other expenditure | 11 534 000 | 269 400 | 2 600 | 272 000 | 2.4 |
| Subtotal, Goods and services | 267 396 200 | 4 595 600 | 1 974 300 | 6 569 900 | 2.5 |
| Grand Total | 596 242 700 | | | 13 757 300 | 2.3 |
| Total Approved Appropriation | 610 000 000 | | | | |

Alphabetical list of abbreviations of the units responsible for executing the Programme and Budget for 2004-2005

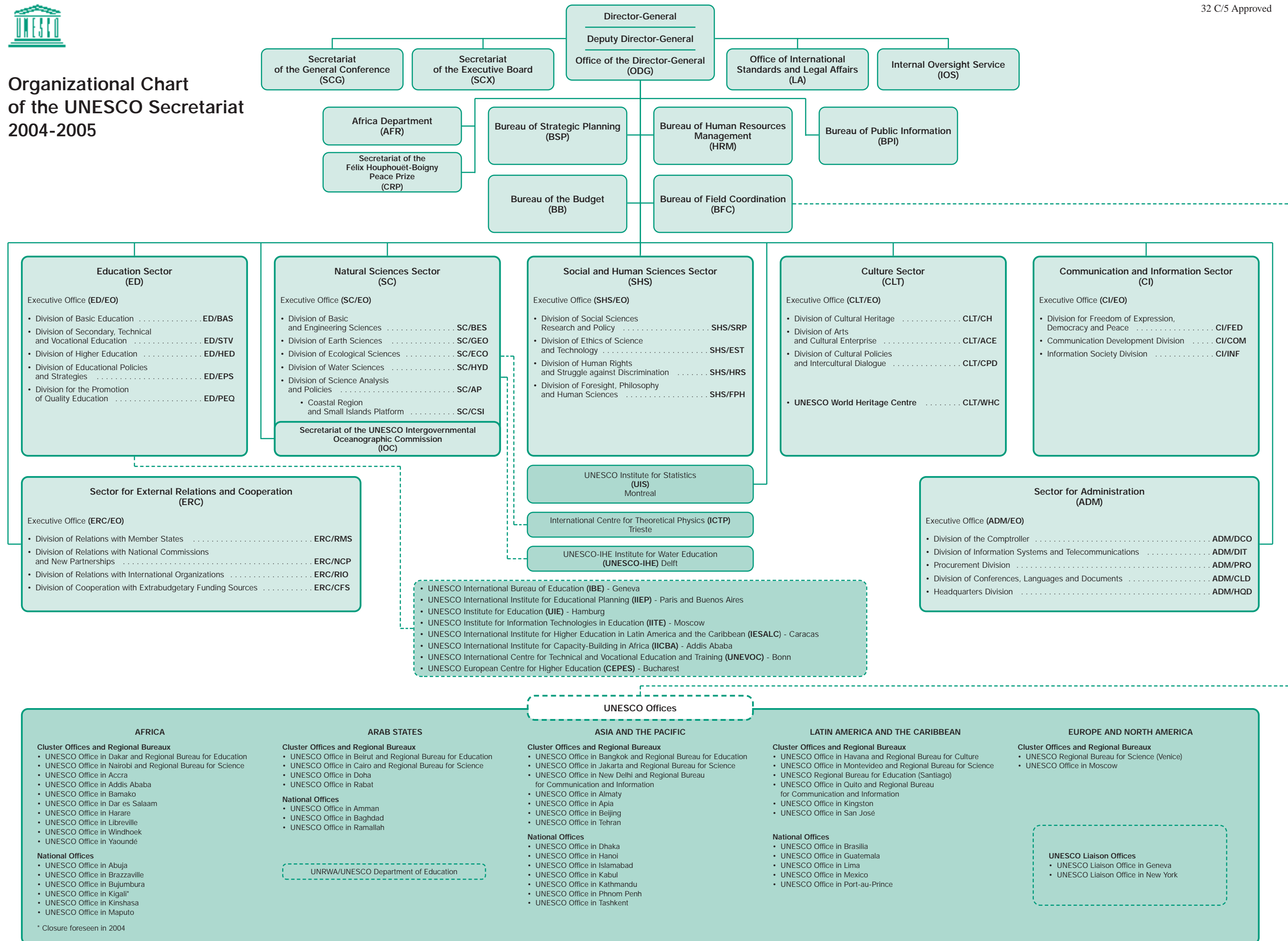
| | |
|-------|---|
| ABU | UNESCO Office in Abuja (Nigeria) |
| ACE | Division of Arts and Cultural Enterprise |
| ACR | UNESCO Office in Accra (Ghana) |
| ADI | UNESCO Office in Addis Ababa (Ethiopia) |
| ADM | Sector for Administration |
| AFR | Africa Department |
| AMN | UNESCO Office in Amman (Jordan) |
| AP | Division of Science Analysis and Policies |
| API | UNESCO Office in Apia (Samoa) |
| ATA | UNESCO Office in Almaty (Kazakhstan) |
| BAG | UNESCO Office in Baghdad (Iraq) |
| BAM | UNESCO Office in Bamako (Mali) |
| BAS | Division of Basic Education |
| BB | Bureau of the Budget |
| BEI | UNESCO Office in Beirut and Regional Bureau for Education (Lebanon) |
| BEJ | UNESCO Office in Beijing (China) |
| BES | Division of Basic and Engineering Sciences |
| BFC | Bureau of Field Coordination |
| BGK | UNESCO Office in Bangkok and Regional Bureau for Education (Thailand) |
| BPI | Bureau of Public Information |
| BRV | UNESCO Office in Brazzaville (Congo) |
| BRZ | UNESCO Office in Brasilia (Brazil) |
| BSP | Bureau of Strategic Planning |
| BUJ | UNESCO Office in Bujumbura (Burundi) |
| CAI | UNESCO Office in Cairo and Regional Bureau for Science (Egypt) |
| CEPES | European Centre for Higher Education, Bucharest (Romania) |
| CFS | Division of Cooperation with Extrabudgetary Funding Sources (ERC) |
| CH | Division of Cultural Heritage |
| CI | Communication and Information Sector |
| CLD | Division of Conferences, Languages and Documents (ADM) |
| CLT | Culture Sector |
| COM | Communication Development Division (and Secretariat of the International Programme for the Development of Communication (IPDC)) |
| CPD | Division of Cultural Policies and Intercultural Dialogue |
| CRP | Secretariat of the Félix Houphouët-Boigny Peace Prize |
| CSI | Coastal Regions and Small Islands Platform |
| DAK | UNESCO Office in Dakar and Regional Bureau for Education (Senegal) |
| DAR | UNESCO Office in Dar es Salaam (United Republic of Tanzania) |
| DCO | Division of the Comptroller (ADM) |
| DFU | Dakar Follow-up Unit |
| DHA | UNESCO Office in Dhaka (Bangladesh) |
| DIL | Timor-Leste Liaison Unit in Dili (Timor-Leste) |
| DIT | Division of Information Systems and Telecommunications (ADM) |
| DOH | UNESCO Office in Doha (Qatar) |
| ECO | Division of Ecological Sciences (and Secretariat of the Man and the Biosphere (MAB) Programme) |
| ED | Education Sector |

| | |
|--------|---|
| EPS | Division of Educational Policies and Strategies |
| ERC | Sector for External Relations and Cooperation |
| EST | Division of Ethics of Science and Technology |
| FED | Division for Freedom of Expression, Democracy and Peace |
| FEL | Fellowships Section (ERC) |
| FPH | Division of Foresight, Philosophy and Human Sciences |
| GEO | Division of Earth Sciences (and Secretariat of the International Geological Correlation Programme (IGCP)) |
| GEN | UNESCO Liaison Office in Geneva (Switzerland) |
| GUC | UNESCO Office in Guatemala City (Guatemala) |
| HAN | UNESCO Office in Hanoi (Viet Nam) |
| HAR | UNESCO Office in Harare (Zimbabwe) |
| HAV | UNESCO Office in Havana and Regional Bureau for Culture (Cuba) |
| HED | Division of Higher Education |
| HQD | Headquarters Division (ADM) |
| HRM | Bureau of Human Resources Management |
| HRS | Division of Human Rights and Struggle against Discrimination |
| HYD | Division of Water Sciences (and Secretariat of the International Hydrological Programme (IHP)) |
| IBE | UNESCO International Bureau of Education, Geneva (Switzerland) |
| IICBA | UNESCO International Institute for Capacity-Building in Africa, Addis Ababa (Ethiopia) |
| ICTP | Abdus Salam International Centre for Theoretical Physics, Trieste (Italy) |
| IIEP | UNESCO International Institute for Educational Planning, Paris (France) |
| IESALC | UNESCO International Institute for Higher Education in Latin America and the Caribbean, Caracas (Venezuela) |
| INF | Information Society Division (and Secretariat of the Information for All Programme) |
| IOC | Secretariat of the UNESCO Intergovernmental Oceanographic Commission |
| IOS | Internal Oversight Service |
| ISB | UNESCO Office in Islamabad (Pakistan) |
| IITE | UNESCO Institute for Information Technologies in Education, Moscow (Russian Federation) |
| JAK | UNESCO Office in Jakarta and Regional Bureau for Science (Indonesia) |
| KAB | UNESCO Office in Kabul (Afghanistan) |
| KAT | UNESCO Office in Kathmandu (Nepal) |
| KIG | UNESCO Office in Kigali (Rwanda) |
| KNG | UNESCO Office in Kingston (Jamaica) |
| KNS | UNESCO Office in Kinshasa (Democratic Republic of the Congo) |
| LA | Office of International Standards and Legal Affairs |
| LBV | UNESCO Office in Libreville (Gabon) |
| LIM | UNESCO Office in Lima (Peru) |
| MAP | UNESCO Office in Maputo (Mozambique) |
| MOS | UNESCO Office in Moscow (Russian Federation) |
| MTD | UNESCO Office in Montevideo and Regional Bureau for Science (Uruguay) |
| MXC | UNESCO Office in Mexico City (Mexico) |
| NCP | Division of Relations with National Commissions and New Partnerships (ERC) |
| NAI | UNESCO Office in Nairobi and Regional Bureau for Science (Kenya) |
| NDL | UNESCO Office in New Delhi and Regional Bureau for Communication and Information (India) |
| NYO | UNESCO Liaison Office in New York (United States of America) |
| ODG | Office of the Director-General |
| PEER | Programme of Education for Emergencies and Reconstruction |
| PEQ | Division for the Promotion of Quality Education |
| PNP | UNESCO Office in Phnom Penh (Cambodia) |
| POP | UNESCO Office in Port-au-Prince (Haiti) |
| PRO | Procurement Division (ADM) |
| QUI | UNESCO Office in Quito and Regional Bureau for Communication and Information (Ecuador) |
| RAB | UNESCO Office in Rabat (Morocco) |
| RAM | UNESCO Office in Ramallah (Palestinian Autonomous Territories) |
| RIO | Division of Relations with International Organizations (ERC) |

| | |
|------------|---|
| RMS | Division of Relations with Member States (ERC) |
| SC | Natural Sciences Sector |
| SCG | Secretariat of the General Conference |
| SCX | Secretariat of the Executive Board |
| SHS | Social and Human Sciences Sector |
| SJO | UNESCO Office in San José (Costa Rica) |
| SRP | Division of Social Sciences Research and Policy |
| STG | UNESCO Office in Santiago and Regional Bureau for Education (Chile) |
| STV | Division of Secondary, Technical and Vocational Education |
| TAS | UNESCO Office in Tashkent (Uzbekistan) |
| TEH | UNESCO Office in Tehran (Islamic Republic of Iran) |
| UIE | UNESCO Institute for Education, Hamburg (Germany) |
| UIS | UNESCO Institute for Statistics, Montreal (Canada) |
| UNESCO-IHE | UNESCO-IHE Institute for Water Education, Delft (Netherlands) |
| UNEVOC | UNESCO International Centre for Technical and Vocational Education and Training, Bonn (Germany) |
| VNI | UNESCO Office in Venice and Regional Bureau for Science (Italy) |
| WHC | UNESCO World Heritage Centre |
| WIN | UNESCO Office in Windhoek (Namibia) |
| YAO | UNESCO Office in Yaoundé (Cameroon) |



Organizational Chart of the UNESCO Secretariat 2004-2005



* Closure foreseen in 2004