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

PART I

SUMMARY

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

The first part of this report contains the main results achieved during the last six months of the 2002-2003 biennium, corresponding to document 31 C/5.

The second part of the document contains the Management Chart for Programme Execution in 2002-2003 (31 C/5 Approved).

CONTENTS

	Page
Major Programme I – Education	1
Major Programme II – Natural sciences	20
Major Programme III – Social and human sciences	38
Major Programme IV – Culture	48
Major Programme V – Communication and information	62
UNESCO Institute for Statistics	74
Projects relating to cross-cutting themes	76
(i) Eradication of poverty, especially extreme poverty	76
(ii) The contribution of ICTs to the development of education, science and culture and the construction of a knowledge society	86
Coordination of action in favour of Africa	93
Public information	95
Strategic planning and programme monitoring	97
Field management and coordination	101
External relations and cooperation	101
Participation Programme	110
Fellowships Programme	111
Human resources management	112
Administrative and renovation of Headquarters premises	113

1. This report informs the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference. The first part of this report contains the main results achieved during the last six months of the 2002-2003 biennium, corresponding to document 31 C/5. It should be noted that the status of budgetary execution for the various subprogrammes will be provided in an addendum to the present report which will be circulated following the closure of accounts, scheduled to take place on 31 March 2004.

2. The report further provides information on the implementation of and follow-up to the resolutions of the General Conference and decisions by the Executive Board, listed below, some of which had previously been dealt with in separate reports and are now integrated into the present document.

- **124 EX/Decision 6.1 and 167 EX/Decision 4.2** – Recent decisions and activities of the organizations of the United Nations system of relevance to the work of UNESCO – see paragraphs 445 to 448 in the section on External relations and cooperation.
- **164 EX/Decision 7.1.7** – Joint United Nations programme of assistance to Afghanistan – see more specifically paragraph 24 in the chapter on Education and paragraphs 222 to 227 in Culture. Activities in Afghanistan are also carried out under other major programmes as reported in the respective chapters on Natural sciences, Social and human sciences and Communication and information.
- **32 C/Resolution 49** – Implementation of the plan of action for activities to be funded from the contribution of the United States for the period 1 October to 31 December 2003. While some reference on the preparations for the use of the funds is made in the sections for Education (see para. 14) and Culture (see paras. 190 and 191), a full report on this issue will be submitted to the Executive Board at its 170th session.
- **32 C/Resolution 48** – Implementation of the Barbados Programme of Action for the Sustainable Development of Small Island Developing States, Mauritius 2004 – see in particular paragraphs 144 to 116 in the chapter on Natural sciences.

3. The second part of the document contains the Management Chart for Programme Execution in 2002-2003 (31 C/5 Approved).

MAJOR PROGRAMME I – EDUCATION

Overall assessment

4. The results for this period vindicated the strategy of open and transparent collaboration with the other stakeholders that inspired UNESCO's strategy for the international coordination of EFA throughout the 2002-2003 biennium. The 2003 meetings of the Working Group and the High-Level Group on Education for All were more focused and attracted greater interest than previous gatherings. The EFA Global Monitoring Report for 2003-2004, *The Leap to Equality*, which looked particularly at girls' education and gender issues, benefited from a longer preparation period than its 2002 predecessor and gained greater impact by being launched simultaneously in different parts of the world. Much of the work on the international coordination of EFA took place behind the scenes, notably in discussions with the World Bank, the donor community and development partners on the Fast-Track Initiative (FTI) for funding universal primary completion. An FTI donors meeting in November 2003 marked a watershed in the development of this programme as it was opened up to all low-income countries.

5. Planning for EFA at the local level also attained a higher level of maturity. Even those countries that met the deadline of 2002 for preparing national plans understand that planning is a continuous task, which must be integrated with the United Nations Development Assistance Framework and harmonized with other key poverty-reduction strategies in their country. Planning is becoming increasingly sophisticated and convergent. There is a special challenge for those countries – too many of them – that are involved in conflict or emerging from it. This will require more attention in the 2004-2005 biennium.
6. The activities of the education programme aimed at helping countries to progress towards the specific goals set at the 2000 Dakar Forum reveal a wide spread of activity around the world. In document 32 C/5, main lines of action focus specifically on these Dakar goals which will allow future reporting on this area to be more coherent, with more focus on results and less on events. In the same spirit UNESCO will bring together, for greater impact, its work on the various instruments that promote the right to education. As many countries make progress towards universal primary education the challenge at secondary level, in terms of both access and quality, becomes more acute. At the General Conference Member States urged UNESCO to give more attention to this area.
7. A good start has been made on two important developments that UNESCO is leading on behalf of the international community. First, preparations are well in hand for the United Nations Decade for Education for Sustainable Development, which will begin in 2005. Second, thanks to some good preparatory work, the education programme was able to respond quickly to the decision of the General Conference at its 32nd session that an international convention against doping in sport should be developed. A first draft of a convention was prepared for presentation to an intergovernmental meeting scheduled for January 2004.
8. UNESCO is also working more closely with the OECD. The OECD Programme for International Student Assessment (PISA) is increasingly being expanded beyond the OECD countries in partnership with UNESCO. Finding that they both have an interest in the growing phenomenon of cross-border education, the two organizations are working together on guidelines for such activity. This is related to the wider issue of trade in educational services, which is also the object of joint activities.
9. The education programme is gaining increasing benefits from the evaluation programme run by the Internal Oversight Service. A report on the E-9 initiative, which was critical of the low level of collaboration between these countries on EFA, led the E-9 Education Ministers, at their meeting in Cairo in December 2003, to lay plans for more joint activities in future. The evaluation report on the PEER programme of refugee education in the Horn of Africa is helping to determine the future of this activity. The same applies to the evaluation of the long-running programme on Measuring Learning Achievement and UNESCO's activities related to HIV/AIDS.
10. In order to clarify and communicate UNESCO's position on key educational issues of the day, various position papers are being prepared in a collaborative manner. A text on higher education reflects the conclusions of the five-year follow-up meeting to the 1998 World Conference on Higher Education. The paper on literacy will be useful for the United Nations Literacy Decade now under way. The development of the paper on quality in education was considerably helped by a ministerial round table on quality convened by the Director-General at the time of the General Conference.
11. There is an increasing level of integration between the programme activities of UNESCO's six education institutes and those of the rest of the Sector. The increase in intensity and impact of the activity of the Institute for Information Technologies in Education is particularly notable.

12. The added impetus given to teacher training in Africa by decision of the Executive Board bore fruit in the completion of a survey of the leading teacher-training institutions in all countries south of the Sahara. This set the stage for work in the 2004-2005 biennium to reinforce these institutions in particular and promote teacher training in Africa more generally.

13. Intensive planning, both before and after the General Conference, marked the last six months of the 2002-2003 biennium. For the first time ever, the Education Sector brought together all professional staff from around the world for a week of consultation and work planning. This will increase the effectiveness of coordination between field, Headquarters and institutes in implementing document 32 C/5.

14. The Education Sector has developed a comprehensive implementation strategy for the implementation of the United States contribution to the reconstruction of education systems in post-conflict countries, which will cover the following areas: (1) development of national Education for All plans, (2) training of teachers and education personnel, (3) development of curricula, textbook and examination support, (4) HIV/AIDS education, (5) government capacity-building, and (6) reinforcing networks. Quality projects with demonstrable results will be implemented in Afghanistan and countries emerging from conflict in Africa. Particular attention will be given to capacity-building within Member States, especially the ministries of education. This strategy will draw on existing partnerships and consolidate the Organization's participation in United Nations, other multilateral, bilateral, regional and local initiatives. The Organization will rely on the Inter-Agency Network for Education in Emergencies (INEE) to share good practice, information and regional and global expertise.

Programme I.1:

Basic education for all: meeting the commitments of the Dakar World Education Forum

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

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

15. Better-informed policy-making and **evidence-based decision-making in Member States was promoted** through a variety of modalities including the development of a series of position papers and their translation into all six languages. Two were produced and translated and three others are nearing completion. Two publications were also prepared and translated, *Educating for Sustainable Development* (English and French) and *The Challenge of Indigenous Education* (English and Spanish). Work on **educational statistical data and interpretation** has continued: a major contribution was made by the EFA Observatory in the UNESCO Institute for Statistics (UIS) for the *EFA Global Monitoring Report 2003/2004* launched at the EFA High-Level Group in Delhi. UIS also contributed to the Millennium project by providing expert advice on statistics and representing UNESCO's vision of education monitoring. In addition, a joint project for measuring "primary completion" with the World Bank allows sharing of raw data between the two organizations and closer collaboration on activities; pilot projects for the new LAMP method for measuring countries progress in literacy against EFA Goal 4 were also begun and development of indicators for measuring countries progress on life skills, and development of measurement in non-formal education continued. The first *UIS Global Education Digest*, a global compendium of education data including an analytical foreword on primary education, was published and the survey form sent out to Member States for the 2004 education data collection, further accelerating the

timetable. With regard to **educational legislations and curricula**, the International Bureau of Education (IBE) contributed to the *EFA Global Monitoring Report 2003/2004* through a paper on gender and human rights in education, including an overview of compulsory education legislation, an analysis of national policy frameworks from the point of view of gender sensitivity, a more detailed analysis of curriculum frameworks in six countries, and seven case studies on gender-sensitive educational policy and practice. As far as policy dialogue training activities are concerned IBE organized an intensive eight-day inter-training seminar (Dakar, November 2003), with the participation of representatives from five Central African countries.

16. The International CONFINTEA V Mid-Term Review Conference (Bangkok, Thailand, September 2003) was organized by the UNESCO Institute for Education (UIE) in collaboration with the UNESCO Asia and Pacific Regional Bureau for Education and with support from the Department of Non-formal Education of the Ministry of Education of Thailand. An analysis on **status and future prospects of adult learning** was prepared for the meeting, based on contributions from 65 Member States. While recognizing progress especially regarding overall participation of women, it underlines the need for more effective means, strategies and infrastructure to monitor the situation of adult education and learning on the national level in both industrialized and developing countries. The meeting resulted in the “Call for Action and Accountability”, calling for a renewed commitment of stakeholders to ensure that adult education and learning plays its role to reduce poverty and illiteracy, and to provide education for all.

17. Research work by the International Institute for Educational Planning (IIEP) helped to **strengthen the human and institutional capacities for policy formulation** through studies involving education professionals in the Member States. Those studies concerned monitoring the quality of education (development and improvement of software for use in research on the quality of education, use of Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) data on the quality of education in southern Africa) and broader themes linked to basic education for all: the impact of nutrition on access to primary education and school retention; school management in education systems undergoing decentralization; good school management practices, in cooperation with the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP); government regulations on private education in South and South-East Asia and in Eastern Europe; and community schools in Bangladesh. IIEP also completed four studies on the development of skills to meet the learning needs of the unreached, which contribute to reflection on life skills and on the means of achieving the Dakar goals.

18. Decision-makers, **educational researchers and educational institutions were better informed** through some 125,000 documents, including **500 multimedia CD-ROMs**. Most distribution was request-driven, primarily by the Internet, but large numbers of documents were also distributed at international events, such as the Conference of European Ministers of Education (10-11 November, Athens, Greece), the United Nations Literacy Decade launch in Africa (2-6 December, Mauritius) and the World Summit on the Information Society (WSIS, 9-12 December, Geneva, Switzerland). Efforts were concentrated on supporting the Dakar follow-up. Support with relevant educational information was provided to educational networks, universities, IGOs and NGOs in education. Interactive cooperation with Ministries of Education, National Commissions and educational institutions in developing countries was reinforced through the use of ICTs. The dissemination of information by electronic means increased by almost 50% between June and December 2003. The Education website registered a 50% increase of use (with 441,838 page views in December 2003 as compared to 290,000 in June 2003). In 2003, IBE multiplied its efforts in order to make information on curricula and educational structures, contents and methods extensively available to the largest possible audience. The fifth edition of *World Data on Education*, which includes the profile of 160 national education systems, was released in

November 2003. The new edition further concentrates on curriculum development processes and products and contains the largest collection of data on the organization of teaching subjects and curricular time ever published.

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

19. UNESCO intensified its **technical assistance** in the area of needs assessments through surveys, in response to the requests of Member States for support **in preparing and operationalizing national EFA plans**. Technical support focused on the areas identified as of critical priority for preparing credible EFA plans such as: formulating sustainable policy and reform options; appraising realistic resource projections; ensuring linkages with broader development programmes. Modalities of action used included training workshops for groups of countries in core technical areas of EFA planning, seminars to promote exchanges of experience and best practices in preparing and implementing EFA policies and strategies, and direct in-country technical assistance in specific planning areas. Wherever possible, synergy was sought with the other development partners in planning joint missions and capacity-building activities at country level. Emphasis was put on South-South cooperation by sharing best practices and exchange of national expertise.

20. Training workshops were organized to **strengthen the institutional capacities of the education ministries** in the area of sectoral approach, policy formulation and resource projections for EFA and the Fast-Track Initiative (FTI). These included training for national officials from both the eligible countries for EFA FTI (e.g. Mozambique) and the “FTI analytical” countries (e.g. Nigeria). Capacity-building support was provided on the dimensions of quality EFA, good governance and transparent sector management for countries that have already attained a higher level of education development such as some Arab States, countries in transition and Latin American countries. In order to respond to the topics that are most frequently raised in national development programmes and EFA action plans, a series of thematic seminars facilitated exchanges of national experiences and best practices in these areas of concern (International Seminar on Teaching Staff Policies, Sofia, Bulgaria, June 2003; International Seminar on Decentralization Policies and Strategies in Education, Buenos Aires, Argentina, June-July 2003; and International Seminar on Financing and Implementing National Education Plans, Asan-si, Republic of Korea, September 2003).

21. UNESCO continued to consolidate its comparative advantage in the area of comprehensive sector-wide responses to requests of Member States confronted with **crises, post-conflict and reconstruction situations**. The Organization participated actively within the UNDG framework, emphasizing its mandate, which spans all levels of education. Its sector-wide approach has been combined with an effort geared to mobilizing resources in support of the programmes undertaken at country level. The different initiatives aimed principally at strengthening national capacities with the view to ensuring continuity in education services and the provision of quality education with a medium-term perspective and sustainability. The curriculum development process in countries affected by conflicts has been the main focus of an IBE action-research project aiming to support curriculum change with a view to re-establishing peace and strengthening social cohesion. IBE continued to support UNESCO’s project for the Reconstruction of the Education System in Afghanistan in cooperation with Headquarters and the UNESCO Office in Kabul, focusing on building the capacities of decision-makers and designers of curricula and teaching methods, the finalization of a new curriculum framework and the creation of a resource centre for curriculum development and teaching materials, where emphasis is placed on the quality of the learning process.

22. Within the perspective of promoting a comprehensive and effective response to the requests for assistance in Africa, the Education Sector undertook an **independent evaluation of the PEER programme** in close consultation with IOS, BFC and AFR as well as the relevant field offices. The evaluation reviewed its education projects supported by fielding missions to the concerned countries. The recommendations of the mission are being examined with a view to preparing the Organization's comprehensive strategy to countries in crises and post-conflict situations in Africa. The Inter-agency Network for Education in Emergencies (INEE), whose Secretariat is housed in UNESCO, has continued to consolidate its networking and outreach activities and updating its website. It has launched the regional consultative processes, which will enable the publication on minimum standards by the end of November 2004. The IIEP project on education in emergencies has made significant progress with the publication of three works on education during and after emergency situations. IIEP is working actively with the Inter-agency Network for Education in Emergencies (INEE). IIEP also supported reconstruction activities in Afghanistan, where it organized three intensive courses. IIEP helped to strengthen the management and administration capacities of education systems in Member States through its training programmes and its study and research activities. A special effort was made to provide such training to professionals from countries in crisis or under reconstruction such as Afghanistan. In addition, IIEP continued to provide technical assistance to several Member States (Afghanistan, Algeria, Argentina, Benin, Côte d'Ivoire, Lao People's Democratic Republic, Mauritania, Nepal, Niger, Timor-Leste, Tonga and Tunisia) through operational activities under their EFA implementation projects.

23. The major activities in the Education Sector as regards the **Oil-for-Food Programme** in the latter half of 2003 focused on a gradual phasing out of the Programme, with a view to ensuring that the education system would not face disruptions following the end of the OIP programme, particularly regarding the achievement of EFA goals. Despite the operational difficulties experienced due to the prevailing security situation, the Organization more than doubled its implementation of the previous year, providing some \$40 million in educational services and materials to the Northern Governorates, which had been prioritized by the local authorities and the Coalition Provisional Authority (CPA). In the Centre and the South, UNESCO supported the end-of-year school examinations and the preparations of the new school year through the provision of examination materials and textbooks. The Organization facilitated the implementation of 76 projects valued at \$195 million. UNESCO is cooperating with the Office of the Iraq Programme in New York in assuring the Programme's liquidation by 31 March 2004, and a final audit conducted by IOS began on 2 February 2003.

24. Within the framework of UNESCO's assistance for the reconstruction of education in **Afghanistan**, which issued the UNESCO transitional support strategy, 2002-2004 and a strategic action plan for higher education, particular attention was paid to strengthening the planning and management capacity of the Ministry of Education and the Ministry of Higher Education at the central and the provincial levels. IIEP has in particular assisted Afghan authorities in the training of 149 senior officials, and the reference publication *Utilizing Education and Human Resources Sector Analyses* was translated into Dari and Pashto with the assistance of the UNESCO-Islamabad Office. Much needed equipment was provided to the Minister of Higher Education, including a printing unit and computer units.

25. Regional strategies to achieve education for all by advocating for an integrative approach to **lifelong learning** and through articulating the Dakar goals in line with the CONFINTEA commitments and recommendations were elaborated through the UIE-organized CONFINTEA Mid-Term Review for Africa, Arab region, Asia, Europe and Latin America. A comprehensive governmental and NGO stocktaking was undertaken and regional reports assessing policy changes,

innovations, outcomes and funding were produced to that end in preparation of the Mid-Term Review.

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

26. The **fifth E-9 Ministerial Review Meeting** was held in Cairo (Egypt, 19-21 December 2003), on the tenth anniversary of this important initiative on EFA. It constituted a watershed in the Initiative's development. The meeting had a special focus on the issue of Early Childhood Care and Education (ECCE). In response to a critical external evaluation of the E-9 Initiative, the nine Member States came out with a visionary and forceful Declaration that promises to reinvigorate the initiative and provide it with a potentially effective structure for continuing its future work. The Cairo Declaration called on UNESCO and the E-9 countries to establish a rotational secretariat located with the host E-9 country (Egypt in 2004 and Mexico, the host of the sixth Ministerial Meeting in 2005-2006). A preparatory mission was undertaken to India to organize a technical seminar in November 2004 on EFA implementation issues in E-9 countries, namely, human and financial resource management within a decentralized context. The approach will involve promoting interaction between planners and administrators.

27. UNESCO carried out many activities on behalf of the E-9 countries. IIEP has, in particular, put an institutional capacity-building strategy in place in eight of the E-9 countries: in India (support for and cooperation with the National Institute of Educational Planning and Administration (NIEPA)), in Mexico (collaboration with the Colegio de Puebla, cooperation with the Secretariat of Public Education, collaboration with the Latin American Faculty of Social Sciences (FLACSO) on the development of postgraduate training in educational policy and management) and in Nigeria (support for the establishment of a training institute in educational planning – NIEPA). Several IIEP studies were carried out on the E-9 countries, including two studies on Bangladesh (education budget and community schools) and studies in India, Mexico and Brazil (on secondary education development strategies). IIEP is working with China's International Research and Training Centre for Rural Education (INRULED) on the UNESCO flagship programme on **education and rural development**.

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

28. UNESCO's central leadership role in **coordinating EFA partners and maintaining their collective momentum** gradually gained wider acceptance and recognition among its international partners and in member states. The two established mechanisms for EFA coordination – the Working Group and the High-Level Group meetings on EFA – have witnessed growing professionalism in their preparation and gained higher levels of interest. The **third High-Level Group meeting** (New Delhi, India, 10-12 November 2003) resulted, *inter alia*, in a call for “a clear framework to improve the effectiveness of the Fast-Track Initiative (FTI) and to mobilize resources for endorsed countries”. This was answered by the **FTI Donors Group meeting** (Oslo, Norway, 20-22 November 2003), which marked a watershed in the development of the FTI. Major developments include the extension of FTI to all low income countries, the establishment of a multi-donor Catalytic Fund, the establishment of a Steering Group for FTI Secretariat, including UNESCO, and the decision for a back-to-back meeting of the FTI Donors Group with the High-Level Group on EFA in 2004. As regards partnerships in the African States, IICBA has been working with the African Union (AU) and with other United Nations agencies on the educational aspects of the **New Partnership for Africa's Development (NEPAD)** as well as attaining EFA

goals. Detailed information on UNESCO's coordination role and a full description of the progress towards achieving the EFA goals can be found in document 169 EX/10 ("Report by the Director-General on the progress achieved in implementation of and follow-up to the Dakar Framework for Action").

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

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

29. Member States' efforts to **reform education for early childhood and the primary-school age groups** were supported through advisory services, technical assistance, sharing experiences and promoting of national coordination. Capacity-building in Member States was promoted through workshops, technical support services and sharing experiences. Around 200 policy-makers from Asia, Africa, Central Europe and Latin America benefited from UNESCO ECCE capacity-building programmes. Thirteen countries in Eastern-Central Europe, five sub-Saharan African countries and seven countries in Latin America were assisted in reviewing their family support policy. A regional training centre for toy librarians was established in Ecuador, and the first regional training course for toy librarians from Argentina, Bolivia, Colombia, Ecuador, Peru and Venezuela was conducted. Support was provided for the training of early childhood professionals in Africa through the Early Childhood Development Virtual University (ECDVU) and the "Collectif des Formateurs du Sud" (based in Mauritius). Benin, Mali and Niger were assisted in expanding the "Clos d'enfants" project in rural areas. Activities related to inclusive education focused on the situation of children with disabilities as a challenge to the EFA movement and on encouraging the inclusion of attention to these children in national EFA plans. Technical assistance was provided to Mongolia, and a regional seminar in Uganda, on 12 and 13 November, brought together representatives from Burundi, Kenya, Rwanda, Uganda and the United Republic of Tanzania to discuss inclusive approaches to education and experiences both from the region and elsewhere. In addition, some key documents to support inclusive education have been translated into the six official languages, and publications have been distributed to UNESCO field offices.

30. **Technical and professional capacities were upgraded and information-sharing was particularly reinforced in Africa** through the training of trainers, international seminars (50 participating countries) and workshops (Chad, Gambia, Ghana, Lebanon, Mozambique, Senegal, Uganda and United Republic of Tanzania), as regards improving primary education, reading for all children, guidance and counselling, and sustainable book development. The quality of training was assured through training manuals and CD-ROMs (Reading and HIV peer counselling) while cooperation with professional associations helped to build professionalism among primary teacher trainers and counsellors. A network for directors of primary education, and a policy framework for guidance and counselling were among the results. The Joint Programme for the Promotion of Basic Education for All Malagasy Children, supported by the United Nations system, Malagasy Government and other partners strengthened national coordination of EFA, built capacity, formulated new policies favouring disadvantaged groups, strengthened partnerships, developed education materials, and reached the poor and disadvantaged communities, providing them quality basic education. IICBA promoted human capacity-building in African Member States to attain the objectives of EFA through the provision of multi-grade schools to the unreachable, relevant and cost-effective one-teacher schools suitable for remote rural areas, the initiation of distance education courses for teachers in collaboration with universities across the world, and the assistance to African countries in the establishment of a strategy for the prevention of HIV/AIDS by developing teaching and research materials.

31. **The capacity of educational personnel was upgraded** through resource materials. The development and improvement of early childhood policy was assisted by nine issues of UNESCO Policy Briefs on Early Childhood, published in five languages. Early childhood situation reviews were conducted in the E-9 countries and reports were produced. Studies undertaken on the overall performance of third grade children in Bangladesh, Cuba and the United Republic of Tanzania showed that much more needs to be done to improve the quality of learning and the learning environment. Cuba was far ahead in the management of schools, the use of technology to support education quality and the achievement of children. The findings of the studies reinforced the need for greater focus on improving the quality of primary education in the context of EFA.

32. Awareness of **initiatives directed to disadvantaged groups** was strengthened through consolidating regional and national networks and building and strengthening partnerships. In cooperation with the other participants of the EFA Flagship Project on “The Right to Education for Persons with Disabilities: Towards Inclusion”, a process to create local and regional networks on inclusive approaches to education was initiated and is in operation. UNESCO assisted Uganda in establishing a data bank of over 13,000 children in abject poverty as part of a monitoring mechanism to ensure that they are targeted for support and education through the national poverty eradication programme. In Indonesia, the joint UNESCO/UNICEF Community Learning Centres programme continued to expand. The Sudan Basic Education Sub-sectoral Analysis was completed and a Basic Education Programme proposed appropriate to the needs of the multi-cultural, multi-ethnic, multilingual, and multi-religious society in Sudan, using education as the vehicle providing a platform for unity between the north and the south and involving NGOs and the civil society. The bilingual education study in Chad and Niger was completed and a bilingual education system that would integrate the Koranic schools into the regular education system was proposed to the two countries. This will allow the regular curriculum to be extended into the non-formal education system, thus easing linkage, and providing quality education and teachers. For assistance to Member States improving education for people with special needs, the UNESCO Institute for Information Technologies in Education (IITE) has been developing the international project *ICTs in Special Education* and, in particular elaborating the specialized training course *ICTs in Special Education*, the final version of which was approved at the IITE expert meeting (Milan, Italy, October 2003).

01122

Main line of action 2:

Promoting literacy and non-formal education through the diversification of delivery systems

33. Political commitment to literacy at national and international level was strengthened in the framework of the **United Nations Literacy Decade** (for a full report, see document 169 EX/9), educational programmes for adult women under UNGEI initiative were encouraged, and national capacities as regards policies and strategies for education of children in difficult circumstances were strengthened. A UNESCO position paper on literacy was prepared in cooperation with UIE.

34. **National capacities in policy-making and programme planning with respect to civil society were strengthened** with the active participation of governmental and civil society partners in Cambodia, India and the United Republic Tanzania, through a prototype methodology to establish a Non-Formal Education Management Information System (NFE-MIS). A mid-term review of the prototype methodology took place in Mumbai, India, in December 2003, based on which the package will be further fine-tuned and improved. UNESCO in cooperation with the “Japan Funds-in-Trust” (JFIT) is working on a special project called Literacy and Non-Formal Education Development in Afghanistan, or LAND AFGHAN. A national survey of learners’ needs was carried out across 400 literacy centres in the 32 provinces of the country and a study of

textbooks and a curriculum review was made to determine future needs. A number of UNESCO handbooks and tools have been translated into two national languages in Afghanistan.

35. Needs and priority actions were identified and strategies for **adapted interventions in favour of children in need** were formulated in an International South-South Cooperation Seminar “Protecting the rights of street children: combating HIV/AIDS and discrimination”, with financial support from UNAIDS, in Bamako (Mali) in December 2003. More than 50 stakeholders from Burkina Faso, Cameroon, Côte d’Ivoire, Cambodia, Mali, Niger, Thailand and Viet Nam exchanged information and best practices. The annual charity gala evening of the “Education for Children in Need” programme (Düsseldorf, Germany, 8 November 2003) raised €2.1 million to support education programmes for disadvantaged children all over the world, including newly identified projects in Ethiopia, the Russian Federation and Mongolia. Under its cooperation with the World Food Programme, UNESCO assisted in the preparation of an “Alliance for Action on School Feeding and Basic Education” for nine Sahelian countries, which was launched at a ministerial conference in Dakar, Senegal, on 9 and 10 September 2003.

36. The UIE-organized 90-nation CONFINTEA V Mid-Term Review Conference in Bangkok, Thailand, from 8 to 11 September 2003 (see above, para. 2) was opened on **International Literacy Day** just after the launch of the Literacy Decade in the Asia-Pacific region. UNESCO’s International Literacy Prizes were presented as part of the ceremonies in Bangkok. UIE has been developing the Literacy Assessment and Monitoring Programme (LAMP) in close collaboration with UNESCO Headquarters and UIS. Pilot projects have started in selected countries, including Mongolia and Kenya. UIE also contributed to the regional launch of the United Nations Literacy Decade in Africa which took place on 4 December 2003 in Mauritius along with the Biennial Meeting of the Association for the Development of Education in Africa (ADEA), a forum for policy dialogue between education ministries and development agencies, focusing on quality issues from the African point of view. An important component of the meeting was a round table on gender and literacy jointly organized by UIE and the ADEA Working Group on Non-formal Education. **International Adult Learners Week** has become a useful instrument to promote lifelong learning practices through the organization of national learning festivals. Meanwhile about 40 countries have reported on respective activities. The contribution of learning festivals to increased participation and democracy-building in general was one focus of “International Adult Learners Week in Europe” (IntALWinE).

Programme I.2:

Building knowledge societies through quality education and a renewal of education systems

I.2.1: Towards a new approach to quality education

01211

Main line of action 1:

Education for a culture of peace and human rights

37. Intensive efforts throughout the biennium to devise new approaches to building a consensus around quality education culminated in a **Ministerial Round Table on the Quality of Education**, held on 3 and 4 October 2003 during the 32nd session of UNESCO’s General Conference, at UNESCO Headquarters, Paris. The meeting, opened by the Director-General of UNESCO, Mr Koïchiro Matsuura, and the Secretary of Education of the United States, Rod Paige, focused on three main issues: Challenges and Dilemmas facing the Quality of Education; The Need for an Expanded Definition of the Quality of Education; Tools for Change and Improvement. Over

100 Ministers of Education participated. In their communiqué, the ministers emphasized that the quality of education was essential for equity, equality and the quality of life. The ministers also committed themselves to finding a practical way forward in their mission to provide an education of quality for all, recognizing the importance of allocating appropriate resources for this advancement. Interviews of eight participants are available on the Education website.

38. **Education for human rights** was enhanced through the first phase of the “Human Rights and Intercultural Education in Albania” project (funded by the Italian Ministry of Foreign Affairs) that included the establishment of a nationwide network of 60 human rights education teacher trainers and some 1,500 teachers and educational directorate inspectors trained in 60 local training seminars. The final evaluation report is available. A project to develop quality assurance systems for education for democratic citizenship in South-east Europe was launched (with the financial support of Norway) to embed quality assurance within the Ministries of Education of seven South-east European countries. Guidelines for a human rights approach to EFA are developed by the UNESCO Chair on Education for Pluralism, Human Rights and Democracy of the University of Ulster to assist national education officers at Ministries of Education by identifying and describing practical steps to introduce human rights education concepts, practices and processes within the development and implementation of national education plans, putting human rights at the heart of education of quality. Teaching materials developed and disseminated to improve **education for peace and non-violence** included the production of an instructive booklet on education for peace through art entitled *Communiquer : Art* (available electronically; to be posted shortly on the UNESCO website; and translated and printed by partner countries: Italy, Greece and France). *Best Practices of Non-Violent Conflict Resolution in and out-of-school – Some examples* was republished in English and French and distributed through the Associated Schools Project network and to the National Commissions.

39. Member States were made more aware of the importance that should be accorded to **multilingualism and intercultural education** through a wide range of activities and the preparation and dissemination of guidelines and materials on curriculum. The position paper on *Education in a Multilingual World* was used as a background document in various international conferences on the subject. The home page on Cultural and Linguistic Diversity in Education was launched featuring the work of UNESCO in regard to cultures, languages and education. The project on Good Practice in Quality Education for Indigenous Peoples was finalized and the results will be published in English and Spanish. Other materials produced include the first version of a background document and draft guidelines on intercultural education and a guide on *How to Write Unwritten Languages*. “Petites histoires d’arbres en Afrique” is being translated into seven West African languages in order to inform rural women – and young people on the importance of growing trees/plants and its impact on environment and rural people’s “improvement of everyday life as regards food”. This contributes to income-generating activities and to increasing awareness of the rural population in Africa on issues of sustainable development. In order to promote local languages and appropriate language policies in multilingual settings, UIE organized a research seminar in Niamey, from 16 to 19 December 2003, with representatives from five African countries, Canada and France that resulted in a plan for key research on the formulation of respective language policy.

40. In celebration of the fiftieth anniversary of the **UNESCO Associated Schools Project Network (ASPnet)**, an International Congress “Navigators for Peace – Quality Education for the 21st Century”, was held in Auckland, New Zealand, from 3 to 8 August 2003. The Congress brought together 287 participants from some 97 countries and resulted in a new ASPnet Strategy and Plan of Action (2004-2009), based on results of the ASPnet Global Review Evaluation, conducted by a team of independent evaluators from the University of Birmingham, United Kingdom. An exhibition of the winning photos of the fiftieth anniversary photo contest on the

theme “ASPnet in Action” and “the four pillars of learning for the twenty-first century” was also inaugurated at the Congress. Within the framework of the ASPnet “Breaking the Silence” Transatlantic Slave Trade (TST) Education Project (supported by the Norwegian Foreign Office), three Regional Youth Forums on “Celebrating the African Diaspora” were held (Copenhagen, 3-8 November 2003; Cotonou, 25-28 November 2003; and Bridgetown, 2-4 December 2003). Each forum adopted a “Youth Declaration” in tribute to the African Diaspora and in favour of unity in diversity. On 31 December 2003, the ASP network worldwide had further increased to a total of 7,530 schools in 172 countries. The Associated Schools Project is also involved in the implementation and management of the school contest within the Mondialogo Partnership Initiative between UNESCO and Daimler Chrysler. This involves the participation of some 1,500 school teams worldwide.

41. International understanding and tolerance was promoted through activities to encourage the **revision of textbooks**. A systematic review of UNESCO’s work on textbooks was prepared, taking into account all recent activities, that laid the foundation for the strategy for the 2004-2005 biennium, particularly for countries in post-conflict situations. IBE began work on an overview document containing the major research findings on the relationship of textbooks and the promotion of access, equity and quality education for all.

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

42. When the United Nations General Assembly declared the **Decade of Education for Sustainable Development (2005-2014)**, it also named UNESCO lead agency responsible for coordinating the preparation of the international implementation scheme. The framework for the draft scheme was developed and shared with 505 partners. The United Nations Inter-Agency Meeting on the Decade, organized at UNESCO Headquarters on 5 September 2003, reviewed the framework, discussed modalities for increased cooperation and coordination in development and promotion of ESD, and identified follow-up actions to develop the draft international implementation scheme. The framework was made available to the General Conference at its 32nd session as an information document. Awareness about the importance of education for sustainable development is being stimulated by the ESD website (www.unesco.org/education/desd) where the draft implementation scheme is accessible, thus increasing the dissemination and breadth of consultation on this document. The ESD information folder prepared in English and French with 13 ESD policy briefs on *gender, poverty, water, energy, health, agriculture, bio-diversity, HIV/AIDS, environmental conservation and protection, rural transformation, sustainable production and consumption, human rights including children’s rights, intercultural understanding, peace, cultural diversity – including local and indigenous knowledge, media, ICTs and small island developing States* is also contributing to awareness-raising.

43. The role of education as a key to sustainable development was enhanced through the inter-agency flagship programme **Focusing Resources on Effective School Health (FRESH)**. UNESCO launched the preparation of an inter-agency CD-ROM tool kit to overcome the lack of easy access to basic implementation tools, especially for those working on school health in developing countries. Through the tool kit, the FRESH partners aim to put user-friendly materials into the hands of teachers and administrators at the national, district and local level in order to facilitate and improve the implementation of school health activities in each of the four components of the FRESH framework: health-related school policies; water, sanitation and the school environment; skills-based health education; and school-based (or school-linked) health services. The tool kit will be jointly published by the contributing agencies (including, to date, UNESCO, UNICEF, WHO,

World Bank, EI, EDC, PCD, FAO, WFP, UNODC and Child-to-Child Trust) with support from the Stavros Niarchos Foundation.

44. In regard to **physical education and sport** (PES), activities were carried out during the quarter pursuant to the Punta del Este Declaration (MINEPS III). A group of experts convened by the Director-General drew up a preliminary draft of an international convention against doping in sport (see para. 49 for further details). Several regional seminars were held to work out specific proposals on the means of improving training for PES teachers, strengthening the capacities of the PES teacher-training bodies and enhancing the status, role and place of physical education and sport in education systems. With the support and mobilization efforts of the Intergovernmental Committee for Physical Education and Sport (CIGEPE), the United Nations General Assembly at its fifty-eighth session proclaimed 2005 as the **International Year for Sport and Physical Education**, following the decision adopted by the Executive Board at its 166th session and the resolution adopted by the General Conference at its 32nd session. Two CIGEPE meetings discussed the preparations and arrangements for MINEPS IV, to be held in Athens from 10 to 12 August 2004.

45. The development of national capacities in the area of monitoring indicators of educational quality continued to be supported. The activities and achievements of the **Monitoring Learning Achievement (MLA) Project** were presented at the ADEA Biennial Meeting in December in Mauritius as part of an active debate on measuring the quality of education. The MLA Project continues to be country-specific with an ever-increasing demand for capacity-building activities from Member States. In addition, an evaluation of the programme was initiated.

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

46. Member States' capacities to develop **national plans in science and technology education** were strengthened through the provision of technical support and reinforced networking among ministries, specialists and specialized institutions. Decision-makers from 16 Member States attended a Regional Workshop on STE for Asia and the Pacific, Tokyo, Japan (20-28 October). Technical support was provided to the Third International Congress on Science Education, Havana, Cuba (9-14 February 2004). Curriculum planners and policy-makers concerned with science and technology education were supported and better informed, and their capacities enhanced, particularly through networking and the distribution of guides. *Guidelines for Policy-making in Secondary School Science and Technology Education* and *Technology Education Guide* were disseminated to Member States through the International Network of Government Officers in Science and Technology Education (INGOSTE) and *Connect*, Vol. XXVIII, No. 3-4, 2003, was published and disseminated in English, French, Spanish, Russian, Arabic and Hindi. The science and technology education website was updated through the inclusion of major UNESCO documents as well as links, news and events on science and technology education and an interactive CD-ROM on environmental education. Capacity and knowledge needed to reduce gender disparity in science, technology and vocational education as well as to increase the access of girls to appropriate technical training programmes was promoted through, for example, the launching of an EFA project on capacity-building in gender-inclusive scientific and technological literacy for enhancing life skills in four Member States (Burkina Faso, Egypt, Nepal and Nicaragua). UNESCO was given the responsibility to report back on the possible ways in which science and technology as well as education can contribute to NEPAD. In collaboration with the Science Sector, IICBA organized a science and technology workshop in Nairobi, Kenya (October 2003) as a preparatory meeting for the first NEPAD Conference of African Ministers and Presidential Adviser of Science and Technology (Pretoria, South Africa, November 2003).

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

47. **Preventive education policies concerning HIV/AIDS** were encouraged and the **inclusion of HIV/AIDS prevention in national EFA plans** was promoted. IIEP worked on the integration of HIV/AIDS into educational plans and curricula by providing on-the-spot technical support to education ministers and regional bodies in order to conceptualize the epidemic and thus approach it as a management problem: holding of a subregional course in Kazakhstan in collaboration with the Bangkok Office; drafting of six draft national reports on the response to the pandemic in the member countries of the Southern African Development Community (SADC) – South Africa, Botswana, Lesotho, Mauritius, Seychelles and Zimbabwe. With regard to HIV/AIDS and education, progress was linked to closer involvement with field offices – for example Windhoek, Abuja, Beirut, Hanoi, Bangkok, Harare and Maputo. IBE has been increasingly involved in activities relating to curricula renewal and teacher education. Collaboration with the ASPnet resulted in student participation (from the Gambia, Uganda and South Africa) in the preparation of a kit **“Living and learning in a world with HIV/AIDS: HIV/AIDS at school”**, including messages for young people, parents and teachers. IICBA has expanded its teaching and learning materials on HIV/AIDS for use in the classroom, with particular emphasis on teacher education institutions.

48. The series of national workshops in Asia on the development of **gender-sensitive HIV/AIDS prevention materials** was continued increasing awareness about the gender perspective in HIV/AIDS prevention, and about the situation of HIV/AIDS in different social groups, and preparing modules for gender and HIV/AIDS training. Building on the results of a regional workshop in 2001, HIV/AIDS prevention materials were modified for further dissemination according to the needs of different groups and institutions. Distinct follow-up activities for individuals, institutions and networks were planned accordingly.

49. IIEP published a study on the impact of HIV/AIDS on education in the Caribbean in collaboration with the Kingston Office and the University of the West Indies. IIEP's work also entailed analysing the training needs and developing training materials on education management in the regions affected by HIV/AIDS (analysis of training needs in four countries – Ethiopia, Ghana, Kenya and Rwanda). The IIEP action-research project on the impact of HIV/AIDS on education and on the evaluation of various measures designed to manage the pandemic was extended in three countries: Uganda, Malawi and the United Republic of Tanzania. IIEP launched a **Clearing House** service to collect the most recent documents and research on HIV/AIDS and to make them available to education stakeholders. The service can be adapted to the technologies to which the countries hardest hit by HIV/AIDS have access and it is a practical tool for consultants, schools, ministries and organizations wishing to publicize their studies, political commitments and research findings. Under the inter-agency flagship programme for combating HIV/AIDS, IBE made available relevant information on curricula, educational contents and methods at the primary and secondary levels of schooling. The criteria for evaluating curricular materials for HIV/AIDS prevention were finalized following an expert meeting held in June 2003 and the good practices identified during the expert meeting (more than 300 examples) have been made available on a CD-ROM. IBE's clearing house on curriculum for HIV/AIDS prevention is contributing to subregional, regional or international conferences/seminars, mainly through the use of the information collected and processed as an aid to capacity-building and policy dialogue on HIV/AIDS prevention. IBE cooperation in organizing a seminar on strengthening capacities for curriculum development in Swaziland (November 2003) and played an active part in the initiative “Accelerating the Education Sector response to HIV/AIDS in sub-Saharan Africa”.

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

50. UNESCO continued its activities designed to **strengthening national capacities in UNESCO Member States in the field of ICTs application in education**. IITE contributed through a subregional project for South Eastern Europe, ICTs for the Development of Education and the Construction of a Knowledge Society (funded by the Japanese Funds-in-Trust) which helps strengthen national educational capacities by harnessing ICTs for education and diversifying their application for training purposes. The project makes systematic educational use of ICTs for educational planning and policy-making, through multicountry ICT and education projects and through the sharing of information. Using training materials elaborated by the Institute, IITE conducted a series of training seminars for teachers and teacher trainers, and for administrators and teachers of higher and secondary education institutions. IITE organized one of UNESCO's events at the World Summit on the Information Society (WSIS), the round table discussion Education and Knowledge Societies (Geneva, Switzerland, 11 December 2003). The event was attended by 200 participants of the World Summit and 300 participants of the International Conference on Open and Online Learning (ICOOL) from 19 countries via the ISDN videoconference with Mauritius where the conference took place. The round table and its final document attracted the attention of a vast audience to the issues essential for sustainable development and the event turned out to be a platform for exchange of international experience.

51. UNESCO's International Institute for Capacity-Building in Africa (IICBA) has also been enabling African Member States to utilize information and communication technologies for education in affordable and cost-effective ways. Modalities of action have included: a series of videos on HIV/AIDS in Amharic, widely distributed in Ethiopian schools; workshops on how to make CD-ROMs and websites (Ethiopia and Niger) and advanced courses in IT training for education (Uganda and Zimbabwe); the Electronic Library on HIV/AIDS translated into French and Portuguese; and support to the Sudan University of Science and Technology (SUST) and Pretoria University joint programme for the M.Ed in the Use of ICTs for Education. The IIEP study on the virtual university yielded implications for general policy and planning (new teaching and learning methods, new approaches to institutional development). The experience of 12 institutions was analysed in a study published on the Internet. IIEP also carried out research to examine how technologies may be adapted to improve primary and secondary education.

I.2.2: Renewal of education systems

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

52. Secondary education reform was promoted through **improved policy dialogue in the field of innovation and research in secondary education reform in Latin America** as a result of the regional seminar on Secondary Education Reform (Santo Domingo, July 2003). The decision to create an Observatory on Secondary Education Reform in the region was taken and the modalities for its setting up were discussed in Cuba in February 2004. In order to promote and support the New Flagship Programme on the Rights of Persons with Disabilities (IWGDD), UNESCO's Section for General Secondary Education and the International Working Group on Disability and Development joined forces to produce and translate into French *Towards Inclusive Practices in Secondary Education*. The use of ICTs at secondary level were promoted through the preparation and dissemination of a position paper by IITE *Information and Communication Technologies in*

Secondary Education providing an in-depth review of new strategies and tactics that aim to achieve learning progress for successful participation of new generations in the Information Society.

53. **Awareness-raising among stakeholders and the international community** of the importance of secondary education reform and expansion in the EFA process, and more specifically its impact on primary education's expansion and on life skills development for youth, was promoted. This was notably done through the preparation of a regional forum to set up the "Latin America and the Caribbean Observatory on Policies and Reforms in Secondary Education" (Havana, Cuba, 9-13 February 2004) and the subregional seminar on Implementing UNESCO Recommendations concerning Technical and Vocational Education and ILO Conclusions concerning Human Resource Training and Development (Kaduna, Nigeria, 8-11 December 2003). IIEP contributed to expanding the knowledge-base of policy-makers through studies covering several general aspects of secondary education and teaching.

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

54. Access to **quality Technical and Vocational Education and Training (TVET)** was enhanced, especially through advocacy seminars for education policy-makers held in Santiago, Chile (for the Latin America subregion) and in Kaduna, Nigeria (for the West Africa subregion) in order to promote the implementation of the updated UNESCO normative instrument the Revised Recommendation concerning Technical and Vocational Education (2001) in national TVET systems. The two seminars resulted in 45 education policy-makers receiving training in the best standards and practices in TVET. Sixteen education policy-makers and curriculum developers from five English-speaking African countries took part in a capacity-building exercise on the importance of entrepreneurship in TVET (Lusaka, Zambia, August 2003). The workshop also served as a forum for compiling training material in enterprise education for the English-speaking countries in East Africa.

55. Preliminary findings of the national studies undertaken in five Asian countries on how environmental issues are incorporated in technical and vocational education were exchanged and discussed in a workshop organized in Chandigarh, India, September 2003. One of the suggestions coming out of the workshop is to produce a tool kit composed of guides and materials for policy-makers, curriculum developers and teacher training. This will be further pursued during the 2004-2005 biennium, in collaboration with governments and other competent organizations in the region. Within the framework of its international project "ICTs in Technical and Vocational Education and Training" and in partnership with UNEVOC-Canada, IITE published and disseminated an analytical survey providing a comprehensive review of ICT usage in TVET. It focuses on the use of ICTs for administrative purposes, communication, teaching and learning, curriculum development and assessment, career education and guidance, labour market information, job placement and systems control.

56. The technical capacity of the governmental officials to improve their TVET systems was built up through two subregional training workshops on the management and evaluation of TVET organized in Vientiane, Lao People's Democratic Republic, and in Hua Hin, Thailand. The workshops were conducted by IIEP, in collaboration with Headquarters, UNESCO Bangkok, and the UNESCO-UNEVOC International Centre in Bonn. IIEP also developed research programmes on technical and vocational teaching institutions, in regard to their governance and budget.

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

57. Activities were undertaken to reinforce national capacities to devise higher education policies that can contribute to the renewal of systems and institutions to meet the challenges of the twenty-first century, especially through an **inventory of centres of excellence in Africa** and **assistance provided to Member States/institutions**. Technical assistance was provided to Uganda, Kenya (the UNESCO Chair on Women, Basic Education, Health and Sustainable Development), the United Republic of Tanzania, the Association of African Universities (help revitalize the UNESCO/AAU Chair on Women in Science and Technology in West Africa) and to Togo (UNESCO Chair in Distance Education, University of Lomé). In Latin America, the International Institute for Higher Education in Latin America and the Caribbean (IESALC)'s programme, the Observatory of Higher Education in Latin America and the Caribbean, initiated in 2001, promoted research interchange. IESALC contributed to expanding knowledge of the main characteristics of higher education in Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama and a rethinking about their problems in view of the research studies carried out and discussed in a series of seminars. IITE finalized the project "ICTs for higher distance education usage in sub-Saharan Africa" including adapting the specialized training course "ICTs in distance education" to the needs of countries in Africa. IITE conducted (October-December 2003) a training session "ICTs for higher distance education usage in sub-Saharan Africa (SSA)" for specialists in distance education from 11 countries. The capacities of participants was raised to a level enabling them to train national specialists in ICT application in higher distance education and national institutional capacities in EFA planning and implementation in such areas as teacher training and appropriate use of ICTs in distance education in SSA countries have been strengthened. The IIEP research programme continues to analyse developments in higher education to assist countries in drawing up their institutional policies. Several research teams were formed locally and they conducted studies on the institutional restructuring of universities (Asia region). Research on higher education capacity-building in developing countries (Kenya, Nigeria and Zimbabwe) was completed.

58. **International cooperation in academic mobility and recognition** was enhanced and national capacities in quality assurance and accreditation were strengthened. The UNESCO position paper on globalization, "Higher education in a globalized society", was prepared and translated. A partnership with OECD has been established to develop joint Guidelines on Quality Provision in Cross-border Higher Education. The 32nd edition of *Study Abroad* was published, containing new features concerning recognition of qualifications: "Tools for Students" with information on UNESCO conventions on recognition of qualifications in higher education; and addresses of authorities in most Member States responsible for recognition of studies and qualifications. IESALC promoted the development of mechanisms and an international frame of guarantee of quality and homologation of titles through, *inter alia*: a study on the higher education internationalization processes in Latin America, within the framework of the treaties of integration of the region (NAFTA, ALCA, OMC), a study about new providers of higher education in Colombia, and the design of an institutional self-evaluation system, as well as the software development that supports it. IIEP developed research projects on the regulation and quality assurance of cross-border provision of higher education and carried out a comparative analysis of the funding of higher education in Europe and a major study on student aid systems.

59. The reflection on **internationalization of higher education and research** was promoted through the first Global Research Seminar on "Knowledge Society vs. Knowledge Economy: Knowledge, Power and Politics" (Paris, 8-9 December 2003), organized by the UNESCO Forum on Higher Education, Research and Knowledge. The biennial global seminars bring together scholars from a variety of academic disciplines and backgrounds from all parts of the world to critically

engage with a key topic or area of concern. The international seminar on the feminization of enrolment of higher education in Latin America and the Caribbean (Mexico, November 2003) had before it 12 studies carried out in the region. The **strengthened and expanded UNITWIN/UNESCO Chairs Programme** also contributed to attaining this result. The internal management and coordination of the Programme have been improved, procedures streamlined, priorities for the establishment of new Chairs set and monitoring and evaluation of their activities increased. Some National Commissions (France and Spain) have already organized evaluation meetings of UNESCO Chairs established at their universities. The *UNITWIN Directory 2003* was produced in November. There were some 553 established UNESCO Chairs and UNITWIN Networks as at 31 December 2003 in 116 Member States and involving over 1,000 host and partner institutions of higher education (17 new UNESCO Chairs and one Network established between July and December 2003).

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

60. A few key processes were phased-in to make more sustainable nationally both the quantity and quality of teacher education, against the stark backdrop of a crisis-level world teachers' shortage marked by mass defections from the profession and, in the Africa region, mass deaths from HIV/AIDS illness. Processes launched included, for the first time, **systematic networking** between the consultative group of non-governmental organizations (EFA) and the consultative group of NGOs in higher education; the **explicit involvement by UNESCO subregional offices in Africa – Nairobi, Harare, Windhoek – of teachers' associations with government officials**, on difficult policy-development issues regarding the impact of HIV/AIDS upon the teaching force; the launching by the Bangkok Office (with support from Headquarters and from the Nordic donor group) of the same type of government/teachers' dialogue for seven South-East Asian countries, on the topic of reform related to EFA; and the underpinning of this type of social dialogue process by a Memorandum of Understanding among UNESCO, ILO, Education International and the World Confederation of Teachers, the latter two united for the first time in this single EFA effort.

61. Forty of the 46 Member States of the Africa region participated in **UNESCO's capacity-building initiative** to target assessment, and then intervention, at long-neglected **teacher colleges and under-resourced university departments of teacher education**, as the most practical national venues for sustained capacity-building for quality teacher education. This initiative produced, via a UNESCO-organized pan-African work session in late 2003, concrete consensus short-term and medium-term strategies for reorganizing both existing and projected resources to help build up these institutions; and a solid policy-rationale for extrabudgetary proposals, of which there are now seven, funded by Japanese Funds-in-Trust. IICBA contributed by reviewing evaluative reports of 39 principal teacher-training institutions in the continent in September 2003, in Dakar, Senegal, to promote the effective application of international standards in national plans on teacher-training reform, improve the quality of training and encourage dialogue and exchange of information on innovative practices. This workshop developed reliable indicators on trends relating to essential aspects of the teaching profession. IICBA has contributed to the improvement of teacher education institutions in a number of Member States, in particular regarding degree programmes that combine distance education with short face-to-face courses. Activities included the Indira Ghandi National Open University (IGNOU) Postgraduate Diploma in Distance Education (more than 140 students graduated in Ethiopia), continued work with the University of South Africa (UNISA) on the utilization of the M.Ed. in the Teaching of Mathematics which is aimed at improving the teaching of mathematics in teacher education institutions, and modules writing and course development for a masters degree on Educational Planning and Economic Development

(Addis Ababa, Ethiopia and Dakar, Senegal). Work on the graduate micro-programme on the Integration of ICTs in Education for French-speaking countries established in collaboration with the University of Montreal is progressing well. IITE elaborated sets of training materials and used them at training seminars for teachers and teacher trainers *Retraining of School Educators in Application of ICTs in Education* (Baku, Azerbaijan, October 2003) and training seminars *ICTs in Education, European Computer Driving License (EDCL)*, for administrators and teachers of higher and secondary education institutions from the Republic of Moldova and the Russian Federation (late 2003). In the Arab States, a regional ministerial conference on EFA (Beirut, 20-23 January 2004) notched up the issue of teacher education schemes as absolutely basic to address EFA national plans. In the Pacific, major work began to identify minimum qualifications for entry into the teaching profession. The Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, in their triennial work session (Paris, 15-19 September 2003), pragmatically translated specific provisions of both the 1966 and the 1997 Recommendations into policy-suggestions which could help Member States better deal with difficult issues of mass training of teachers, and of brain drain of teachers, which they noted was clearly exacerbated by breaches of academic freedom. Finally, as regards the sheer number of teacher-trainers trained, the Bangkok Office, for instance, trained a total of 140,000 teachers in ICT use, and 400 policy-makers in the use of the 1966 Recommendation.

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

62. UNESCO has been participating actively in the work of the United Nations Committee on Economic, Social and Cultural Rights (CESCR) and the Office of the High Commissioner for Human Rights. During the 30th session of CESCR, the report on the first meeting of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education, organized at UNESCO Headquarters, Paris, on 19 May 2003, and the decision taken by the Executive Board at its 167th session in October 2003 (167 EX/Decision 5.8) were presented. UNESCO's work and the report was commended for building up **complementarity between CESCR and UNESCO in the monitoring of the right to education** and was characterized as being of historic importance since for the first time, treaty bodies are working together hand in hand for realizing the right to education.

63. **Technical assistance for modernizing/developing national legislation on education and implementation of the right to education** was provided in Indonesia and Kenya. This process enabled to develop further cooperation with National Commissions and has been highly commended by Member States. It constitutes a significant contribution to the follow-up to the meetings of the High Level Group on Education for All in 2002 and in 2003. This is a development of key importance as regards EFA process and the foundations of the right to education in national legal system. This also promotes UNESCO's normative action in Member States, especially the State obligations under UNESCO's instruments in the right to education, giving high visibility to UNESCO's work in the field of the right to education. IICBA initiated a project proposal for extrabudgetary funds from the Swedish International Development Agency (SIDA) for Capacity-Building in Assessment in Mathematics and Science Education and a Regional In-service Distance Education Programme for Teacher Practitioners. Activities for advancing the right to education were developed in cooperation with professional bodies and the intellectual community for generating public debate on issues of critical importance, especially with the European Association for Education Law and Policy (ELA). Cooperation was developed with ADEA in the field of the right to education in the context of follow-up to the December 2002 Round Table on the Constitutional/Legal Bases of the Right to Education as a Fundamental Human Right. ADEA's

Newsletter (April-September 2003) projected the importance of normative action and national legislation for the realization of the right to education.

64. Following recommendations from the round table of Ministers of Physical Education and Sport held on 9 and 10 January 2003, an ad-hoc meeting of experts was convened from 24 to 26 June 2003 to provide advice to the Director-General in preparation for the 32nd session of the General Conference. The Conference subsequently decided that the question of **combating doping in sport** should be regulated by means of an international convention and invited the Director-General to convene one or more category II intergovernmental meetings to draw up such a convention. The convention is scheduled to be presented to the General Conference at its 33rd session in 2005. The Director-General convened two further ad hoc meetings of experts from 12 to 14 November and from 8 to 10 December 2003 which considered and further developed the draft text for the convention produced earlier by a working group formed by the UNESCO Intergovernmental Committee for Physical Education and Sport (CIGEPE) and the Council of Europe. The meetings resulted in a “preliminary draft” of the convention, which was considered by a category II intergovernmental meeting held from 19 to 23 January 2004.

MAJOR PROGRAMME II – NATURAL SCIENCES

Overall assessment

65. The programme activities of the Natural Sciences Sector have been guided over the biennium as a whole – to which the final semester has been no exception – by landmark international events (both past and upcoming) and development targets, notably the World Conference on Science, the MDGs, the Johannesburg Plan of Implementation, the International Year of Freshwater, the Third World Water Forum, Stage 1 of the World Summit on the Information Society, and the Ten-Year Review Meeting of the Barbados Plan of Action for Small Island Developing States (Mauritius, 2004). Furthermore, implementation of the programme continued to comply with the overarching goals of the Medium-Term Strategy and its three strategic thrusts, as well as the strategic objectives of the science programmes.

66. In response to 164 EX/Decision 8.6 and 166 EX/Decision 4.1, the Sector, in cooperation with the Africa Department, stepped up considerably its engagement with Africa in the context of the NEPAD process. Parallel to the support provided to the ongoing development of the science and technology component of the NEPAD process, the Sector is developing a strategic framework to ensure that, as requested by the United Nations General Assembly, all its efforts in Africa, both North and sub-Saharan, are focused on the goals and priorities of NEPAD, whether it be in environment, S&T, human development or water resources (infrastructure).

67. Overall, the 2002-2003 biennium has been a remarkable period in which the importance of UNESCO's role in freshwater issues has grown distinctly – its great visibility at the third World Water Forum with IHP-driven activities, the successful completion of the World Water Development Report (WWDR) by the World Water Assessment Programme (WWAP), the establishment of the UNESCO-IHE Institute for Water Education, and UNESCO's lead role in the celebration of the International Year of Freshwater 2003, have all contributed to this. This fact underlines the sense of purpose with which the principal priority “water and associated ecosystems” has been put into effect. The sixth phase of the International Hydrological Programme (2002-2007) completed the first biennium of its six-year duration. IHP-VI has already integrated into its activities contributions to the MDGs and to the WSSD Plan of Implementation. UN-Water was officially recognized as the coordinating mechanism of the United Nations on freshwater issues and

it adopted WWAP as its flagship programme. WWAP has already initiated planning and coordination for the second issue of WWDR due in 2006.

68. The United Nations General Assembly decided to launch an “International Decade on Water for Life” beginning in 2005; the role of UNESCO in this Decade is now under consideration, together with other United Nations partners. The Executive Board established the “Solidarity Fund for Safe Water for All” and a substantial donation by UNESCO’s Special Envoy for Water, HRH Prince Talal, will activate it. The decision by the General Conference, instituting the SIMDAS project on Sustainable Integrated Management and Development of Arid and Semi-arid Regions of Southern Africa as a flagship project for UNESCO, was immediately incorporated into the 2004-2005 programme as an interdivisional effort involving, notably, hydrological, ecological, energy-related and capacity-building components. Partnerships with other organizations were strengthened or established, such as with the Global Environment Facility (GEF). The Italian Government established an important agreement with UNESCO for an extrabudgetary project “Water Programme for Africa”.

69. One of the high points of the six-month period was a key meeting organized by the new UNESCO-IHE Institute for Water Education in Delft in July 2003, attended by the Director-General, which brought together the entire UNESCO “water family” (IHP, UNESCO water-related chair-holders, network coordinators, centre directors, course directors) to discuss strategy for future cooperation and coordination of activities. Other players joined a second segment of the meeting to discuss future directions in water education, education, research and capacity-building.

70. Celebrations of 2003 World Science Day for Peace and Development (10 November) were numerous around the world, achieving good media coverage and indicating growing interest and commitment on the part of Member States and particularly their National Commissions. The idea to organize the international events in Budapest (Hungary) and to link them with a World Science Conference follow-up event and the awarding of the six Science Prizes, was an interesting one and will probably be renewed. The Budapest events also saw the coming together of Palestinian and Israeli scientists at a presentation of a series of ongoing cooperative activities. Another major effort to contribute to peace-building in the Middle East continues to be the SESAME project. While the technical formalities surrounding the formal start-up process are being addressed, there are definite signs of growing interest and commitment by Member States in the region and beyond.

71. The contribution of the Natural Sciences Sector to the overall HIV/AIDS strategy was given a considerable boost by the announcement by the Italian Government of a financial contribution of US \$2 million to develop a paediatric vaccine in Africa that protects infants against HIV transmission during breastfeeding. The project, entitled “Families First Africa”, is a cooperative venture between the World Foundation for AIDS, and laboratories in Rome and Baltimore. The General Conference passed a resolution in this regard, calling for further voluntary contributions from Member States for this important component of the fight against the AIDS scourge. UNESCO’s input is primarily in the early scientific phases of this project, and it is expected to hand over the onus to the WHO once the project moves into the clinical testing phase.

72. Fifteen new biosphere reserve sites were designated by the July 2003 meeting of the MAB International Coordinating Council, which also approved three extensions of existing biosphere reserves, increasing the World Network to 440 biosphere reserves in 97 countries. There is a growing interest in transboundary cooperation within Member States and for the establishment of Transboundary Biosphere Reserves (TBR). In November, ADG/SC inaugurated the first TBR in Africa, the “W” biosphere reserve between Benin, Burkina Faso and Niger. UNESCO-MAB is also supporting an initiative for Mount Elgon as a potential Kenyan-Ugandan TBR nominee. The interactions between the natural and cultural components of heritage activities – one of the core

features of the MAB since its inception – are set to increase in response to the holistic approach advocated under the Johannesburg WSSD agenda. One example of this was the joint presentation made by the Natural Sciences Sector and the World Heritage Centre at the World Parks Congress (September 2003, Durban, South Africa), an important event that takes place every 10 years and provides an opportunity for some 3,000 participants to assess the efficiency of conservation policies and exchange experiences on conservation related issues. Biosphere reserves and World Heritage were discussed in depth at this meeting.

73. By the same token, an interdisciplinary and inter-agency approach is needed for the preservation of endangered species. Within the framework of the Great Apes Survival Project (GRASP), a preparatory meeting of experts took place at UNESCO Headquarters in November 2003. The experts worked on a global conservation strategy for great apes and the preparation of an intergovernmental meeting to be convened in 2005. This meeting which brought together for the first time all GRASP partners (UNESCO, UNEP, NGOs) and the range States received impressive press and media coverage on the international level, as exemplified by a nature editorial.

74. The possibilities for earth monitoring from space in projects such as GRASP and, more generally, in the overall effort to understand climate change and its effects are among the main reasons that have prompted UNESCO to scale up its involvement in space activities. The international concerted initiative to coordinate existing Earth observation and monitoring from space hails from the Johannesburg Summit in 2002 and was followed notably by the first Earth Observation Summit in Washington, DC last July. UNESCO is actively involved in this process and is currently assisting in the drafting of a ministerial declaration and framework document on the development of a comprehensive, operational and coordinated system of sustained Earth observation in situ and from space. The Declaration and Framework should be adopted by the ministers participating in the second Summit, which will be held in Tokyo in April 2004.

75. UNESCO has also assisted Afghanistan in the preparation of a baseline study on the use of remote sensing and GIS for reconstruction purposes. The results of the study were presented to the scientific, space agency, data provider communities as well as the GIS added value companies at the International Astronautical Congress in September 2003, in Bremen, Germany.

76. In December, the World Summit on the Information Society (WSIS) was a welcome opportunity to enhance awareness as to S&T's role in ITs and in the advent of knowledge societies. The Sector, in cooperation with CERN, organized a conference highlighting this role, and it proved to be a unique opportunity for delegates to the WSIS to broaden their understanding of what science can do to achieve the sought-after shift from the concept of the information society to that of knowledge societies. In the aftermath of Stage 1 of the Summit, it is now important for the Sector to engage with CI in a careful preparation of Phase II in Tunis in 2005, where the S&T contribution will be crucial if workable solutions in terms of capacity-building and infrastructure for developing countries are to be identified.

77. As the year and biennium were finishing, the Sector also mobilized in response to the earthquake in Bam, Islamic Republic of Iran, with the aim of examining the all-important contribution of scientific and technological know-how to the goals of reconstructing Bam on earthquake-resilience grounds and of future earthquake risk mitigation in the Islamic Republic of Iran.

Overall assessment of the Intergovernmental Oceanographic Commission

78. As a follow-up to the World Summit on Sustainable Development (WSSD) in Africa, IOC signed a Memorandum of Understanding with the Minister of Environment of Kenya that is

responsible for hosting the Coastal and Marine Unit of the NEPAD Environment Initiative (COSMAR/NEPAD) in December 2003. IOC will provide technical and financial support to COSMAR/NEPAD with a view to developing an operational communication strategy and information-sharing tools in order for COSMAR to act as a clearing house mechanism for African countries in need of technical assistance for the preparation and execution of coastal and marine projects. Furthermore, and following the endorsement of the “African Process on the Development and Protection of Coastal and Marine Environment in Sub-Saharan Africa”, at the WSSD, and its subsequent integration into the Environmental Initiatives of NEPAD, IOC has continued to develop the project proposal on the Regional Ocean Observing and Forecasting Systems for Africa (ROOFS-AFRICA), which is the implementation of the Global Ocean Observing System at the regional level in Africa, and the project on Shoreline Protection and Management aimed to provide science-based strategies and policies for protecting coastal habitats from the impacts of coastal erosion and climate change in North Western Africa (Cape Verde, Senegal, Gambia, Mauritania, and Guinea-Bissau).

79. The Earth Observation Summit (EOS), held in Washington DC, from 30 July to 2 August 2003, was organized by the Government of the United States of America to promote the development of a comprehensive, coordinated, and sustained Earth observation system or systems among governments and the international community to understand and address global environmental and economic challenges. The inaugural meeting of an ad hoc Group on Earth Observations (GEO) followed the Summit. GEO’s first meeting set in place the necessary follow-up machinery with a view to preparing a framework document in time for a ministerial conference on Earth observations to be held on 25 April 2004 in Tokyo and a complete plan in time for a further ministerial conference to be hosted by the European Union during the fourth quarter of 2004. IOC has been fully engaged in the process, co-chairing with representatives of Australia and the United States the International Cooperation subgroup of GEO. The GEO initiative should be seen as a promising international forum ready to help developing countries to build capacities to use Observation Systems for the integrated management of their environment, provided that the participation of developing nations grows up as the process develops.

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

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

80. Financial and technical support were provided for the organization of a preparatory meeting in Nairobi, from 13 to 15 October 2003, that resulted in the preparation of the working documents for the first **NEPAD Ministerial Conference on Science and Technology**, held in Johannesburg from 3 to 7 November 2003, attended by the ADG/SC. This Conference, which was organized in cooperation with the NEPAD Secretariat and the Department of Science and Technology of South Africa, resulted in the adoption of the Outline Plan of Action on S&T for Africa and the establishment of the Council of Ministers. The Sector continued to develop a framework strategy for its contribution to NEPAD and was also closely involved in other important NEPAD meetings relating to water and to the environment, respectively in Addis Ababa and Algiers.

81. This year, the international events of 2003 **World Science Day for Peace and Development** (10 November) were organized in Budapest (Hungary): (i) the World Science Forum, organized by the Hungarian Academy of Sciences, UNESCO and ICSU, whose main purpose is to facilitate discussions on issues related to the new roles and challenges of science and knowledge in the global society of the twenty-first century; (ii) a gathering of Israeli and Palestinian scientists to present

several examples of cooperation between the two scientific communities; and (iii) a ceremony for the bestowal of the six **UNESCO Science Prizes**. The six following prizes were awarded during the celebration: the Kalinga Prize for the Popularization of Science to Professor Pervez Amirali Hoodbhoy of Pakistan; the Carlos J. Finlay Prize for Microbiology to Professor Antonio Peña Diaz of Mexico; the Javed Husain Prize for Young Scientists to Professor Ravi Silva of Sri Lanka; the Sultan Qaboos Prize for Environmental Preservation to the Centre for Ecology in Venezuela and to Peter Johan Schei (Norway); the Institut Pasteur-UNESCO Medal to Professor Fadila Boulahbal of Algeria; and the UNESCO Science Prize to Professor Somchart Soponronnarit of Thailand.

82. UNESCO and the Bulgarian Academy of Sciences organized a Workshop on “**S&T Indicators and Statistics for Science Policy-Making in South-Eastern Europe (SEE)**”, in Sofia, from 16 to 18 November 2003. Participants from S&T related institutions in Albania, Bulgaria, Croatia, Greece, Macedonia, Romania, Serbia and Montenegro, and Turkey recommended the creation of a regional network in SEE on policy-relevant S&T statistics and indicators, as base for elaborating and implementing collaborative projects, capacity-building, training, exchange of information and strengthening the relations with the national S&T policy-making bodies and other authorities, and also increasing the awareness of the societies at large.

II.1.2: Science and technology capacity-building

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

83. Enhanced capacity for research in mathematics, physics and chemistry was the result of training provided to about 2,500 scientists and specialists from developing countries, especially women and young researchers, in over 40 courses, workshops and schools, in collaboration with the Abdus Salam International Centre for Theoretical Physics (ICTP), the International Centre for Pure and Applied Mathematics (ICPAM/CIMPA), the Trace Elements Institute for UNESCO, and the International Union for Pure and Applied Chemistry (IUPAC).

84. By introducing the active learning method, a student-centred, activity-based, hands-on technique, teaching capacities were improved in the regional interactive trainers' training of university physics teachers in Ghana, in collaboration with the Asian Physics Education Network (ASPEN) and the Society of African Physicists and Mathematicians (SAPAM). A project to promote active learning in optics and photonics was launched in cooperation with ICTP, ASPEN, professional optics organizations and selected universities. In the framework of agreements with Gaddafi International Foundation for Charity Associations (GIFCA) the Islamic Educational, Scientific and Cultural Organization (ISESCO), and the UNESCO/US State Department cooperation, and in collaboration with the IUPAC Commission on Chemical Education, international workshops on microscience experiments and didactical materials were organized in 10 countries in Africa.

85. Proposed primarily for the purpose of promoting public understanding and raising awareness of physics, preparations for the World Year of Physics 2005 are under way in partnership with the International Union of Pure and Applied Physics (IUPAP), the European Physical Society (EPS), and other regional and national physical societies. The first preparatory conference in Graz, Austria, in July, resulted in proposals for international and regional collaborative projects. Preliminary discussions were held with ICTP, IUPAP and the South African Institute of Physics, on the co-organization of the World Conference on Physics and Sustainable Development, to be held in conjunction with the 2005 IUPAP General Assembly in South Africa in autumn 2005. At its

32nd session, the General Conference adopted 32 C/Resolution 16 supporting an initiative to declare the year 2005 as the **International Year of Physics**. Collaboration was also pursued with IUPAP by supporting the publication of the Newsletter of the International Commission for Physics Education (ICPE) and the Scholarship Fund of the IUPAP Working Group on Women in Physics.

86. Enhanced public understanding of mathematics are expected as preparations are well under way for the travelling international exhibition on “Experiencing Mathematics”, in collaboration with the French Centre Sciences (CCSTI Region Centre at Orleans), Tokai University of Japan, the Ministry of Education of Japan, the International Committee for Mathematical Instruction of the International Mathematical Union, University of Paris V and VI, and the Ateneo de Manila University (Philippines).

87. The second User’s meeting of the **International Centre for Synchrotron Light for Experimental Sciences and Applications in the Middle East – SESAME project** was held at Isfahan University of Technology (Isfahan, Islamic Republic of Iran, 29 November-1 December 2003). The plan for the first phase of SESAME beamlines addressed at the meeting meets the requirements of a wide range of scientific activities from archaeometry to biology and chemistry. The meeting also considered a roadmap for SESAME capacity-building in the Middle East region for 2004-2007. The group of experts representing countries participating in the SESAME project met in Marrakesh, Morocco, on 18 and 19 December 2003 in order to identify priority actions in the framework of SESAME’S scientific programme, to finalize proposals for upgrading the principal research facility of the SESAME centre, and to settle on an optimum monitoring mechanism. (Detailed information on the SESAME project is provided in document 169 EX/5 Part I.)

88. During the period covered, the Organization, through its Office in Venice-Regional Bureau for Science in Europe (ROSTE) contributed substantially to the **capacity-building process in basic sciences and engineering in the Europe region** with particular attention given to the needs of Central-Eastern European Countries (CEEC) including the South-Eastern Subregion. Thus some 4,000 scientists took part in UNESCO-ROSTE-sponsored activities in the fields of mathematics, physics, chemistry and life sciences organized by internationally recognized NGOs and scientific-educational institutions. Financial support given to advanced scientific meetings, schools and training courses was designed to bring about enlarged participation of young scientists and Ph.D. students in these activities. More than 300 young people attended these events. Preparatory work was successfully completed for the establishment of the European Network on Education and Training in Renewable Energy Sources (EURONETRES) as an integral part of the UNESCO GREET Programme. Twenty national studies on education and training in RES as well as three subregional meetings on the same subject were conducted. The network will be officially launched during the first half of 2004.

02122

Main line of action 2:

Capacity-building in the biological sciences and biotechnologies

89. A number of young scientists have benefited from UNESCO assistance to develop their know-how and participate in meetings and workshops in the biological sciences and biotechnologies. For example, current status and future trends for use of biopesticides were the subject of a regional training workshop organized in Sri Lanka through the New Delhi Office and postgraduate awards, conference grants and staff exchange fellowships were provided through the Nairobi Office. In addition, ICTs have been used as tools to enhance science teaching and learning in universities in Africa and Asia-Pacific. National capacities in research and application of novel technologies have been increased through workshops developed in collaboration with scientific institutions and organizations. Participation was ensured in a Regional Workshop on Water Safety

and Water Microbiology, organized through the Microbial Resources Centres (MIRCENS) programme and developed in collaboration with the hydrological sciences and the offices in New Delhi and Beijing. This was acclaimed by participants as useful for the development of their own local procedures.

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

90. The engineering sciences and technology programme continued and built upon the emphasis of the biennium in capacity-building in engineering education in terms of information, advocacy, teaching materials and methods, professional development, accreditation, gender issues, indicators, the application of engineering and technology to sustainable development and poverty eradication, and the sharing of experience and best practices in these fields. This follows the recommendations of the first World Engineer's Convention in 2000 and the World Conference on Science in 1999.

91. Specific activities included the development of a series of learning and teaching materials in the engineering sciences; publications in the series include "Small is Working: Technology for Poverty Reduction" – a video and associated booklet, "Rays of Hope: Renewable Energy in the Pacific" – also a video and associated booklet, "Solar Photovoltaic Systems: Technical Training Manual" and companion volume "Solar Photovoltaic Project Development: Text for Teachers". The International Survey on Engineering Education, Accreditation and Quality Assurance continued, as did activities in accreditation, engineering and technology for poverty eradication. The engineering sciences and technology programme is involved in the organization of the second World Engineer's Convention in Shanghai in 2004, the United Nations Millennium Project Task Force on Science, Technology and Innovation, engineering and the megacities of the future. There is particular support for the development of a new UNESCO programme "Engineering for a Better World" to promote capacity-building in engineering and technology for poverty eradication and sustainable economic and social development.

92. **Promoting sustainable and renewable energies through the World Solar Programme 1996-2005.** During the last six months of the biennium, the activities implemented aimed mainly at enhancing the national capacities and launching the establishment of regional networks within the Global Renewable Energy Education and Training (GREET) Programme. To improve the use, maintenance and management of renewable energy systems in French-speaking Africa, a regional training of a specialized team of experts was organized within the UNESCO/ISESCO Programme of Cooperation 2004-2005 in Ouagadougou, Burkina Faso, and benefited representatives from Benin, Burkina Faso, Côte d'Ivoire, Guinea-Bissau, Mali, Mauritania, Niger, Senegal and Togo.

93. Preparatory work was done to ensure the establishment of the European Network on Education and Training in Renewable Energies with particular attention to Central-Eastern European countries. Similarly, preparatory work was completed to launch the African Network on capacity-building in renewable energies. A working team composed of representatives from Senegal, Burkina Faso, Côte d'Ivoire, IEPF and ISESCO was set up to draft a work plan and activities to be undertaken within the initial phase of the network implementation. Specific preparatory work was also completed to prepare the Caribbean consultation on renewable energies involving all countries and island States in the region to identify national and regional priority projects and programmes and define a Caribbean Renewable Energy (CARE) Programme. This consultation will lead to a Caribbean Forum to be organized in Havana, in the first half of 2004.

94. Collaboration was strengthened with international partners and initiatives such as the NEPAD initiative, the European Commission, UNDP, UNOPS, INSULA, ISESCO, IEPF, etc., by supporting and contributing to selected activities launched at regional and international level on renewable energies and sustainable development.

**Programme II.2:
Sciences, environment and sustainable development**

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

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

95. UN-Water agreed on the work plan for the preparation of WWAP of the second issue of the WWDR due in 2006 and on the challenges areas to be cooperatively addressed. Twenty-four new case studies have been offered by Member States to WWAP for inclusion in the second WWDR. A set of global indicators to measure groundwater resources related stress was developed and a case study has been offered by Spain to test these indicators. A second draft of the World Hydrogeological Map (WHYMAP) and regional maps as well were prepared and a methodology for the implementation of a worldwide-geo-referenced database has been established. Within the framework of the Type 2 partnership with the European Space Agency (ESA), several activities were implemented, especially in Africa, for the application of earth observation technologies to water resources assessment. A regional workshop was organized for the African countries in Rabat in October 2003 in order to prepare proposals for donor agencies, responding to a call of ESA. The first phase of the inventory of the African international aquifers within the UNESCO Internationally Shared Aquifer Resources Management (ISARM) initiative was finalized.

96. The inventory of the shared international aquifers of the Americas under ISARM was initiated in partnership with the Organization of American States (OAS). The HELP programme has launched a global call for basin proposals in October 2003. Sixty basin proposals have been received and 15 more are expected (including 20 transboundary basins) which means that 63 Member States will be formal participants in HELP in mid-2004. The formulation of guidelines for preparedness, identification and management of strategic groundwater bodies to be used for emergency situations as a result of extreme hydrological events (or in case of conflicts) has been initiated. A methodological guide for groundwater recharge in the SADC countries was published. The volume “Integrated Water Resources Management on a Basin Level – A Training Manual” was issued. The Japanese Government has made a proposal for the establishment of an International Centre on Water-related Hazards and Risk Management in Tsukuba, Japan. It would be instrumental for the new UNESCO-WMO International Flood Programme. The regional water centres for arid and semi-arid zones, RCTWS in Cairo and CAZALAC in La Serena, Chile, have continued to expand their activities. UNESCO played a major role in the organization of the Pan-African Conference on Water (Addis Ababa, December 2003), which developed the first consolidated portfolio of African priority water initiatives, and supported the Forum of the Americas on freshwater management (La Paz, December 2003). Regional meetings of the IHP National Committees of Arab States, Latin America and the Caribbean and of South-East Asia and the Pacific were held to focus on regional scientific and water management concerns and to consider IHP governance issues.

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

97. In order to improve the knowledge and awareness about the dimensions of water-related security and conflicts, a number of activities were successfully completed, including the publication of over 30 volumes of research and educational material exclusively on conflict and cooperation related to shared water resources, the creation of a website which serves as a reference for shared water issues, and the development of games related to the management of transboundary waters. The research material constitutes the basis for a one-year postgraduate programme on conflict prevention and resolution as part of universities curricula. IHP has supported the creation of the Universities Partnerships for Transboundary Waters, an international consortium of water expertise, including 10 universities, seeking to promote a global water governance culture that incorporates peace, environmental protection and human security as part of the establishment of new water educational networks.

98. IHP in cooperation with its partners, prepared a publication focusing on improving the knowledge and use of ethical principles in water management. In order to strengthen the capacities of water resources administration, the UNESCO Water Portal is focusing on water governance issues. Likewise, IHP is leading the creation of the Water Portal of the Americas. As lead agency jointly with UN-DESA for the celebrations of the **International Year of Freshwater (IYFW)**, UNESCO created and managed the very successful multi-language Year's website, which had numerous features, including an education corner and drew 2 million hits. IHP contributed to the organization of two meetings on the historical and sociocultural aspects of water: the International Symposium "The Basis of Civilization – Water Science?" (Rome, December 2003) and the third Conference of the International Water History Association (Alexandria, December 2003). Both represented closing events of the International Year of Freshwater. The General Conference approved the establishment of the International Centre on *Qanats* and Historic Hydraulic Structures in Yazd, Islamic Republic of Iran under the auspices of UNESCO. The IHP network GOUTTE (Global Observatory of Units for Teaching, Training and Ethics) of Water was launched. IHP's Water-Education-Training initiative contributed substantially to the thirtieth Congress of the International Association of Hydraulic Research (IAHR), Thessaloniki. UNESCO continued to support successful international postgraduate courses, such as the one in the Indian Institute of Technology, Roorkee.

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

99. This MLA represents a unique and sustained cooperative effort between the IHP and MAB Programmes. The **ecohydrology approach** has been further developed and strengthened through scientific events, the establishment of demonstration sites, such as the Pilica-Sulejow reservoir, Poland, to observe coupling eutrophication processes, regional training such as a course on ecohydrology and phytotechnology at Khartoum University, and the finalization of a major reference book "Ecohydrology". The planned Regional Ecohydrology Centre in Lodz, Poland, moved ahead well. The workshop "From watershed slopes to coastal areas: sedimentation processes at different scales" (Venice, December 2003) provided important elements for the forthcoming IHP International Sedimentation Initiative. The urban water management activities, which have gained currency with the recently adopted international goals, have focused on consolidating the international network. The Regional Centre on Urban Water Management in Tehran undertook a vigorous programme, including the holding of regional workshops, generating international

cooperative arrangements, organizing a training course for decision-makers on water demand management and performing specific regional studies. The proposed establishment of a regional centre on urban water management for Latin America and the Caribbean is under discussion with the Colombian authorities. The first phase of the development of a novel urban groundwater management model was completed, a fresh approach to urban water conflicts is being developed and several IHP-VI urban water activities were specifically designed to meet the needs of developing countries, among them the publication “Water, sanitation and sustainable development – the challenges in the cities of developing countries”. A study on the urbanization impacts on the Tonle Sap River in and around the city of Phnom Penh has been launched in order to derive recommendations for the city’s development.

100. The focus on the Sustainable Development of the Volga Basin and the Caspian Sea continued and by October 2003 a draft of the Volga Vision had been prepared. As a follow-up to the International Year of Mountains (2002), a joint MAB/IHP international workshop on “Global Change Research in Mountain Biosphere Reserves” was organized at the Entlebuch Biosphere Reserve in November 2003 in collaboration with the “Mountain Research Initiative”, which laid the basis for monitoring and studying the impact of global change through a worldwide network of scientists and biosphere reserve managers. Sustainable management of marginal drylands to help combating desertification in eight countries of northern Africa and Asia was the theme of an international MAB/IHP workshop held in Shiraz, Islamic Republic of Iran, in late November 2003 in collaboration with UNU and ICARDA so as to enhance the scientific collaboration of desertification-affected countries. Two joint MAB/IHP international workshops on “Global and Local Use of the Water of the Amazon Region” were held in 2002 and in 2003 in Belem, Brazil, in cooperation with UNU and the University of Para. The outcome was a book on “Policy Guidelines for the Sustainable Use of Water Resources in Ecosystems with Abundant Water Resources”, already published in Spanish and Portuguese and soon in English. Likewise two workshops jointly organized with UNU and the International Centre for Biosaline Agriculture took place in Dubai, United Arab Emirates, in 2002 and in Muscat, Oman, in 2003 entitled: “Establishment of Policy Guidelines for the Sustainable use of Water Resources in Ecosystems with Scarcity of Water: The Case of the GCC Countries”.

101. In the framework of the UNESCO IHP-VI Action in Ecohydrology, and in particular of those activities supported by UNESCO-ROSTE aimed at the dissemination and application of the Ecohydrology concept in Europe, the opportunity was given to three specialists from Belarus, Ukraine and Russia to spend three weeks at the laboratories and field units of the University of Lodz – Department of Applied Ecology, and the International Centre for Ecology of the Polish Academy of Science. In addition, two young scientists in Poland had their research activities in the field of ecohydrology supported by UNESCO.

II.2.2: Ecological sciences

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

102. The regional networks have continued to be active and extend with, *inter alia*, the meeting of an emerging subregional network in the Caribbean. The meeting took place in Dominica in December and was attended by some 50 participants from seven Caribbean countries. Potential biosphere reserves in the subregion were identified and reinforced cooperation among islands of the region recommended. The eighth East Asian Biosphere Reserves Network Meeting took place in Mongolia and was attended by participants of six countries of the Network. A subregional

workshop took place in Congo and was attended by participants from Congo, the Democratic Republic of the Congo, Cameroon and Gabon, to examine the periodic review of the biosphere reserves of the countries concerned, the follow-up to the recommendations of the MAB Bureau and to look at opportunities of establishing transboundary biosphere reserves in the region. As a part of its efforts to promote ecotourism and other sustainable use activities, the Organization has launched, with support from Germany and the GEF, a project to apply Sound Tourism Development policies in selected biosphere reserves in four countries of Central Europe.

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

103. To improve understanding of the role for urban ecology in sustainable development, a conference was organized by the Columbia University-UNESCO Joint Programme on Biosphere and Society (CUBES) in co-sponsorship with the New York Academy of Sciences, UN-HABITAT and the MAB Urban Group on 29 and 30 October 2003. This conference provided opportunities to discuss urban problems, and the possible contribution of MAB and the biosphere reserve concept in urban systems. On **biodiversity education**, the Organization has continued to develop, with the Convention on Biological Diversity, a global initiative to develop knowledge networks and demonstration projects. A consultative working group of experts jointly convened by UNESCO and CBD, with the support of the French authorities, met at UNESCO in Paris in October to define priorities and key activities in the already adopted programme of work, and identify key roles of different partners. The conclusions of this meeting were submitted to the Conference of the Parties of the Convention in February 2004.

104. In the field of training, the **MAB Young Scientists Awards** continues to meet great success. In July 2003, 99 applications were received, among which the Bureau selected 11 winners, the clear majority of which from developing countries. The establishment of joint GBIF-UNESCO CHAIRS in Biodiversity, Informatics and Taxonomy (four in developing countries, two in developed countries) was approved by the Governing Body of the Global Biodiversity Information Facility (GBIF) in October 2003, in Tsukuba, Japan, thus responding to the debates during the 31st session of the General Conference of UNESCO. Two four-day training courses were organized in October on “Biosphere Reserves – a tool for applying the ecosystem approach”, the first in Zambia, to serve Botswana, Malawi, Mozambique, Zambia and Zimbabwe, the second in Uganda, to serve Burundi, Kenya, Rwanda and Uganda. A total of 17 young specialists took part and their reactions to the courses were positive, with particular appreciation for the national case study approach. Technical support and computer equipment were provided to the Regional Post-Graduate Training School on Integrated Management of Tropical Forests (ERAIFT), Kinshasa. In the framework of the EuroMAB network, a second workshop on conflict prevention in biosphere reserves was organized in November in the Cevennes biosphere reserve, in cooperation with MAB. It was attended by 16 participants from 11 countries of South East and Central Europe.

105. In the framework of its collaboration with the **United Nations Convention to Combat Desertification (UNCCD)**, UNESCO organized an international forum on “Desertification, Arts and Culture” held at the convention’s sixth Conference of the Parties (Havana, Cuba, August-September 2003); owing to its success and thanks to funding provided by the Governments of Switzerland and Monaco, the joint UNESCO-UNCCD *Environmental Education Kit to Combat Desertification* was reprinted in English, French and Spanish and translations into other language versions (Arabic, Russian, Chinese) were initiated for subsequent distribution throughout the Associated Schools Project network.

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

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

106. The renamed and restructured **International Geoscience Programme (IGCP)** provided a global geoscientific and political forum for the improvement of cooperation in the fields of geology and the environment and continued to make research results available for more than 3,000 scientists through 42 interdisciplinary projects. Greater emphasis is placed on projects clearly aiming at serving the scientific needs of society. Projects served as a communication and cooperation platform, to improve human security and a better management of the abiotic environment through the exchange of scientific research findings by a series of focused meetings, workshops and field trips. More than 20 IGCP projects held their annual meetings during the second semester of 2003, dealing with a huge variety of topics on climate change, ocean development and carbon cycle, mineral resources management and exploration, evolution of biodiversity in the Earth's past and their environment and medical geology. The aim of these meetings was to gather as many participants of the individual projects as possible, especially from developing countries, and to spread information to as wide an audience as possible. Finally, from August to December 2003 an external evaluation of the IGCP was carried out to provide an independent view on the results of the Programme over the period 1997-2002.

107. UNESCO and the European Space Agency, as co-chairs of the **Integrated Global Observing Strategy (IGOS)**, highlighted the role that Earth observation plays in the planning of sustainable development. This message was again taken up by the first Earth Observation Summit (GEO) in Washington, DC (July 2003). During UNESCO's co-chairmanship of IGOS with NOAA world standard-setting reports on the improvement of the global observation on the water cycle, carbon cycle and on geohazards were prepared.

108. UNESCO assisted Afghanistan in the preparation of a baseline study on the use of remote sensing and GIS for the reconstruction of war torn countries. The results of the study were presented at the International Astronautical Congress in September 2003, Bremen, Germany. The Organization further strengthened the cooperation with the space agencies through its participation in the CEOS (Committee on Earth Observation Satellites) follow-up projects to WSSD especially in relation to the study of ground water in Africa. During the 32nd session of the General Conference, an information session was held for the delegates on the new **Space Education Programme (SEP)**. In the framework of SEP, space competitions have been launched for the school year 2003/2004 in cooperation with EURISY and the Norwegian Space Centre.

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

109. UNESCO has pursued its contribution to the United Nations **International Strategy for Disaster Reduction (ISDR)**. Further regional undertakings related to earthquake risk in the Expanded Mediterranean Region and in Asia have progressed as well. Synthesis workshops in Cyprus (September 2003), Jordan (January 2004) and Sri Lanka (October 2003) were organized to review the programme on Reduction of Earthquake Losses (RELEMR), the Programme for Assessment and Mitigation of Earthquake Risk in the Arab Region (PAMERAR) and the Asian Programme on Reduction of Earthquake Losses in the Asian Region (RELSAR). UNESCO has promoted a holistic approach by supporting the International Symposium on Total Disaster Risk Management that was organized by the Asian Disaster Reduction Centre in Kobe, Japan, in

December 2003. The Capacity-Building Programme in Disaster Reduction (CBNDR) for Central America, involving Costa Rica, Guatemala, El Salvador, Honduras and the Dominican Republic, has been finalized, its results reviewed, and a series of documents published. As a member of the United Nations Inter-Agency Task Force on Disaster Reduction, UNESCO participated in the preparation of the World Conference on Disaster Reduction foreseen to be held in Kobe, Japan, in January 2005.

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

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

110. As described below, equitable and sustainable management of coastal and small-island resources was advanced through a series of key events and ongoing field project activities. The field projects in Africa, the Caribbean, Mediterranean and Asia-Pacific regions, as well as in Jordan, Kazakhstan, Qatar and the Russian Federation, were pursued with the corresponding field offices. The formal evaluation of the Mediterranean “Small Historic Coastal Cities” project was carried out at a workshop in Essaouira, Morocco (November), which brought together national partners from Croatia, Lebanon, Montenegro, Morocco, Syrian Arab Republic and Tunisia, international experts and regional NGOs. Based on lessons learned, the next phase will optimize cooperation between municipalities and nearby universities with technical assistance from partners in Italy, France and Spain. Impact assessment of the Kandalaksha port enlargement (Russian Federation) and the coastal flooding prevention project in Lagos (Nigeria) resulted in “wise practice” agreements. External assessments of the field projects in Haiti, Jordan, Papua New Guinea, Philippines and of the UNESCO Chair in Latvia were finalized and follow-up activities aligned accordingly. Wise practices, guidelines and principles were also furthered through six new postings to the trilingual, Internet-based “Wise Coastal Practices for Sustainable Human Development” Forum (www.csiwisepractices.org) that ranged from contrasting views on Pacific aid to the effectiveness of awareness campaigns in coastal management.

111. **Information and knowledge sharing** were enhanced through the above-mentioned forum, which now connects over 18,000 people with a wide variety of expertise and affiliations in over 115 countries. Moreover, 21 texts on field project and university chair activities, summaries and assessments, as well as two publications were added to the CSI website, which is now receiving an average of around 100,000 hits per month. Feedback confirms that both the forum and the website have become dynamic parts of the coastal and small island knowledge societies. “Towards integrated management of Alexandria’s coastal heritage” was published as CSI Paper 14 (www.unesco.org/csi/pub/papers2/alex.htm). Three posters on different programme dimensions were prepared and distributed. The Almaty Office published results of a study on sustainable development of Atyrau city and region (Caspian Sea).

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

112. The sustainable development capacity of small islands was strengthened through the continuation of intersectoral field project activities in a dozen eastern Caribbean islands, as well as

in Cuba, Haiti, Jamaica, Papua New Guinea and Samoa. This is in addition to the keen interest and increase in local, regional and interregional Small Islands Voice project activities as reported under the cross-cutting projects and fully documented at www.smallislandsvoice.org. A beach monitoring workshop was organized in Seychelles (July). Sandwatch equipment was provided to 10 island countries in the Caribbean, Indian Ocean and Pacific. Knowledge and information sharing was improved through the Caribbean Sandwatch workshop in Dominica (July), also attended by several participants from the Indian Ocean and Pacific islands, as well as through the expansion of the small islands weblines (www.unesco.org/csi/smis/smallislands.htm), the Internet-based discussion forum (www.sivglobal.org), and publication of various topical articles, including the one on beach erosion and management in the *New Courier* (www.unesco.org/csi/wise/sands.htm).

113. UNESCO's preparations for and input to the United Nations-wide review and forward planning of the Small Island Developing States' Programme of Action (Barbados+10), culminating in an international meeting in Mauritius, end August-early September 2004, and follow-up implementation, was given increasingly detailed attention during the period under review as fully documented at <http://portal.unesco.org/islandsBplus10>.

(32 C/Resolution 48) Implementation of the Barbados Programme of Action for the Sustainable Development of Small Island Developing States, Mauritius 2004

114. As called for in 32 C/Resolution 48, UNESCO has continued to participate in the **Barbados+10 (B+10) review and Mauritius 2004 (M'04)** forward-planning process, most recently by contributing to the consolidated report that the United Nations Secretary-General will submit to the Commission on Sustainable Development at its April 2004 session. Within the Secretariat, a process has been continued to strengthen contacts and cooperation between different sectors, programmes and units concerned with small islands issues. A series of monthly open planning meetings has been in operation since May 2003, incorporating conference-call facilities to link up staff in relevant field offices. In addition, the Director-General decided in February 2004 to create a high-level intersectoral and interregional working group (WG-SIDS), which will promote and coordinate UNESCO-wide contributions to the B+10/M'04 process, including building of bridges and networks of various kinds, and promoting effective collaboration between societal/organizational sectors, between regions and between generations. The Organization also has a specific role in highlighting the importance of culture, education and youth, in working towards a new vision and commitment for small islands.

115. Recognition of the importance of these issues is reflected in the agenda drawn up by the United Nations Department of Social and Economic Affairs (UNDESA) for the interregional preparatory meeting (Bahamas, January 2004), featuring six round-table discussions closely related to wider, intersectoral concerns, namely cultural diversity, cultural industries, empowering youth, knowledge-based societies, poverty alleviation, social and societal concerns. The Bahamas preparatory meeting adopted two principal outputs: the Nassau Declaration and the Alliance of Small Island States (AOSIS) Strategy Paper for the Further Implementation of the Barbados Programme of Action (BPoA) (<http://www.un.org/ohrlls>). The Strategy Paper addresses a range of issues of concern to SIDS, many of which are reflected in the Organization's programmes, ranging from climate change and tourism resources to national enabling environments and knowledge management for decision-making.

116. UNESCO continues to have a distinctive function to fulfil on many issues related to sustainable development in SIDS – in the lead-up to the Mauritius meeting and its follow-up. Among specific actions, the Organization is closely involved in youth events associated with B+10/M'04 (including the "Youth Focus Bahamas" in late January, <http://www.iisd.ca/sids/bpoa10/bahamasprep>), as part of a visioning process whereby young people can articulate how they want

their islands to develop in the future. The Small Islands Voice (SIV) and Wise Coastal Practices (WiCoP) Internet-based discussion forums provide an innovative means for mobilizing the general public, young people and technical specialists in the B+10/M'04 process. In conclusion, UNESCO is aiming to contribute distinctively and effectively to the Mauritius international meeting and follow-up implementation. The issues at stake are of strategic importance for some 40 Member States and Associate Members of UNESCO as well as to the wider international community, since small islands represent big challenges and big potential.

II.2.5: UNESCO Intergovernmental Oceanographic Commission

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

117. Within the Partnership for an Integrated Global Observing Strategy (IGOS), the **Integrated Global Carbon Observation** Theme is in final revisions and should be published in early 2004. A Watching Brief on ocean carbon sequestration produced by IOC is available on the CO₂ Panel website. IOC and SCOR will co-host an international symposium on ocean carbon sequestration, to be held in 2004. The second report on the Adequacy of the Global Observing Systems for Climate in Support of the UNFCCC was completed. It identified gaps and weak links in the present carbon cycle observation system. Scientific solutions for filling of these gaps are developed for GOOS and the global research community. The Global Carbon Project and the CO₂ Panel developed a joint pilot project, “The International Ocean Carbon Coordination Project”, to coordinate ocean carbon observations. A workshop and an experiment for pCO₂ systems were held in 2003.

118. Overall, research, monitoring and assessment for **improved understanding of the responses of the marine ecosystem to global change** were facilitated. Advances were made in the production of a comprehensive IOC/GLOBEC review and scientific framework for the use of environmental indices to help hindcast, nowcast and forecast changes in the abundance and distribution of pelagic fish in selected areas. The GEF Coral Reef Targeted Research and Capacity-Building project was approved for execution jointly by IOC and University of Queensland, Australia, in 2004-2009. A draft research plan was completed by the IOC Working Group on Coral Bleaching Indicators. A website with a database on marine benthos and environmental conditions from selected coastal areas of the world is in preparation. GEOHAB will develop its Core Research Plan during 2003-2004. The working group on nutrient inputs to coastal marine ecosystems met for the first time and will publish its results in 2004. A new series focusing mainly on the aspects of coastal area management is being created as the ICAM Dossiers. The first issue that is addressing the role of indicators for ICAM was published in June 2003.

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

119. The largest pilot project within the Global Ocean Data Assimilation Experiment (GODAE) is Argo with the plan to seed the ocean with 3,000 profiling floats that will all be operational during the period 2003-2005. Argo will provide the first ever **global coverage of the temperature and salinity of the upper ocean**, which is needed to improve numerical models and forecasts of the behaviour of the ocean, weather and climate systems. At the end of December 2003 there were

1,000 Argo floats in the water. The Argo Data Management Team met in Monterey, California in November and the first Argo Science Workshop took place in Tokyo. Argo is now sufficiently large that it requires a properly funded infrastructure rather than best efforts made on a voluntary basis, as before. All GODAE products can be accessed through the US GODAE Server operated by the United States Navy in Monterey, California (<http://usgodae.fnmoc.navy.mil/>), and through the French MERCATOR project (<http://www.mercator.com.fr/en/>). The International GODAE Steering Team met at its eighth session in Miami in November.

120. In order to ensure that global observations are made in a coherent and integrated way, and that the space agencies' plans for global observation are consistent with those of GOOS, the IOC is an associate member of the Committee on Earth Observation Satellites (CEOS), and the partnership for an Integrated Global Observing Strategy (IGOS)(<http://igospartners.org/>). IOC has assisted the IGOS-P to develop three theme documents setting out the challenges in developing space-based observations of the Earth system. These documents are: the "Ocean Theme", published in January 2001; the "Integrated Global Carbon Theme", published at the end of 2003; and the "Coastal Theme", which is a work in progress and involved a meeting in Hamilton, New Zealand in November. The carbon theme document sets out the plans for a **land and ocean carbon observing system**, implementation of which has now begun.

121. Advice on GOOS through the Coastal Ocean Observations Panel (COOP) and the Ocean Observations Panel for Climate (OOPC) helps Member States to implement GOOS in their own waters. OOPC and COOP plans were highlighted in a special session as part of the IUGG/IAPSO conference in Sapporo in July. The **Integrated Coastal GOOS Design Plan** was published in June 2003. Plans for coastal GOOS pilot demonstrator projects have been outlined as part of the Coastal GOOS Design Plan, and will be fleshed out as part of the Implementation Plan that is due for publication in summer 2004. GOOS was expanded by incorporating appropriate parts of national observing systems. In this regard, a consultant based at the University of Delaware (United States) continued to catalogue national contributions to GOOS.

122. Capacity-building to enable developing countries to participate in, contribute to and benefit from GOOS is a key plank in the GOOS strategic plan. Much of the capacity-building effort has been focused on the continuing development of the GOOS Regional Alliances (GRAs), and on **implementation of the GOOS Capacity-Building (CB) Panel Action Plan** (<http://ioc.unesco.org/goos>), key elements of which are: to increase access to and training in the use of remotely sensed ocean data from satellites; to increase access to and training in the use of numerical models; and (with IODE and JCOMM) to improve data and information management in support of GOOS. These remote sensing and modelling aspects form key elements of the ROOFS-AFRICA proposal recently adopted by NEPAD. In addition remote sensing forms the core of the UNESCO cross-cutting project on Water Resources and Ecosystems in Africa for 2002-2003, which is managed by the GOOS Project Office. The project involves 11 countries in Africa. During the year they continued to work on developing national strategies for remote sensing, with the aid of consultants from remote sensing organizations.

123. To facilitate the development of a **coherent strategy for training and education in remote sensing data** from space, IOC joined the CEOS Working Group on Education and Training (WGEdu). This led to the development of an IOC strategy for remote sensing in capacity-building, which was approved by the IOC Assembly at its meeting in June. The WGEdu participated in a CEOS workshop on capacity-building in support of sustainable development, held in Stellenbosch in October to solicit advice from African scientists on the development of a set of principles for capacity-building in the space sector. The CEOS plenary meeting at Colorado Springs in November endorsed these principles. IOC also worked with UNESCO's Bilko programme to formulate a programme for training, especially in Africa, to begin in 2004.

124. GOOS is being implemented by Member States following the GOOS design and coordinating their actions through the Joint WMO/IOC Technical Commission for Oceanography and Marine Meteorology (JCOMM). JCOMM is responsible for day-to-day management of many of the observing system elements. The JCOMM Operations Centre in Toulouse continued to improve the provision of services on ship and buoy and float data to the wider community. Meetings of the JCOMM subgroups in the last six months continued to **support effective functioning of IOC/WMO Technical Commission for Oceanography and Marine Meteorology** in support of GOOS goals as follows: VOSCLIM-IV, London, July; PMO-II, London, July; Ship Observations Team, London, July; Tropical Cyclone Prediction Workshop, Kuantan, Malaysia, September; Planning for JCOMM-II, Geneva, September; GLOSS-VIII, Paris, October; Data Buoy Cooperation Panel and Joint Tariff Agreement meetings, Angra dos Reis, Brazil, October; CLIMAR-II and Brussels 150th Celebration Conference, Brussels, November.

125. In order to facilitate the implementation of GOOS, groups of Member States with common interests in particular sea areas are encouraged to develop **GOOS Regional Alliances (GRAs)**. Their functioning was strengthened through a number of activities: the IOCARIBE-GOOS Steering Team (for the wider Caribbean area) met in association with the Oceanology International meeting in New Orleans in June and held an IOCARIBE-GOOS symposium; Indian Ocean GOOS met in Colombo, Sri Lanka in December to hold a Data Management Capacity-Building Workshop; EuroGOOS continued operation of its Baltic Operational Oceanographic System (BOOS) and its Northwest Shelf Operational Oceanographic System (NOOS). GOOS-AFRICA refined a proposal for a comprehensive and integrated Regional Ocean Observing and Forecasting System for Africa (ROOFS-AFRICA), which was submitted to and adopted by NEPAD at the NEPAD donors meeting in Algiers in November. Initial funding for one part of the ROOFS-AFRICA proposal was sought through the ODINAFRICA-III proposal for consideration by the Government of Flanders (Brussels, September). The Pacific Islands GOOS held a remote sensing training workshop in Fiji from 30 September to 3 October, and a teacher-training workshop was held in Apia for the SEREAD programme (bringing Argo to schoolchildren in the Pacific), from 19 September to 6 October. The eighth session of the NEAR-GOOS Coordinating Committee (for the North-East Asian Region) met in Beijing from 8 to 10 December to review, modify and approve a new draft strategic plan.

126. The first **Indian Ocean GOOS** Conference took place in Mauritius (4-9 November 2002). Planning for and implementation of GOOS developments in the Pacific and Indian Oceans have continued to be ably supported by the IOC Regional Programme Office for GOOS in Perth, Western Australia. Indian Ocean GOOS met in Colombo, Sri Lanka, in December to hold a Data Management Capacity-Building Workshop. Planning is now under way for an Indian Ocean climate conference to develop an Indian Ocean observing system for climate.

02253**Main line of action 3:**

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

127. The third session of the IODE Steering Group for Global Ocean Surface Underway Data (SG-GOSUD) was held in Monterey (United States) in November 2003. During this session the Steering Group reviewed the activities of the intersessional period and the accomplishments to date. IODE seeks to develop effective and **easily accessible systems for access to ocean information**. The GOSUD GDAC has been established at Coriolis, France, which will build the structure to provide access to the data under way. The project will seek to raise its profile within the scientific community during the next year.

128. Regarding the implementation of national and regional Global Oceanographic Data Archaeology and Rescue (GODAR) projects for the rescuing of endangered ocean data sets, substantial amounts of **historical oceanographic data have been digitized** within the framework of the IODE ODIN projects (Ocean Data and Information Network) in Africa (ODINAFRICA) and in the Caribbean and South America regions (ODINCARSA), described above. To assist countries of these regions to repatriate data collected by other Member States in the recent to distant past, data were digitized and distributed in the regions on CD-ROM.

129. IODE continued its work on **capacity-building for ocean data** to ensure access to such information for all. The following training courses were held as part of the ODINAFRICA-II programme for ocean data management: Tulear, Madagascar from 30 June to 11 July 2003 (to facilitate the development of a new national marine atlas of Madagascar); Maputo, Mozambique between 11 and 22 August 2003; Brussels, Belgium, between 1 and 5 September 2003. The data management aspects of the implementation of the ODINAFRICA-II project were reviewed in order to identify the successes and failures and to consider actions to be taken to progress the implementation of the third phase of ODINAFRICA.

130. The **MEDI inventory of information about marine related data sets was strengthened** through dissemination of software and capacity-building. During the year, training in the use and installation of the MEDI metadata authoring tool was provided to data centres participating in the ODINAFRICA project, the ODINCARSA project and for the Black Sea and Caspian Sea countries. The MEDI software was installed in data centres in Africa, South and Central America and Caspian Sea region. During the year, a total of 177 data set descriptions were submitted by Member States to the MEDI metadata repository, which is hosted by IOC/IODE at <http://ioc.unesco.org/medi/>. As part of the efforts to create **regional ocean community portals**, the Ocean Data and Information Network for the Caribbean and South America regions (ODINCARSA) continued this year with the second ODINCARSA Training Course in Marine Data Management which was held in Cartagena, Colombia, in October 2003. Students from Argentina, Brazil, Chile, Colombia, Cuba, Ecuador and Peru attended the course to form a core group of trained data management instructors with the ability to teach the OceanTeacher system. More information on ODINCARSA can be obtained from the website <http://www.odincarsa.net>.

131. Concerning the **advancement of regional bathymetric charts**, the second session of the IOC Editorial Board for the International Bathymetric Chart of the East South Pacific took place in Lima in October 2003. The assembly diagram for the above-mentioned Chart was approved by the members of the Editorial Board. Significant progress in data compilation has been reached by Peru and Ecuador. The **Geological Geophysical Atlas of the Pacific Ocean (GAPA) was published** by Head Department of Navigation and Oceanography of the Russian Navy.

132. The ITSU programme continued its **support to the International Tsunami Information Center (ITIC)**, Honolulu, Hawaii. The Center produces the *ITSU Newsletter*, implements the ITSU Training Programme and coordinates the ITSU information dissemination programme. The 2003 ITSU Training Programme (ITP) was held in August, involving participants from Indonesia and Chile and focusing on how to prepare for the local or regional tsunami threat.

133. The nineteenth session of the **International Coordination Group for the Tsunami Warning System in the Pacific (ITSU-XIX)** was held in Wellington, New Zealand, between 29 September and 2 October 2003. The session, which was attended by 34 participants from 15 ICG/ITSU Member States, two organizations and two observers from other countries, reviewed progress made during the intersessional period 2001-2003 and drafted its work plan for the period 2004-2005. This work plan focuses on continued support for (i) the International Tsunami Information Centre (ITIC); (ii) the development of the Global Tsunami Data Base (GTDB) and the

new Integrated Tsunami Data Base (ITDB); (iii) finalization of the Tsunami Information Kit; (iv) the newly established Working Group on a Comprehensive Tsunami Hazard Reduction Programme (TROIKA); (v) the Working Group on the Central American Pacific Coast Tsunami Warning System (CAPC-TWS); and (vi) the Working Group on the Tsunami Warning System in the Southwest Pacific and Indian Ocean (SWP-TWS). The Group further decided to (i) study possibilities for cooperation with JCOMM; (ii) increase the duration of its ITSU Training Programme held in Hawaii (ITP-Hawaii) and establish an international component (ITP-International) for in-country assistance to Member States; (iii) establish a “Pool of Experts” to assist Member States; (iv) accept the “Tsunami Hazard Zone” and “Tsunami Evacuation Route” signs and submit these to ISO; and (v) recommend formal collaborative links with the Circum-Pacific Council. The Group further revised the ITSU Master Plan Conclusions adding focus on the acquisition of data in real-time and optimizing the network to ensure accurate warning issuance and minimization of false warnings.

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

Overall assessment

134. During the reporting period, the Social and Human Sciences Sector focused on the implementation of the reforms introduced in its operational structure. Consultations within the Sector, including a staff retreat, exchanges with other sectors and with partners, and programme reviews of all the SHS sections provided opportunities for rigorous assessment of the Sector’s performance. The Sector made a particular effort to distil the lessons learned in the implementation of the programme during the 31 C/5 period and arrived at a consensus on how to apply them to the execution of the programme in document 32 C/5 (2004-2005). Strengths and weaknesses were identified in several areas of the Sector’s programming and broad conclusions drawn on required remedial actions as follows.

135. The SHS programme in document 31 C/5 carried over previous commitments, which sometimes lead to a wide array of actions and activities. Thus, the lessons learned for document 32 C/5 include not to carry over any commitments from the previous biennium, the programme of the Sector **focusing on identified priority areas**. This includes a greater effort to integrate the work plans of the Sector as a whole – from the review of the relevant literature to justify that an intended action or activity would, indeed, make a contribution over and above what had already been done by others (the so-called added value) – to the completion of the relevant activities.

136. It was readily recognized that the results of greater effort by both SHS and the whole Organization in strengthening and consolidating the team spirit might be demonstrated just as readily in **more joint-ownership of projects and activities**. Equally, all Professional staff need to demonstrate more clearly how they are actually putting into effect the Organization’s policy of fostering cooperation and partnership in the execution of the programme. Actions and activities have to be conceived and implemented with partners – that is, other programme sectors; other United Nations agencies; National Commissions for UNESCO; and the other main traditional collaborators of UNESCO.

137. SHS needs to reinforce its own programme monitoring and reporting capabilities. To this effect, the Sector introduced a mandatory periodic reporting system through a mechanism of **programme reviews** by ADG/SHS every six months. Effective dissemination of results of actions and activities continued to be of concern in SHS as in other parts of the Organization in view of greater attention being paid to results-based programming. During this reporting period,

considerable effort was also expended in compiling data on programme execution, including timely implementation rates. The need for strengthening further and systematizing monitoring and reporting procedures for regular programme activities was a key concern. Most extrabudgetary funded projects usually require the filing of project completion reports. However, such reporting for UNESCO's regular programme could be improved within the SHS Sector focusing on basic data of a completed activity or project: detailing its justification (background, strategy, expected results), evaluating how it was implemented and outlining its actual (that is, achieved) results or benefits. Most importantly, a completion report draws some conclusions in terms of lessons learned and makes recommendations. The filing of such reports is one of the criteria upon which the performance appraisal of the Professional staff will be based in the future in SHS.

138. The above analysis of the Sector's performance in the implementation of document 31 C/5 thus far, and the lessons learned, were applied to the execution of the programme during the final six months of the biennium, to the extent possible, as reported below under the different programmes and main lines of action of the Sector. However, as can be expected, the real impact of the lessons learned during the 31 C/5 period can only be assessed during the implementation process under document 32 C/5.

**Programme III.1:
Ethics of science and technology**

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

139. During the period under consideration, UNESCO's activities concerning bioethics focused mainly on the definition of **ethical principles and standards to guide progress in the life and health sciences**. On the basis of the work carried out by the Organization, in particular within the purview of the International Bioethics Committee (IBC), the General Conference adopted, unanimously and by acclamation, the International Declaration on Human Genetic Data, and invited the Director-General to continue preparatory work on a declaration on universal norms on bioethics (32 C/Resolution 24). The Organization was thereby able to confirm its role as a standard-setter in the field of bioethics.

140. The role of catalyst for international cooperation that the Organization is required to play in its fields of competence was confirmed in relation to **bioethics** at the second meeting of the United Nations Inter-Agency Committee on Bioethics (WHO, Geneva, November 2003), at which UNESCO was given the role of permanent secretariat of the Committee.

141. Lastly, in the final months of 2003, the Organization defined its work programme for 2004-2005 and laid the foundations for its implementation. With regard to standard-setting, the Bureaux of the IBC and Intergovernmental Bioethics Committee (IGBC) met in Rome on 18 and 19 December 2003, at the invitation of Italy, to finalize a timetable for the drawing up of a declaration on universal norms on bioethics (see in this respect document 169 EX/16). Furthermore, with a view to **building national capacities in the field of bioethics and the promotion of the debate on bioethics**, a new project, entitled "Ethics around the world", was launched, aimed at organizing travelling conferences, in cooperation with National Commissions, in order to publicize UNESCO's ethics of science and technology programme and provide a platform for contacts with experts and others in Member States.

142. UNESCO's activities in the field of ethics of science and technology were especially centred on the organization of the **Third Ordinary Session of the World Commission of Ethics of Scientific Knowledge and Technology (COMEST)**. The session held in Rio de Janeiro, Brazil, in December 2003, was characterized by a great number of scientific debates and high-level political presence, and gave the opportunity to examine the work carried out by COMEST during the last biennium. Apart from the earlier areas of activity of the Commission – the ethics of outer space, the ethics of fresh water, the ethics of energy, the ethics of the environment and the ethics of the information society – new themes were analysed such as the ethics of nanotechnology, ethics in scientific education, an ethical code of conduct for scientists, the ethical implications of research with human beings in developing countries, and the relationships between the development of science and technology and sustainability. The session also constituted an important international platform to hold two other important political events: the First Regional Ministerial Meeting of South American Science and Technology Ministers and High Officials; and the Second Ministerial Meeting of Science and Technology of the Community of Portuguese-Speaking Countries (CPLP). The Regional Meeting led to the adoption of an important Ministerial Declaration on Ethics of Science and Technology. Finally this third session also provided COMEST with the opportunity to examine its new working methodology and advisory activities in regard to UNESCO's programme of ethics of science and technology for 2004-2005. An extraordinary session of the Commission is planned at UNESCO Headquarters in Paris in May 2004.

143. As regards UNESCO's **capacity-building and education role in ethics of science and technology**, COMEST approved the report on teaching ethics in order to respond to a growing demand to strengthen the teaching of ethics. Also a new manuscript on fresh water, that is about to be published as a book *Fresh Water and Ethics*, has been developed in cooperation with the COMEST Sub-Commission on the Ethics of Fresh Water and the Science Sector. The book will disseminate the recommendations of COMEST and will also be incorporated into forthcoming activities in environmental ethics.

144. Moreover, during these last months, UNESCO has defined its work for the new biennium (2004-2005). Through the active involvement of COMEST, the Organization will articulate and reinforce ethical principles and develop legal instruments, underlining its standard-setting role. UNESCO will also, at their request, assist the Member States in developing national capacities in the ethics of science and technology, particularly in the area of ethics teaching. UNESCO will finally increase the visibility and effectiveness of COMEST in raising public awareness on the ethical implications of scientific knowledge and technology, as well as on the responsibility of professionals in the field of science and technology.

03102 Main line of action 2: Human sciences and philosophy

145. After the two *Philosophy Forums* held in 1995 and 1996 on “*What do we not know?*” and “*Who are we?*”, a third cycle was inaugurated at Headquarters on 13 September 2003, with some 20 philosophers, scientists, human science researchers and prominent public figures, on the question of knowledge, its production, transmission and ownership. The Forums focused on the question “*Who knows?*”. The high quality of the debates has already helped to enrich the last phase in the production of UNESCO's World Report on building knowledge societies. In connection with these Forums, which were greeted by many articles in the media, a feature on “0 and 1, the building-blocks of the future” was disseminated by some 15 leading newspapers and periodicals in various regions of the world.

146. In the framework of the “Pathways of Thought” Committee, an interdisciplinary symposium in philosophy and humanities was held on “**Emergent Humanisms**” in Alexandria, Egypt, in December 2003, in collaboration with the ORDECC (*Organizaçao para o desenvolvimento da ciência e da cultura*, Brazil) and the Library of Alexandria, and with a view to probing into the possibilities of humanistic practices in a globalizing world. Almost all the geographical regions were represented. The symposium contributed to initiate a reflection on the rapidly changing patterns of thinking, emerging perceptions, mentalities, attitudes and behaviours brought on by the emergence of knowledge societies.

147. The 21st World Congress of Philosophy, held in Istanbul, Turkey in August 2003 and organized by the FISP (International Federation of Philosophical Societies), was the **largest gathering of philosophers in the world**, with over 4,000 participants from all over the world. Being one of the main sponsors of the Congress, UNESCO was actively present with several activities: delivering a speech at the inaugural session in the presence of the President of the Republic of Turkey and the Mayor of Istanbul; presenting the UNESCO Strategy on Philosophy to the General Assembly of the FISP; organizing a seminar on poverty and human rights with 15 philosophers; and organizing the closing plenary session on “Social and Global Justice” with the participation of some great names of philosophy.

148. On 20 November 2003, the second **UNESCO Philosophy Day** took place. At Paris Headquarters a large public gathered to listen to 130 philosophers from 36 countries. The thinkers, together with the public, discussed topics such as: global justice, knowledge and its relationship to politics, philosophy and contemporary world problems, war and reconciliation, philosophy of the city, transculturality, the question of popular philosophy, art and aesthetics, dialogue between the Arab world and the West. Activities of the day included a “café philosophique”, an international philosophy book fair, an art performance, a film projection, and a number of exhibitions. Worldwide, over 70 countries in the world celebrated Philosophy Day, including over 25 African countries. UNESCO worked closely with National Commissions, field offices, NGOs and various universities and institutes in order to mobilize the philosophical community and reach out to the wider public to transmit the importance of philosophy and the contribution this field can make.

149. As a follow-up to the work of the International Panel on Democracy and Development, the Section of Philosophy and Human Sciences, together with the International Centre for Human Sciences at Byblos and the UNESCO Beirut Office, organized an international conference on the topic **Democracy and Peace** that took place on 2 and 3 June 2003 in Beirut, Lebanon. The topics of the panel discussions were: “Democracy and Conflict Prevention”, “Democracy in Times of Conflict”, and “Democracy in the Aftermath of Conflict”. The conference was widely covered by local, regional and international media, and enjoyed the participation of the local academic and diplomatic community. A result of the conference is the publication “Peace and Democracy”. The event was part of the strategy to develop partnerships with the international community of philosophers and human scientists.

Programme III.2:

Promotion of human rights, peace and democratic principles

03201 Main line of action 1:

Promotion of human rights and the struggle against discrimination

150. To raise awareness and disseminate **information on human rights standards and procedures**, five major publications were issued: the third volume of the manual on human rights

for universities, *Human Rights: International protection, Monitoring, Enforcement; a Guide to Human Rights* containing information on human rights standards, mechanisms for their promotion and protection, organizations and institutions working for human rights and new developments and challenges; *Major International Instruments. Status as at 31 May 2003* dedicated to the tenth anniversary of the World Conference on Human Rights (Vienna, Austria, June 1993) and prepared in three languages (English/French/Spanish) for free distribution; *The World Directory of Human Rights Research and Training Institutions* (sixth edition), an updated and revised version for free distribution; *Calendar poster for 2004-2005* with the text of the Universal Declaration of Human Rights in three languages (English/French/Spanish) designed for free distribution.

151. The General Conference, at its 32nd session, approved the **UNESCO Strategy on Human Rights** (32 C/57). The adoption of the Strategy successfully concluded the process of consultations with Member States, partners within the United Nations system, human rights non-governmental organizations and human rights research and training institutions. The Strategy is aimed at reinforcing the Organization's contribution to the promotion and protection of human rights. It focuses on the integration of a human rights-based approach into all activities and programmes of UNESCO and on research and the dissemination of knowledge on those rights, which are of particular importance for UNESCO.

152. UNESCO has significantly strengthened its **cooperation with the United Nations system** building upon the close cooperation in elaborating the UNESCO Strategy on Human Rights. Consultations with United Nations bodies, programmes and specialized agencies were held to coordinate action in the fields of human rights research and human rights mainstreaming. The Organization participated in the 55th session of the Sub-Commission on the Promotion and Protection of Human Rights and took part in the 31st session of the Committee on Economic, Social and Cultural Rights (CESCR).

153. In accordance with the **UNESCO Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance** (32 C/13), which was adopted by the General Conference at its 32nd session, the Section to Combat Racism and Racial Discrimination has participated in the mechanism of **follow-up to the World Conference on Racism, Racial Discrimination, Xenophobia and Related Intolerance** in Durban (2001). The newly adopted Strategy was presented in the following meetings and a call was launched for the cooperation with regional and international organizations. Possibilities of cooperation were discussed and identified: OSCE Conference on Racism, Xenophobia and Discrimination, Vienna, (4-5 September 2003), International Seminar of Experts for Western States on the Implementation of the Durban Programme of Action: An Exchange of Ideas on How to move forward (Brussels, 10-12 December 2003); Thirteenth International Session on "Human Rights, Culture of Peace, Tolerance Content and Methods of Education", Moscow, Russian Federation (15-19 December 2003), organized by the Presidential Human Rights Commission of the Russian Federation, the Moscow School of Human Rights, the Federation of Peace and Consent, supported by the Moscow Department of Education and the Moscow House of Nationalities. As part of the public relations efforts, a website of the section containing information on the ongoing activities, the studies and relevant documentation was launched and the publication of *Rôle des femmes dans la promotion de la valeur de tolérance* is under way.

154. The celebration of the **International Day for the Elimination of Racial Discrimination** (21 March) will take place on 20 March 2004 at Headquarters in close collaboration with the French National Commission for UNESCO and the French Federation of UNESCO Clubs. Within the framework of the Year 2004 to commemorate the Struggle against Slavery and its Abolition, a series of activities for youth will be organized on the principal theme of the impact of slavery on the current forms of racism and prejudice.

155. With regard to **creating awareness about the importance of gender equality**, concerted efforts were made to include “gender relations” in the human rights strategy (32 C/57) as well as the cumulative effects of racism and discrimination faced by women and the need for priority action in the racism strategy (32 C/13) as approved by the General Conference in 2003. Furthermore, the website on Gender Equality and Development was published and is currently being further developed.

156. Within the framework of the project **Support to Palestinian Women**, the following results were attained, from October to December 2003, in the area of research and knowledge generation: A mapping report of the various institutions and NGO’s providing services to Palestinian women was produced, and gaps and mechanisms identified for possible action by the Social and Human Sciences Sector. The report was translated into French and Arabic and widely circulated. Focus group meetings were organized (December 2003-January 2004) with grass-roots women’s organizations in Gaza and the West Bank to identify women’s strategic needs in the social and human sciences. A Literature Review of recent publications on the strategic needs of Palestinian women was also commissioned from the Development Studies Programme, Birzeit University, Palestine. Preparations began for a meeting of representatives of key women’s institutions and NGOs with the CAWTAR (Centre for Arab Women Training and Research). The consultation that was planned on 14 and 15 December 2003 was postponed to February 2004.

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

157. As part of the follow-up to the plan of action of the first meeting of directors of research and training institutions on peace (November 2000 – <http://www.unesco.org/securipax/whatagenda.pdf>), the elaboration and validation of **ethical, normative and educational frameworks for the promotion of human security** and the prevention of conflicts at their source was begun in cooperation with high-level regional experts, training and research centres and universities. Following the validation of the frameworks for the East Asia region in Seoul (Republic of Korea) (June 2003), at the International Conference on Human Security in East Asia, the validation of the frameworks for Latin America and the Caribbean was completed in August 2003 in Santiago, Chile, at a joint UNESCO-FLACSO (Latin American Faculty of Social Sciences) meeting on “Contemporary International Security: Consequences for Human Security in Latin America”. The frameworks and the proceedings of the meetings will be the subject of a series of publications that will be widely disseminated to Member States and to networks and institutions working in this field. The works, together with publications already produced, will also be available in electronic form on the site <http://www.unesco.org/securipax/>.

158. The launch of the French version of the report of the Commission on Human Security *Human security now*, organized by UNESCO together with the Presses de Sciences Politiques and the Institut du Développement Durable et des Relations Internationales (IDDRI), took place on Monday, 24 November 2003, at UNESCO Headquarters. The report is the outcome of the work of the Commission on Human Security, set up on the initiative of the Japanese Government in response to the appeal made at the Millennium Summit by the United Nations Secretary-General. The Commission deals in particular with two major themes: the human insecurity resulting from conflict and violence on the one hand, and the links between security and development on the other (<http://www.humansecurity-chs.org/>).

159. Renewed reflection on contemporary forms of violence, including terrorism, and their impact was launched with a view to raising public awareness of the historical, socio-economic and cultural factors underlying this phenomenon and also of its consequences. An international seminar entitled

“Violence and its causes: a stocktaking”, organized jointly by UNESCO and the Institut des Hautes Etudes de Défense Nationale (IHEDN, France), was held on Monday, 3 November 2003, at the Organization’s Headquarters. The meeting, held in the context of the **International Decade for a Culture of Peace and Non-Violence for the Children of the World**, proclaimed by the United Nations, was attended by top-level experts from various geographical backgrounds and disciplines. The themes addressed included: “New forms of violence and tentative answers to new challenges”, “Extreme violence, terrorism and the crisis of politics”, “Violence, fanaticism, sacrifice” and “Violence and corruption”. The proceedings of the seminar will be the subject of a publication, currently in preparation, which will be issued in French and English. An electronic version will also be available in Spanish and Arabic.

160. The **UNESCO Prize for Peace Education 2003** was awarded by the Director-General to Father Emile Shufani (Israel) in recognition of his personal attitude and action imbued with dialogue, peace and tolerance, and his constant endeavour to reconcile Arabs and Jews. An honourable mention went to Ms Yolande Mukagasana (Rwanda/Belgium) in recognition of her courageous and lucid struggle to contribute to a culture of peace as both a victim and a witness of genocide in Rwanda in 1994. The ceremony to award the Prize, which took place at UNESCO Headquarters in Paris on Monday, 8 September 2003, was preceded by a round table on “Culture of peace and the foundations of reconciliation”, organized jointly by UNESCO’s Bureau of Strategic Planning and the NGO-UNESCO Liaison Committee, in connection with the International Decade for a Culture of Peace and Non-Violence for the Children of the World – 2001-2010. A publication is planned, in French and English, which will contain the addresses delivered at the 2003 Prize award ceremony and the speeches made during the round table.

Programme III.3:

Improvement of policies relating to social transformation and promotion of anticipation and prospective studies

03301

Main line of action 1:

Social transformations and development

161. The results of the external evaluation of MOST have re-directed the programme. In recognition of the increasing need to improve policy formulation, and pursuant to the recommendations of the 6th session of the Intergovernmental Council of the MOST Programme (February 2003) approved by the Executive Board at its 166th session and the General Conference at its 32nd session, MOST is concentrating its efforts on **instilling a culture of evidence-based policy**. This is implemented through the fostering of new coalitions with established and emerging policy-actors to whom MOST is brokering policy-relevant knowledge.

162. Measures to **strengthen MOST’s governing bodies and functional structures** have been initiated with the novelty of two IGC Bureau Meetings in June/July and October 2003 strengthening dialogue between representatives of Member States, scientists and the secretariat. The members of the new MOST Scientific Advisory Committee were nominated by the Director-General in October 2003. The Meeting of the Steering Group of the five Chairpersons of the five Intergovernmental Programmes (on 30 September and 1 October 2003) reflected MOST’s new orientation in its Joint Statement presented to Commission III of the General Conference at its 32nd session and commended the interdisciplinary cooperation and change-oriented approach implemented in the “Volga Vision” produced jointly by the five Intergovernmental Science Programmes of UNESCO. The MOST Summer School on “Local Development and Governance: Transdisciplinary Approaches” which took place at Punta del Este, Uruguay, from 21 to 26 October 2003, was

another example of MOST's strengthening of **interdisciplinarity and international scientific cooperation**.

163. A **strategic vision for UNESCO on migration** as a global phenomenon is being elaborated in order to provide a framework for policy development in this area. It underscores the need for UNESCO to act in the field of international migration and its added value. Consultation with Member States, programme sectors and relevant IGOs and NGOs will be organized in 2004-2005. As a result, the finalized framework will serve as a guideline for migration activities in the coming years.

164. Since 2002, UNESCO is a member of the Global Campaign for Ratification of the International Migrants' Rights Convention, which brings together major United Nations bodies and international organizations concerned with migration issues. In this framework, existing **migration research networks** such as the Asia Pacific Migration Research Network (APMRN) and the Central and Eastern European Network on Migration Research (CEENOM) were reinforced and new networks on migration research in Africa and the Maghreb region were created. The networks were invited to produce national and regional studies on the rights of migrants and the potential for ratification and implementation of the Convention in some 20 countries.

165. To draw attention to the situation of migrants in multicultural societies, UNESCO invited several experts to analyse issues related to the human rights of migrants and the **peaceful integration of migrants in the host society**. Consequently, publications were prepared on themes such as "Migration without Borders", "Multiculturalism and Political Integration in Modern Nation-States" (*International Journal on Multicultural Societies*, Vol. 5, No. 1) and "Protecting Endangered Minority Languages: Socio-linguistic Perspectives" (*International Journal on Multicultural Societies*, Vol. 4, No. 2).

166. In order to further contribute to improved policy-making on migration and multicultural issues, UNESCO designed a project to **collect best practices in combating exploitative migration**. The project aims at providing inspiration to decision-makers through examples of successful policies and projects in fighting trafficking and exploitation of migrants. The results of this project will feed into the intersectoral project "combating exploitative migration of women and children in Africa" in the framework of the cross cutting theme of poverty alleviation.

167. The MOST Programme continued **research and action-research on the theme of cities**. Within MOST networks, the intersectoral initiative "Urban development: Small Historic Coastal Cities" was launched in 1996 with the International Hydrological Programme (IHP), within the scope of the Coastal Regions and Small Islands (CSI) platform. Based on the Istanbul Declaration (Habitat II in 1996) and the ICOMOS Charter for the Conservation of Historic Towns and Urban Areas (1987), the initiative has the main aim of promoting to public policy-makers the socio-economic, environmental and cultural principles of an interdisciplinary and sustainable approach to the urban development of certain small historic coastal cities of the Mediterranean and the Adriatic. Five pilot studies are under way or were completed between 1997 and 2003, concerning Essaouira, launched in 1997 (Morocco); Madhia in 1999 (Tunisia); Omisalj in 1998 (Croatia); Saïda in 2001 (Lebanon), and Jableh in 2003 (Syria).

168. The evaluation of the project **Urban development: Small Historic Coastal Cities**, launched by the MOST Programme to strengthen its reorientation for its second phase (2004-2009) was carried out in two stages: firstly, a consultant produced a provisional evaluation report based on the study of the project's records and interviews with all the partners, both at UNESCO and in the cities visited by the evaluator (Essaouira, Mahdia and Omisalj).

169. Subsequently, a meeting of all the partners, mayors, national and international experts and NGO representatives, organized by UNESCO, was held from 30 November to 2 December 2003 in the first pilot city of the network, Essaouira, in Morocco, in order to present the provisional evaluation document to all parties and to assemble comprehensive recommendations on the future direction of the project. During the meeting, an official cooperation agreement was signed between the city of La Rochelle (France) and UNESCO to support, *inter alia*, work to develop the city of Saïda (Lebanon). The gradual realization of the importance of enhancing natural and heritage resources together with sustainable social and economic development in the policies and strategies of urban projects is clearly one of the major achievements of the project after six years' experience. The extensive participation and high-level expertise of international participants has provided opportunities for public debate within city councils enabling some urban projects to be redesigned or improved.

170. UNESCO's initiative has thus created a realization among the various people involved in making decisions about public urban policies of the interdependence between material problems affecting natural and cultural resources and the social and economic transformations of human activities in connection with urban expansion and, consequently, a new **awareness of the need to apply the principles of a participatory interdisciplinary approach** and carry out impact studies before implementing urban rehabilitation or development projects.

171. The findings of the evaluation were that the initiative should mainly capitalize on the achievements and experience relating to the currently studied cases by making the most of their pilot status in the context of interactive networking among the various cities and universities concerned: the innovative findings that emerge must be consolidated and validated before being transferred to other cities facing similar problems in the development and management of small coastal cities, under a project relating to cross-cutting themes. There is a genuine potential for replicating the initiative as regards (i) the opening of a public debate on urban policy choices of the municipalities concerned through the forum opened up by the UNESCO seminars and (ii) the revitalization of historic neighbourhoods (laboratory houses) and the enhancement of the coastal environment.

172. The first Forum of the **UNESCO Chair in Landscape and Environmental Design** was held in October 2003 in Paris. The main objective of the Chair, which was created officially on 4 July 2003 at the University of Montreal, is to promote the teaching of landscape architecture in countries without such courses and to encourage municipalities which so wish to engage in debates on the environmental and sociocultural integration of urban projects. The first Forum, opened on 30 October by the Permanent Delegate of Canada, was attended by representatives of architecture and town planning universities and schools in Lebanon, Morocco, Italy, Spain, Austria and Canada. The multilateral activities selected for inclusion in document 32 C/5, namely field workshops to help municipalities reformulate urban revitalization projects, concern the cities of Marrakesh (Morocco) and Tripoli (Lebanon).

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

173. The activities are responding to the need of appropriate modes of knowledge transmission and packaging for different partners and clienteles. The *International Social Science Journal* (ISSJ) contributed to the development of the global social science knowledge-base through publishing two more issues, one on "Social Science Futures" (No. 177, September 2003), and one on "NGOs in the Governance of Biodiversity" (No. 178, December 2003).

174. Capacity-building actions have ranged from important UNITWIN undertakings, such as the launching of new **interdisciplinary training programmes** and networks through international workshops to the putting-on-line of user-friendly information on issues of complexity. The website of the sectoral UNITWIN/UNESCO Chairs programme has been entirely re-structured, and the database of the SHS UNESCO Chairs was brought to state-of-the-art level, through interaction with more than 100 chair-holders associated to the remake of the homepage and related multimedia.

175. The International Social Science Council (ISSC) continued to serve as a partner of first choice under the Framework Agreement between UNESCO and ISSC and contributed to strengthen the global knowledge base, professional infrastructure and policy relevance of social sciences.

176. The French link of the interdisciplinary UNESCO Chair working on “Transdisciplinary Approaches towards Violence” (based at the University of Chile, Santiago, Chile) launched the website www.victimo.fr and the publication of *Les droits des victimes* [Victims’ rights] (in collaboration with Dalloz, 2003). From August to November 2003, a cycle of seven awareness-raising events and conferences on the theme took place in Santiago, Chile.

177. The newly established UNESCO Chair on Labour and Social Solidarity at UNISINOS (Sao Leopoldo, Brazil) was launched through an international congress held in July 2003, gathering the international academic partners who are developing this most promising interdisciplinary curriculum. The REGGEN-UNESCO Chair (Global Economic and Sustainable Development, Niteroi, Brazil) launched an important initiative to establish a “Virtual Institute of International Relations”, by holding an international seminar on “Hegemony and Counter-hegemony, the Globalization Constraints in Regionalization Processes”, in Rio de Janeiro, from 18 to 22 August 2003. The UNESCO Chair of Sustainable Development at the Federal University of Rio de Janeiro celebrated its tenth anniversary in late October 2003 by (i) a three-day event, (ii) an evaluation of all activities during this period, and (iii) a film on salient examples of action-research. The UNESCO Chair of Sustainable Development at the Federal University of Parana, Curitiba (Brazil) decided to co-publish its series of working documents (“*Cuadernos*”) together with the French Journal *Natures, Sciences, Sociétés* and issued N° 5 on “Collective Risks in Environment and Health” (in Portuguese). The UNESCO Chair dealing with the specific training of professionals for careers in sustainable development (at the University of Bordeaux 3), published “*L’Agent de développement et le Sud*”, an in-depth-study of the professional profile in question, as well as “*Les entreprises face aux enjeux du développement durable*”. The UNESCO-Bordeaux 3 Chair is publishing the “*Référentiel des Métiers*”, a basic outline on how to professionalize the NGOs active in development.

178. The international UNITWIN-PRELUDE network established a new postgraduate programme on social hydrology (*Diplôme d’Etudes Supérieures Spécialisées – DESS* – following an international seminar held in November 2001) at the University of Abomey-Calavi, Benin, as a follow-up to WSSD guidelines.

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

179. During the last six months of 2003, UNESCO continued to promote future-oriented dialogue and debate in its fields of competence, notably through the *Twenty-first Century Talks* series. Member States, scientific and intellectual communities, media and civil institutions were thus made aware of the importance of future-oriented thinking and the need for international, regional and national capacity-building in that area.

180. In the context of UNESCO's reflections in the field of bioethics, a session of the **Twenty-first Century Talks** was thus held on 10 September 2003, at Headquarters. Chaired by the Director-General, it brought together several well-known personalities to discuss the question "Should human cloning be banned?": Jean-François Mattei, French Minister for Health, the Family and Persons with Disabilities and member of the National Academy of Medicine, José-Maria Cantu, Professor at the University of Guadalajara (Mexico), President of the Latin American Programme on the Human Genome (PLAGH) and member of the Ethics Committee of HUGO (Human Genome Organization), Mireille Delmas-Marty, Professor at the Collège de France, holder of the Chair in Comparative Legal Studies and Internationalization of Law and member of the French National Advisory Committee on Ethics, and Dr William B. Hurlbut, consulting Professor at Stanford University and member of the Council on Bioethics of the President of the United States. The meeting received exceptional media coverage, and gave rise to the publication of numerous items in the quality press in different regions of the world.

181. The second anthology of *Twenty-first Century Talks* and *Dialogues* will be published in French in April 2004 (co-publication Albin Michel/UNESCO Publishing) under the title *Où vont les valeurs?* and in English in September-October 2004, under the title *The Future of Values* (co-publication Berghahn Books/UNESCO Publishing). Lastly, to strengthen the Organization's intellectual, strategic and ethical watch capacities, work continued on the first UNESCO World Report on the theme "Building Knowledge Societies".

MAJOR PROGRAMME IV – CULTURE

Overall assessment

182. In accordance with the principal priority adopted for Major Programme IV aiming at safeguarding cultural diversity, and with a view to responding to the three strategic objectives set out for Culture in the Medium-Term Strategy (31 C/4), actions and activities took two major directions during the period under consideration: the protection of cultural diversity and the rehabilitation of cultural heritage in post-conflict situations.

183. The protection of cultural diversity in all its forms was pursued with regard to physical, natural or intangible cultural heritage, and also through normative action, by fostering the promotion and ratification of UNESCO's international legal instruments in the cultural field, or through focused initiatives. For example, the programme strived to enhance the representativity of World Heritage sites, notably through a reinforcement of financial resources, as decided by the General Conference at its 32nd session in October 2003 with a view to enhancing the representation of under-represented sites on the World Heritage List in particular in Africa and the Pacific, and also to strengthening technical assistance in Member States (24 new sites inscribed in July 2003). The Second Proclamation of 28 new Masterpieces of the Oral and Intangible Cultural Heritage in November 2003 complemented ongoing efforts to protect and promote cultural diversity.

184. As regards the protection of cultural diversity through the drafting and implementation of standard-setting instruments in the cultural field, the adoption of the UNESCO Convention on the safeguarding of the intangible cultural heritage by the General Conference at its 32nd session in October 2003 filled a gap in the protection of one of the most vulnerable aspects of cultural heritage worldwide, thus becoming the third UNESCO Convention for the protection of the world's cultural heritage. Another major development was the mandate entrusted upon the Director-General by the Member States to prepare 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 in consultation with WTO, UNCTAD and WIPO. Progress was also achieved with the accession of two new States Parties (Gabon and Switzerland) to the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, thus constituting a major move forward in international cooperation for the safeguarding of cultural heritage. The UNESCO Convention on the Protection of the Underwater Cultural Heritage received a second ratification with the accession of Bulgaria following that of Panama. Actions have also been undertaken under the cooperation framework between UNESCO and the World Customs Organization in order to advance on the export certificate specific to cultural property and with a view to harmonizing standards for such certificates and hence improve the 1970 and 1995 UNIDROIT Conventions.

185. Moreover, 14 new partnerships were established within the Global Alliance for Cultural Diversity Project with the aim of strengthening local cultural industries. Between July and December 2003, the implementation of 14 pilot projects under the Global Alliance Project was initiated and two projects were finalized in the area of publishing (Central America) and copyright (Lithuania). These achievements were presented at a dedicated information and assessment meeting with Permanent Delegations on 2 December 2003 at UNESCO Headquarters, which revealed an increased interest in the Project. A web database allowing Alliance members to partner online was launched in early October. In addition, the first series of *Global Alliance tools* – designed to help Alliance members to effectively develop their cultural enterprises and projects – was released and included three surveys on global and regional trends in the music industry, as well as a briefing on museum enterprises and derivative products.

186. With a view to forging new partnerships, the Director-General of UNESCO and the Rt. Hon. Lord Andrew McIntosh of Haringey, Minister for Media and Heritage for the United Kingdom of Great Britain and Northern Ireland, signed a Memorandum of Understanding in the field of Heritage Conservation on 15 October 2003. The agreement will enable developing countries to benefit from the United Kingdom's heritage and conservation expertise by providing assistance in the identification of potential World Heritage Sites, as well as in the preparation of management plans and conservation strategies for both cultural and natural World Heritage Sites. The plan of implementation that has been agreed upon for the first year of the Memorandum of Understanding concentrates mainly on under-represented regions such as the Caribbean Islands.

187. With regard to the rehabilitation of cultural heritage in post-conflict situations, UNESCO pursued its active commitment in this domain notably in Afghanistan, Bosnia and Herzegovina and Iraq. In response to the destruction and pillage of cultural heritage in Iraq, UNESCO was able to forge innovative partnerships involving the United Nations system governments, private organizations, and the scientific community in the field of cultural heritage. Thanks to the contribution of the Government of Japan, the third UNESCO Meeting of Experts on the cultural heritage of Iraq was organized from 31 July to 2 August in Tokyo, with a view to assessing the post conflict state of conservation of cultural heritage and improving the coordination of efforts by donor countries and institutions. Specific projects aiming at the rehabilitation of cultural institutions in Iraq are being continued, among which is the construction of the UNESCO/Interpol database on the Iraqi stolen cultural objects. Finally, the 167th session of the Executive Board adopted the statutes for the establishment of an International Coordination Committee for the Safeguarding of the Cultural Heritage of Iraq under the auspices of UNESCO and the Minister of Culture of Iraq.

188. In the same spirit and pursuant to 31 C/Resolution 26, the General Conference adopted the UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage, thus underscoring the need to protect cultural heritage not only in situations of conflict but also during times of peace.

189. In line with strategic objective 9 of document 31 C/4 to enhance the linkages between culture and development, UNESCO continued to provide assistance to Member States in devising their national cultural policies. The project “Towards a strategy for the sustainable development of tourism in the Sahara, in the context of combating poverty”, part of the follow-up to the World Summit for Sustainable Development in Johannesburg (2002), made considerable progress and received strong support for its efforts to design an integrated tourism management strategy for selected cultural and natural sites, and attracting important extrabudgetary funding, as a further evidence of cultural heritage as a genuine factor in development processes. Subsequent to the proclamation by the United Nations General Assembly of 2004 as the International Year to commemorate the struggle against slavery and its abolition (United Nations resolution 57/195; 31 C/Resolution 28), an intersectoral programme of activities involving different partners was set up along with a comprehensive agenda for committed programmes and activities worldwide, involving institutions, ministries, academia, National Commissions, IGOs, NGOs and Goodwill Ambassadors in a common cause. The International Year was launched on 10 January 2004 in Cape Coast (Ghana) by the Director-General.

190. Finally, Major Programme IV received a considerable increase in funds through the United States Special Account, which will strengthen the Sector’s work on the rehabilitation of cultural monuments and sites by its special focus on the preservation and conservation of cultural objects in selected developing countries and the creation of pilot-projects with a view to multiplying efforts in this area in the future years. Development of project proposals for the preservation of endangered movable cultural properties is under way in cooperation with UNESCO field offices, and in collaboration with the International Council of Museums (ICOM), among other specialized non-governmental organizations. Focus is being placed on the conservation, documentation and presentation of artefacts promoting/sustaining to the cultural diversity of a number of least developed countries (LDCs) and low income countries (LICs), particularly those in the process of national reconstruction in post-conflict situations.

191. Activities under this special fund will enable UNESCO to support national and local governments of its Member States in undertaking emergency measures in the preservation of collections of ancient artefacts, ethnographic objects, archival and library material which are subject to risks of destruction, deterioration, theft and under-utilization, hence complement the Organization’s work in the protection of cultural sites, intangible heritage and cultural creativity. These projects will be implemented in close consultation with concerned partners in this field such as ICOM, ICCROM, the Getty Foundation, among others.

Programme IV.1:

Reinforcing normative action in the field of culture

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

04110 192. The 27th session of the **World Heritage Committee** (Paris, 30 June-5 July 2003) focused on the review of the state of conservation of World Heritage properties; the nominations to the World Heritage List and to the List of World Heritage in Danger – notably of the Bamiyan Valley in Afghanistan and Ashur in Iraq inscribed on both lists; the examination of the World Heritage Fund and approval of the related budget for 2004-2005. Furthermore, the Committee decided that the revised *Operational Guidelines for the implementation of the World Heritage Convention* shall come into effect on 1 March 2004.

193. The 14th General Assembly of States Parties to the **World Heritage Convention** (Paris 14-15 October 2003) elected Mr Ahmad Jalali, Permanent Delegate of the Islamic Republic of Iran to UNESCO, as Chairperson and Ms A. Cummins (Barbados) as Rapporteur. The GA focused on the revision of its *Rules of Procedure*; the adoption of a new voting mechanism, and the revision of procedures for the election of members to the World Heritage Committee; the examination of the statement of accounts of the World Heritage Fund and the determination of the amount of contributions to the World Heritage Fund. The General Assembly elected eight new members to the World Heritage Committee. Furthermore, two important resolutions were adopted, calling for: an increase in the financial resources – from regular budget and from extrabudgetary sources – or the implementation of the World Heritage Convention, and additional financial resources to be allocated to the World Heritage Centre for programmes to strengthen capacity in the States Parties and regions which are under-represented on the World Heritage List.

194. The number of States Parties to the World Heritage Convention now totals 177 States Parties. The total number of properties on the World Heritage List as of December 2003 is 754 (582 cultural, 149 natural and 23 mixed) in 128 States Parties (i.e. 48 States Parties do not have properties inscribed on the World Heritage List). These properties are regionally distributed as follows: Africa 60 properties, Arab States 56 properties, Asia/Pacific 149 properties, Europe and North America 383 properties and Latin America and the Caribbean 107. As for the **List of World Heritage in Danger**, the total number of properties as of December 2003 is 35 (18 cultural and 17 natural). One hundred and thirty-three States Parties have submitted tentative lists of properties, which they may decide to nominate in future years.

195. With regard to the conservation and preservation of World Heritage properties, reactive monitoring missions have been undertaken in order to assess state of conservation of World Heritage properties in Georgia, Russian Federation, Lithuania, Bulgaria, Ukraine, Peru, India and Viet Nam. Activities to improve the state of conservation of the World Heritage sites in Danger are being undertaken in Azerbaijan, Albania and notably in the Democratic Republic of Congo, where a high level conference will be organized in September 2004 to define strategies and priority actions for conserving the outstanding universal value of the country's five sites inscribed on the List of World Heritage in Danger.

196. Following the inscription of the Minaret and Archaeological Remains of Jam (Afghanistan) on the World Heritage List and on the List of World Heritage in Danger in 2002, a project for the preparation of a management plan for the site was financed through the Italian Funds-in-Trust Agreement. The project also aims to strengthen the legal regulations for the protection of the site and to advise local communities on the safeguarding of cultural heritage. International assistance has been provided to activities which include the organization of workshops on management planning, harmonization of tentative lists, emergency technical assistance, and the preparation of nomination files.

197. Information meetings and training workshops on periodic reporting have taken place in different parts of Europe and North America as well as in Latin America, the Caribbean and Africa. Training workshops for the implementation of the Convention have been organized notably in Afghanistan by the UNESCO Tehran Office, and for Palestinian specialists by the World Heritage Centre. Furthermore, concerted efforts have been made through two technical assessment missions by the UNESCO Tehran Office in cooperation with the World Heritage Centre, to assist the Islamic Republic of Iran in the post-Bam earthquake disaster to assist the country to safeguard Bam's cultural heritage.

198. Within the scope of partnerships, a small team was established in September 2003 to develop the World Heritage PACT (Partnerships for Conservation). Through this initiative, UNESCO seeks

to encourage, strengthen and develop collaboration with the private sector in order to create sustainable new resources and alliances for the long-term safeguarding and conservation of World Heritage. The objectives are to raise awareness about World Heritage and to mobilize sustainable resources for its long-term conservation.

199. Ongoing association with the international space agencies was increased with the Canadian Space Agency and the Argentinean Space Agency. Activities included monitoring, satellite image of the World Heritage sites in the Democratic Republic of Congo, Rwanda and Uganda (joint project with the European Space Agency); acquisition of maps for conservation derived from satellite images for Central Africa (joint project with the European Space Agency); workshop organized jointly with the International Space University for young heritage conservation students in October 2003, and for the Arab States on the “Use of space technologies for natural and cultural heritage conservation”, in December 2003.

200. As regards **cooperation with the tourism industry**, a framework agreement was signed with Maison de la Chine et de l’Orient et Multiples Voyages (France), a tour operator specialized in Asia and the Americas. The preparation of a framework agreement with Edénismes (France), a tour operator specialized in ecotourism worldwide, was also initiated.

201. World Heritage enjoyed high visibility as a cross-cutting theme for the once per decade World Parks Congress, held in September 2003 in Durban, attracting 3,000 delegates from around the globe, including national governments, multilateral agencies, NGOs, and protected area managers. Recommendations on World Heritage comprised the need to complete the assessment of potential World Heritage natural sites around the world and strengthening national and international commitment to conservation and monitoring.

202. The following publications came out: *World Heritage Map 2003*; *Brief Descriptions of WH sites 2003*; three issues of the *World Heritage Newsletter*; three issues of the *World Heritage Review*, the *World Heritage Desk Diary 2004*, as well as three publications within the World Heritage Papers Series: *Identification and Documentation of Modern Heritage*; *Cultural Landscapes: the Challenges of Conservation*; and *Mobilizing Young People for World Heritage*.

203. In the framework of the **World Heritage in Young Hands Project**, a new Arabic version of the Education Kit was published; the preparation of new multimedia educational material was initiated, and the 14th World Heritage Youth Forum was organized in connection with the seventh Symposium of the Organization of World Heritage Cities in Rhodes, Greece.

204. Within the framework of Universities and Forum UNESCO – University and Heritage network, the preparation of a curriculum on World Heritage Studies at Tsukuba University, Japan, was initiated in October 2003 at the International Symposium “World Heritage: Stepping towards the future: Protection of the World Heritage and University Education”; the eighth International Seminar of Forum UNESCO – University and Heritage was held in November 2003 at the University of La Laguna, Spain on “World Natural Heritage: Development, Sustainability and Ethics” and the preparation of a curriculum on vernacular and rural World Heritage at the University of Milan, Italy, at the Institute of Engineering Agronomy was initiated.

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

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

205. Bulgaria ratified on 7 October 2003 the Convention on the Protection of the Underwater Cultural Heritage, becoming, after Panama, (which ratified on 20 May 2003) the second State Party to this Convention. In the framework of the strategy established for the promotion of the UNESCO Conventions for the protection of cultural heritage, a regional workshop was organized for the South-East Asia Region in Hong Kong from 18 to 20 November 2003 with the participation of the ICOMOS-ICUCH Committee. The information kit for the promotion of the Convention on the Protection of the Underwater Cultural Heritage published in three languages (English, French and Spanish) was widely distributed.

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

206. The number of States Parties to the **1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict** reached 108, the number of States parties to the 1954 (First) Protocol 87, and to the 1999 (Second) Protocol 20, thus making the 1999 Protocol enter into force on 9 March 2004.

207. Pursuant to 31 C/Resolution 26, the General Conference, at its 32nd session, adopted the **UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage**, a new standard-setting non-legally binding instrument aimed at preventing the intentional destruction of cultural heritage both during peacetime and in the event of armed conflict.

208. Gabon and Switzerland acceded to the **Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (Paris, 1970)**, bringing the total number of States Parties to 102. The meeting of States Parties to the 1970 UNESCO Convention was held on 15 October 2003, and relevant recommendations with regard to the Convention were adopted.

209. The promotion of the UNESCO 1970 and UNIDROIT 1995 Conventions was ensured along with the formulation, in international meeting, of legal and practical measures to combat illicit traffic in cultural property. This included the International Bar Association Annual Meeting, the World Customs Organization Technical Committee Meeting, and regional meetings held in Nigeria, Morocco and Mongolia.

210. The UNESCO Office in Havana prepared a pedagogical kit composed of a publication and an interactive CD-ROM to contribute to the implementation of an in-depth study of the 1970 Convention. From 10 to 15 September 2003, the UNESCO Offices in Dakar and Bamako organized a meeting in cooperation with Interpol on the strengthening of capacities on norms application concerning the illicit traffic of cultural property. Technical legal assistance was provided to lawmakers in Colombia and Palestine to strengthen or improve their national legislation in the area of cultural property protection.

211. Pursuant to Recommendation 1 of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit

Appropriation at its 12th session, a meeting was held between Greek and British officials furthering negotiations on the Parthenon Marbles. Pursuant to Recommendation 5 adopted at the same session, the Director-General issued circular letter 3694 in December 2003, requesting notification by Member States of national legislation concerning the protection of cultural property for inclusion in the “UNESCO Cultural Heritage Laws Database”.

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

212. The General Conference at its 32nd session, after consideration of document 32 C/26 and its Addendum, adopted the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. An expert meeting was organized from 8 to 10 December 2003 at UNESCO Headquarters to discuss gender issues relating to various articles of this newly adopted Convention.

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

213. A new collection of national copyright legislation has been prepared and made available online, as a part of the Copyright web page. The collection, which is being constantly updated, allows the general and specialized public to have an instant access to the national laws of more than 100 States, as well as to additional information concerning national copyright administrations and procedures. In the context of the analysis of the development of copyright in the digital environment, and the search for a fair balance between the interests of copyright owners and users, the issue has been addressed at the regional level in studies prepared by renowned copyright academics in Africa, Latin America, Central and Eastern Europe and South-East Asia.

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

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

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

214. The arch of the Mostar Old Bridge was completed in August, and an international meeting of experts, held at the Venice Office in September, drew up a post-conflict intervention strategy for the cultural heritage in the Balkans.

215. The Department of Antiquities of **Palestine** was strengthened and safeguarding activities for Hebron, Bethlehem and Nablus were resumed with financing from extrabudgetary funds. Pursuant to the resolutions adopted by the General Conference, a laboratory for the restoration of manuscripts is being set up in **Jerusalem**.

216. In regard to **Iraq**, the third international meeting of experts, held in Tokyo from 31 July to 2 August, established priorities and coordinated the initial emergency activities for which funding

has already been obtained from Japan, Italy, Switzerland, Belgium (Flanders), Norway, Sweden, Latvia and Turkey, among others. In addition, the Executive Board, at its 167th session, established an International Coordination Committee for the Safeguarding of Iraqi Cultural Heritage, which will meet for the first time towards the end of May 2004.

217. With respect to **Cambodia**, the French Government sponsored in November the second Intergovernmental Conference for the Safeguarding and Sustainable Development of the Historic Site of Angkor, at which, in particular, a plan of action for the years ahead was drawn up. Japan renewed its contribution for the site for a new five-year period.

218. Three new regional initiatives have also been launched. Following three years of operational field activities undertaken at the petroglyph site at Tamgaly, Kazakhstan, the Culture Sector organized an intensive regional training workshop on petroglyph site conservation and management at the site in September 2003. Tamgaly has become a model for effective management and local community participation for all countries of Central Asia, and as a result of the workshop, a Central Asian Petroglyph Site Network is now being launched within the framework of document 32 C/5. In October 2003, a new programme for the safeguarding of the living Buddhist monastic heritage in the Himalayan region was launched in close collaboration with national heritage professionals, Buddhist lamas and scholars, and local community leaders from India, Nepal and Bhutan. In November 2003, a programme for modern museum management for the **South Caucasus** region was launched in Tbilisi, in partnership with the regional non-governmental organizations, the Soros Open Society Institutes, and the Stichting Caucasus Foundation.

219. As part of UNESCO's contribution to celebrate the 300th anniversary of Saint Petersburg, a special issue of *Museum International* about the State Hermitage was published.

220. A meeting with representatives from the Government of **Pakistan** was organized at UNESCO Headquarters in July 2003 on ways of ensuring sustainable conservation for the archaeological site of Moenjodaro. The meeting was followed by the first meeting of the Executive Committee, in November 2003, in Islamabad. The experts discussed the development of a strategy for the preservation and on-site conservation work by identifying priorities and emergency measures to be adopted.

221. In regard to **Afghanistan**, following the meeting in June of the International Coordination Committee, considerable progress has been achieved in safeguarding the Bamiyan site: small Buddha's niche has been consolidated, the fifth Herat Minaret, which was about to collapse, has been stabilized and safeguarded, and studies are under way to consolidate the Jam Minaret. Italy recently approved funds-in-trust for the rehabilitation of the Ghazni museums.

(164 EX/Decision 7.1.7) Joint United Nations programme of assistance to Afghanistan

222. The Sector for Culture implemented the recommendations of the First Plenary Session of the International Coordination Committee for the Safeguarding of Afghanistan's Cultural Heritage, held in Paris in June 2003 and achieved substantial progress on the following sites.

223. At the World Heritage site of **Bamiyan**, within the project financed by the Japanese Government in the amount of US \$1,815,967, the upper eastern part of the Small Buddha niche was consolidated with 18 anchors and hence its collapse prevented. All remaining mural paintings in the caves have been safeguarded, a 3-D model prepared, archaeological explorations carried out and a preliminary Master Plan established. With the aim to ensure the coordination of all safeguarding activities in Bamiyan, a Second UNESCO/ICOMOS Expert Working Group was held from 18 to 21 December 2003 in Munich, Germany. A work plan for 2004 was adopted for the long-term

consolidation of the site. Switzerland granted in December 2003 US \$246,340 for the rehabilitation of a traditional house in Bamiyan and its conversion into a site museum.

224. The Cultural Landscape and Archaeological Remains of the Bamiyan Valley were inscribed on the List of World Heritage in Danger at the 27th session of the World Heritage Committee, simultaneously with its inscription on the World Heritage List.

225. In Herat, the Government of Germany funded in October 2003 a new project (US \$119,780) for the training in traditional tile-making with the aim to retile the Gowar Shad Mausoleum. At the fifth Minaret nearby, which was in imminent risk of collapse, the emergency stabilization was successfully completed in October 2003 under very difficult logistical conditions. At the World Heritage Site of Jam, complete documentation of the Minaret and research in seismic hazards has been carried out in summer 2003, together with archaeological research. UNESCO experts prepared the geological sub-soil investigations, which will be initiated in 2004. These activities are jointly financed by the Governments of Italy (US \$800,000) and Switzerland (US \$138,000).

226. Following the inscription of the Minaret and Archaeological Remains of **Jam** on the World Heritage List in 2002, the World Heritage Centre obtained funding for a project for the elaboration of a management plan for the site amounting to US \$50,000, financed by the Italian Funds-in-Trust Agreement. It also aims to strengthen the legal regulations for the protection of the site and advise local communities on the safeguarding of cultural heritage.

227. The UNESCO Tehran Office organized a training workshop of 25 Afghan experts for two weeks in October 2003 for the implementation of the World Heritage Convention which allowed the preparation of Draft Tentative List for both cultural and natural heritage and the elaboration of an Action Plan for the Convention implementation. This was the first cultural national capacity-building workshop undertaken by UNESCO since re-activated actions of the Organization in Afghanistan. It gave the opportunity to strengthen cooperation between the Government and the international community and to make mid-long term action plan for the implementation of the Convention in Afghanistan. In December 2003, Italy approved to finance two new projects to be financed through the funds-in-trust, one for the rehabilitation of the **Ghazni** Museums (US \$705,000) and the other for a Cultural Heritage Seminar to be held in **Kabul** in May 2004 (US \$67,460).

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

228. The International Jury for the **Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity** met from 2 to 6 November 2003 at UNESCO Headquarters in order to examine 56 candidature files. The Director-General proclaimed 28 of them as Masterpieces on 7 November 2003. As a follow-up to this second Proclamation, the Sector for Culture started to prepare several related action plans. The implementation of action plans related to the first Proclamation in 2001 was begun during the report period; for example with regard to promotional activities for the Chinese Kunqu Opera. The Beifang Kunqu Opera Company gathered experienced artists to study and piece up individual excerpts into complete plays and teach young artists to perform certain traditional excerpts, which used to exist only in scripts. During the same ceremony on 7 November 2003, the Director-General approved the recommendations of the International Jury of **Prizes** for the award of the Sheikh Zayed Bin Sultan Al Nahyan Prize, the Arirang Prize, and the Samarkand Taronasi Prize.

229. In the framework of the programme for **traditional music**, one expert meeting was held on the UNESCO Collection of Traditional Music of the World (September 2003) and one on the modalities concerning the safeguarding of traditional music, dance, theatre and related forms of cultural expressions under the Convention (December 2003). As of December 2003, the records of the UNESCO Collection of Traditional Music of the World will be digitized.

230. The second ordinary meeting of the Jury of the Sharjah Prize for Arab Culture was held on 8 and 9 September 2003 at UNESCO Headquarters. The 2003 Sharjah Prize was awarded on 23 September to Professor Bensallem Himmich (Morocco) and Professor Essad Durakovic (Bosnia).

231. An inventory of the intangible heritage of Haiti was made in October and November 2003 in order to identify specific forms of cultural expression and establish a database on Haiti's artistic, intellectual and religious heritage. The database has become part of a network of intangible-heritage inventories in the Latin America and the Caribbean region.

IV.2.2: Promotion of cultural pluralism and intercultural dialogue

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

232. The promotion and dissemination of the UNESCO Universal Declaration on Cultural Diversity and its Action Plan were pursued (publication in six languages and support for translation into local languages). Similarly, the raising of decision-makers' awareness of the importance of integrating the Declaration's principles into national and regional policies and of designing appropriate strategies was encouraged. In that regard, the holding of forums and the publication of analyses on the Action Plan helped to identify measures to take up the challenges posed by cultural diversity at the national and regional level.

233. During the period July to December 2003, the youth-friendly version of the Declaration, scheduled for publication in March 2004, was finalized; a publication "NGOs – témoins de la diversité culturelle, du concept à la mise en oeuvre" was produced in cooperation with the NGO-UNESCO Joint Programme Commission on Dialogue among Cultures and for Peace. In Afghanistan, UNESCO contributed to the production and distribution of a film made in cooperation with the Kabul Office and AINA, an Afghan NGO. Two regional forums (Central Asia and the MERCOSUR countries) also contributed to the identification of the regional strategy for implementing the principles of the Declaration. In addition, working on drawing up the convention on the protection of the diversity of cultural contents and artistic expressions began at the first category VI meeting of experts, held from 17 to 21 December 2003.

234. Within the framework of the **Indigenous Peoples Programme**, several activities were completed in order to foster the exchange of knowledge and best practices. UNESCO continued to support pilot projects at work in the field, especially with San and Pygmies communities as well as with indigenous people from Mexico and Bolivia. Training and consultation activities as well as the elaboration of methodological tools were carried out in the context of the African Indigenous peoples workshop "Cultural Resource, Identity and Livelihoods", Kalahari desert, South Africa, October 2003; and the International Forum on Local Cultural Expression and Communication, Santo Domingo, Dominican Republic, October/November 2003, held in cooperation with the Communication and Information Sector. The ensuing recommendations have served *inter alia* for

the drawing up of the new cross-cutting programme on “ICTs for intercultural dialogue and diversity: developing communication capacities of indigenous peoples” approved by the General Conference at its 32nd session. A workshop on “The role of traditional and spiritual leaders in conflict prevention and resolution” was also held during the International Conference on Culture of Peace in Central Africa in November 2003.

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

235. Publication of the remaining volumes of the **general and regional histories** has continued: Volume VI *The Nineteenth Century* and Volume VII *The Twentieth Century* of the *History of Humanity* are ready for printing. Volume V *Culture and Learning in Islam of the Work on the Different Aspects of Islamic Culture* was published in English and launched officially at the 32nd session of the General Conference. Volume I *Autochthonous Societies of the General History of the Caribbean* was published in English in October 2003 and Volume VI *La construcción de las naciones latinoamericanas* of the *General History of Latin America*, in Spanish, in December 2003.

236. The **International José Martí Prize** 2003 was awarded on 20 October 2003 to the Mexican sociologist Pablo González Casanova, former Chief Education Officer of the National Autonomous University of Mexico (UNAM) for his struggle against discrimination and social exclusion, particularly, of minorities and indigenous peoples.

237. Initiated by UNESCO and the Government of the Gabonese Republic in partnership with the Intergovernmental Agency of the Francophonie and the Economic Community of Central African States, the **International Conference on Intercultural Dialogue and a Culture of Peace in Central Africa and the Great Lakes Region** was held in Libreville, Gabon, from 18 to 20 November 2003. The Conference’s recommendations included in particular the organization by UNESCO of a **national conference on intercultural dialogue and the culture of peace** in post-conflict countries, namely Angola, Burundi, Central African Republic, Democratic Republic of the Congo, Republic of the Congo and Rwanda.

238. In the framework of the **Interreligious Dialogue Programme**, a special course entitled “Religion and Media” attended by journalists and international civil servants, among others, from the United Nations and the International Red Cross, and diplomats was inaugurated at the University of Geneva (History of Religions Department). Organized by this University and the *Ecole des Hautes Etudes en Sciences Sociales* (EHESS, Paris), it aims at improving the quality of information on religious issues for journalists. The Abuja Declaration and its recommendations were the result of the International Congress on “Dialogue among Civilizations, Religions and Cultures in West Africa” (Abuja, Nigeria, 15-17 December 2003), and was attended by specialists from many academic, political and religious spheres, who exchanged views on crucial issues such as conflict situations emerging from religious and cultural tensions.

239. Under the Arabia Plan, an exhibition on the major historic and archaeological sites of the Arab world was held at Headquarters and a documentary in French, English and Arabic on the cultural heritage of the Arab world was produced. In December 2003, specialists from the Arab world met at UNESCO Headquarters to study the future main lines of emphasis of the Arabia Plan.

240. To mark the tenth year of the **Slave Route** project and pursuant to 32 C/Resolution 35, several preparatory meetings for the International Year to Commemorate the Struggle against Slavery and its Abolition (2004) were held. A preliminary programme was drawn up listing all the activities planned by the various UNESCO programme sectors and field offices, such as the

regional youth forum on the transatlantic slave trade, held in Barbados by the Kingston Office. Numerous communication and promotional activities (logo for the Year, video clip, brochure, website, travelling exhibition and a festival on Haiti) were launched. The inventory of sites and places of memory in Africa was presented at the 39th meeting of the Commission for Africa of the World Tourism Organization (WTO) with a view to defining cultural itineraries and circuits and producing a map of sites and places of memory in Africa.

241. Following the International Conference on “The role of Women in Intercultural Dialogue in Central Asia”, held in Dushanbe, Tajikistan, in June 2003, in the framework of the **project on Intercultural Dialogue in Central Asia**, several activities were completed: publication of its proceedings, with a contribution from the European Commission for the English and Russian versions; organization of several computer training courses for women working in the area of culture; cultural education and the arts at the Computer Centre of the Technological University of Tajikistan from September to November 2003; preparation to establish, at the University of Dushanbe, a UNESCO Chair to join the network of the UNESCO Central Asian Chairs on Intercultural and Inter-religious Dialogue.

242. As part of the **Caucasus project**, several intersectoral meetings were held to define the programme of activities for 2004-2005 establishing a framework for intersectoral cooperation between the Caucasus countries (Armenia, Georgia and Azerbaijan) and the Baltic countries. Symposia were held with the countries of the GUUAM Group (Georgia, Ukraine, Uzbekistan, Azerbaijan and Republic of Moldova) with a view to the creation of an interregional “Europe-Caucasus-Asia” Observatory, pursuant to a decision taken at the conference on “East-West Intercultural Dialogue: the creation of a Europe-Caucasus-Asia cultural corridor” (Baku, Azerbaijan, July 2003).

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

243. On December 2003, the first phase of the **Global Alliance for Cultural Diversity** came to a successful conclusion. This six-year initiative to develop local creative industries has demonstrated the value of its partnership approach and managed to recruit over 200 members and initiated 25 pilot partnership projects in 21 countries. Among its prominent members, the Alliance includes Sony Corporation, Japan Pamberi Trust, Zimbabwe, the MNMF USA or the Government of Peru. Partnership projects are progressively involving UNESCO field offices. Operations were reinforced last October with the launch of a web database allowing members to partner online. In addition, the first series of Global Alliance tools has also been published. To mark the closing of this first phase, a meeting was organized on 2 December for the Permanent Delegates and Global Alliance partners, to present the operational results and discuss the way forward. The Director-General opened the meeting that was attended by over 150 participants who expressed their support for the encouraging results and welcomed UNESCO’s efforts to preserve cultural diversity through cultural industries capacity-building.

244. The **Clearing House for Literary Translation** broadened its audience, with the average number of visitors rising from 1,000 to 5,000 per month, and widened its partnership network and information links. Among its literary projects financed from private funds, the Clearing House completed the publication of a work translated from Kazakh into French and launched a Portuguese to Chinese translation project and a programme to translate representative works from Arabic into English. The Clearing House also co-organized an international conference-debate on translation resources at the Frankfurt Book Fair (9 October 2003).

**Programme IV.3:
Strengthening links between culture and development**

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

245. UNESCO continued its technical assistance activities in the field of **cultural policies**. It took part in particular in the organization of a seminar on the “Palestinian Cultural Project and its Future Strategy” (Cairo, Egypt, 24-26 July 2003), the workshop on the “Formulation of Malawi’s Cultural Policy” (19-20 August 2003) and the workshop on “Culture and development in the NEPAD programme” (Abidjan, Côte d’Ivoire, 1-5 September 2003), preparatory to a regional consultation in 2004. The programme designed to teach some 30 women and girls how to make traditional musical instruments and to train them as teachers of traditional music in Afghanistan ended in December 2003. In cooperation with the non-governmental organization *CultureLink*, a special issue on “Cultural Diversity and Sustainable Development” was published in 2003 and distributed widely in the Member States.

246. More than 50 academicians responsible for graduate and postgraduate programmes in cultural management from Argentina, Bolivia, Brazil, Chile, Equator, Spain, Paraguay, Peru and Uruguay benefited from the Latin American Seminar on Training in Cultural Policies and Management, jointly organized in Santiago, Chile, from 10 to 14 November 2003 by the Organization of Iberoamerican States for Education, Science and Culture (OEI), the Ibero-American Network for Training in Culture (IBEROFORMAT), the Chilean National Council for Culture and Arts, and UNESCO. The International Seminar on Cultural Indicators of Public Service on Culture in MERCOSUR was held in Montevideo, Uruguay, from 4 to 6 August 2003. Over 60 people participated in this seminar, including several Ministers of Culture from Latin American countries. “The International Studies on Urban Cultural Policies” report was published thereafter.

247. Technical and financial assistance continued to be provided to the Member States for the formulation of policies and strategies for the development of **cultural tourism**: training seminar for “sustainable tourism educators” (Angkor, Cambodia, 2-11 September 2003); seminar on “Culture diversity and tourism” (Havana, Cuba, 4-6 November 2003) and round table on a cultural tourism policy for Palestine (Ramallah, 4-5 December 2003).

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

248. Action contributed to the training of trainers through the organization of two subregional workshops, respectively in Douala, Cameroon (23 June-4 July 2003) for 11 Central African craftswomen and in Sibiu, Romania (20-30 October 2003) for 11 craftswomen from Eastern Europe. A regional workshop was also held in Bolivia, from 22 to 27 August 2003 on natural dyes in Latin American textiles, with 33 participants from 13 countries. These workshops not only provided ideas and experience but also led to the establishment of professional networking mechanisms among the participants.

249. The promotion of young designers was pursued through the setting up of a specific booth “UNESCO-DeFacto” in the International Crafts Fair in Havana, Cuba (FIART, 14-21 December 2003) and the assistance to the organization of the African Fashion Festival, FIMA, in Niamey, Niger (1-7 December 2003). Two new initiatives for improving the access of creative craftworkers to the international market should be highlighted: the participation of the laureates of the Crafts

Prize from Africa, Arab States, Asia-Pacific and Latin America-Caribbean, in the International Trade Show “Maison & Objet” in Paris (5-9 September 2003) and the dissemination worldwide of the “Calendar 2004” presenting the works of the 12 laureates in the 2002-2003 biennium.

250. UNESCO has completed its series of regional meetings on Arts in Education around the world by holding the last two of these meetings (Helsinki for Europe and North America and Hong Kong for Asia). The technical and theoretical results of these experts meetings have been uploaded on to the website devoted to this programme, called LEA International. Moreover, methodologies of teaching the arts and through the arts techniques are being published in hard copies for distribution among Member States. The results of the six regional meetings will be brought to the attention of Member States on the occasion of a World Summit on Culture/Arts Education, which will take place in the autumn of 2005. In regard to the promotion of a quality artistic education, several Cuban music professors participated, in July/August 2003, in the Summer Camp School of Jacmel (Haiti), aimed at strengthening the artistic training of Haitian students. A World Observatory on the social status of the artists was launched and presented at several professional events; it is expected to evolve into a major reference tool for the implementation of the *Recommendation on the status of the artist*.

251. As part of the Framework Agreements between three major NGOs in the field of artistic creation, an *International guide to the Pan-African cultural market* containing more than two thousand references was put together by the International Music Council (IMC). This professional resource and research networking will be accessible online free of charge in spring 2004. The autumn 2003 issue of *Resonance*, the magazine produced by IMC, featured research on music in Latin America as a result of the last World Congress held in Uruguay. New Talents Rostrum elected five finalists whose work has been diffused through 50 national broadcasts from the Euro Radio Networking. At the same time, two drama-training workshops for young professionals were held at the International Theatre Institute network. In order to promote diversity in the field of literature and poetry, several work seminars and conferences were organized through International PEN networking. They debated subjects such as: *Indigenous Literature, Poetry and Translation, Young Writers and their creative environment*. The results of these debates will be published in the *International PEN Magazine*. For the promotion of the Universal Copyright Convention, Chinese versions of the *UNESCO Copyright Bulletin* have been published.

04303

Main line of action 3:

**Contribution of culture to the implementation of the Dakar Plan of Action:
promotion of reading and art education**

252. As part of the follow-up to the Books for All programme, book-donation projects, which included contributions from African publishers, were set up with the NGOs Culture et développement (France) and Books for Africa (Minnesota, United States). Under those projects 1,221 works published in Africa were donated to libraries in Mali, Rwanda, Senegal and Togo and several thousand books in English were delivered to the library networks of the following 11 countries: Cameroon, Eritrea, Ghana, Kenya, Liberia, Namibia, Sierra Leone, Somalia, Uganda, United Republic of Tanzania and Zambia.

MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

Overall Assessment

253. During the last six months of the 2002-2003 biennium, the World Summit on the Information Society (WSIS) was the major focus of the Communication and Information Sector as UNESCO very actively sought to ensure that its concerns featured prominently on the Summit's agenda. That this was largely achieved is attested by the support for and the inclusion in the final WSIS documents of the Organization's four key principles for building knowledge societies, namely: freedom of expression; universal access to information and knowledge, especially in the public domain; cultural and linguistic diversity; and access to quality education. Other UNESCO initiatives such as the Communiqué of the Ministerial Round Table on Knowledge Societies held during the General Conference at its 32nd session and the Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace proved to be very influential in shaping the Summit debates.

254. "Towards Knowledge Societies" was the leitmotiv of UNESCO's events at the WSIS which consisted of a high level symposium, eight thematic round table discussions and a UNESCO stand at the ICT4D platform. This unifying theme successfully highlighted the range of issues considered prerequisites to building knowledge societies. Discussions during the Summit affirmed the importance of "democratization of access" and of the ability to use the technology. This means that, in capitalizing on the opportunities offered by ICTs, greater attention must be paid to capacity-building. While ICT can play a crucial role in achieving the Millennium Development Goals by facilitating the generation, acquisition, use and dissemination of information needed for development, the overwhelming challenge for UNESCO will be to create an enabling environment through capacity-building, the creation of locally relevant and accessible content, and the networking of stakeholders.

255. After several revisions, both the Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace and the UNESCO Charter on the Preservation of the Digital Heritage were adopted by the General Conference at its 32nd session, paving the way for more equitable access to information and the development of multicultural knowledge societies. Focusing on advocacy and public policy issues, both instruments are intended to be catalysts for Member States to adopt strategies that will narrow the digital divide and build knowledge societies. The Charter will also play a vital role in the preservation of the world's heritage. Awareness of this issue is steadily growing as witnessed by the increase in nominations for the Memory of the World (MoW) Register which has grown to 91 from all regions. During the 2003-2004 biennium, the Communication and Information Sector will build on instruments such as the Charter and the MoW Register to sensitize decision-makers to the importance of safeguarding the documentary heritage of humanity in all its forms.

256. The World Summit on Information Society also put focus on the issue of freedom of expression. It has become clear that this fundamental human right is not something automatically guaranteed and that constant and persistent efforts must be made to ensure that the benchmark given through Article 19 of the Universal Declaration of Human Rights is indeed respected. UNESCO managed, with the assistance of many Member States, civil society groups and the media to ensure an explicit reference to Article 19 in the WSIS Declaration of Principles and Plan of Action. The Organization has a major responsibility in the practical implementation of the WSIS Plan of Action to ascertain that the principle of freedom of expression is respected and translated into concrete policy.

257. Awareness-raising and monitoring activities, including the World Press Freedom Day and support to the IFEX network were maintained and even strengthened. While there is general awareness concerning freedom of expression issues in the print and broadcast media, there is much work to be done as regards freedom of expression in cyberspace. The issue correlates closely with the efforts of the Sector to support the application of media legislation and regulatory frameworks for the media which are conducive to freedom of expression. The Sector will continue to widen its network of consultants to enable it to cover those issues that are being raised because of the development in digital communication and information.

258. In the wake of increasing actions undertaken at the international level on media in conflict and post-conflict areas, the Communication and Information Sector pursued a number of conceptual, tools-oriented and practical activities during the period under review. The Sector took the initiative to establish a network of actors providing assistance to media in open and post-conflict situations which comprises national organizations, international NGOs, professional organizations, and members of the United Nations family. This network has been created to develop the necessary conditions for a true holistic approach to dealing with a post-conflict situation from the immediate and urgent period to the point where the character of the aid programme changes into communication development programmes. UNESCO is also developing close links with a number of key donor countries to establish together with them a common understanding of the importance of rapid reaction to assist media in post-conflict situations and of the concrete approach applied.

259. The transformation of State-owned broadcasting organizations into editorially independent institutions continues to attract considerable international attention in an environment of increased commercialization and globalization in the broadcasting field. It is in this respect that the subject remains an important thrust of the communication and information programme. During the period under review, UNESCO launched a strategy to encourage Member States to prepare operational guidelines for editorial independence of broadcasting journalists as a condition for UNESCO support for projects on broadcasting media. The strategy is being tested in the Public Service Radio FM96 in Cambodia and the Sri Lanka Broadcasting Corporation which have adopted guidelines for editorial independence. While primary concern in UNESCO's action on public service broadcasting is to develop enabling legal frameworks for editorial independence, the pilot initiatives in Cambodia and Sri Lanka indicate the potentials of promoting journalistic independence through agreed guidelines. UNESCO will continue to explore the possibility of similar arrangements with other beneficiary organizations in the next biennium.

260. The Medium-Term Strategy for 2002-2007 (31 C/4) defines three principal strategic objectives for the communication and information programme, namely: (i) promoting the free flow of ideas and universal access to information; (ii) promoting the expression of pluralism and cultural diversity in the media and world information networks; and (iii) promoting access for all to information and communication technologies, especially in the public domain. Taken together, the results of the various actions carried out during the last six months of 2003, under the respective main lines of action, constitute a substantial contribution to the efforts to reach those strategic objectives as well as the main goals of the principal priority of the programme in document 31 C/5. The development of partnerships with intergovernmental organizations – such as the ITU, UNDP, FAO, and the European Commission – international, regional, and national NGOs, professional bodies, training and research institutions as well as civil society groups in the areas of communication and information were also essential elements contributing towards the attainment of the Millennium Development Goals.

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

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

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

261. The fourth session of the Bureau of the Information for All Programme (IFAP) was held in October 2003 to prepare the working documents for the Fourth Session of the Council scheduled to meet in May 2004. The Council has now become fully operational and has commenced work on the design of a database of best practices and the allocation of funding for project proposals. Activities are also underway to articulate IFAP's focus and role with respect to the International Programme for the Development of Communication (IPDC), thereby instituting concerted measures to reduce the digital divide.

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

262. UNESCO's very active involvement since the beginning of the biennium in organizing and participating in meetings at governmental and non-governmental levels in the preparations for the first phase of the World Summit on the Information Society (WSIS) in Geneva, Switzerland (December 2003) was largely rewarded through the successful inclusion of its vision and principles for the information society in the WSIS Declaration of Principles and Plan of Action adopted at the Summit. “Towards Knowledge Societies” was the message of the various events UNESCO organized during the Summit, including a high-level symposium, eight thematic round table discussions in the Organization's fields of expertise and measurement of the information society and its stand at the ICTs for Development (ICT4D) platform. These events were complemented with a series of publications (available in English and French, in print and online) that provide background analysis on issues of concern to the Organization (further information on UNESCO's participation in WSIS is provided in document 169 EX/5).

263. Progress was achieved towards equitable access to information and the development of multicultural knowledge societies through the adoption by the General Conference at its 32nd session of the Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace and the UNESCO Charter on the Preservation of the Digital Heritage. These declarations of principles, focusing on advocacy and public policy issues, are intended to define national policies as well as inspire responsible action for preservation of and access to digital heritage. Both instruments will be effective catalysts in narrowing the knowledge divide and building an information society for all. During the biennium, the Observatory on the Information Society expanded its services and coverage to all regions of the world. This reference tool provides updated information on the evolution of the information society at the national and international levels. A regional Observatory for Asia and the Pacific (ROISAP (<http://www.roisap.org>)), based on national observatories established by members of UNESCO's Asia and Pacific Information Network (APIN), was launched by the Ministry of Research and Technology of Indonesia and Widyatama University in Bandung, Indonesia. Similar regional portals exist for Africa and the Arab States whereas language-specific versions in Russian, Spanish and Portuguese have also been

established. The Observatório da Sociedade da Informação (<http://osi.unesco.org.br>) was launched in September 2003 in Brazil, which is poised to become a significant interface for South-South cooperation and knowledge sharing among Portuguese-speaking countries. Through these activities, UNESCO is contributing to raising global awareness on ethical, legal and sociocultural issues related to the information society as well as to enabling societies to harness, share and use available information and knowledge.

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

264. The development of free and open-source software is a focus area for UNESCO's action to ensure the availability of tools for information processing and the broadening of interactive access to information and sharing of knowledge. The aim is to develop the skills of and to empower users, particularly in universities, libraries, and other public service institutions, to build and manage their own digital libraries as well as becoming familiar with software development. UNESCO worked closely with the University of Waikato in New Zealand to enhance the open source Greenstone digital library software to enable easy and flexible use by librarians in making their collections available in digital form. The use of these packages continues to expand worldwide and the increase in the Greenstone mailing lists is indicative of its growing popularity. Several varieties of digital collections in different languages have been developed using this package, fulfilling UNESCO's goal of broadening access to publicly available information. Regional Greenstone training workshops were organized in Asia (Bangalore, India, August 2003); Africa (Dakar, Senegal, September 2003); and the Pacific (Suva, Fiji, November 2003). The full package has been translated into French, Russian and Spanish on a UNESCO multilingual CD-ROM for free dissemination in 2004. With regard to reinforcing CDS/ISIS and IDAMS as open source software and enhancing their distribution, UNESCO organized (i) a seminar on "ISIS in Transition: Towards Open Source Code" in Buenos Aires, Argentina (August 2003) for 63 participants from Argentina, Brazil, Chile, Paraguay and Uruguay; (ii) a Latin American and Caribbean Conference on Free Software Development and Users in Cusco, Peru (August 2003); and (iii) a national training course on ISISMARC in Quilmes, Argentina (November 2003) for 27 libraries and information specialists in the main universities in Argentina.

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

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

265. Following the recommendations of the sixth meeting of the International Advisory Committee of the Memory of the World Programme in Gdansk, Poland (August 2003), the Director-General approved the inscription of 23 new heritage collections on the Memory of the World Register bringing the total to 91 items. Twelve new countries now have heritage items on the Register whose goals are to safeguard, preserve and promote documentary heritage of universal value. The new inscriptions indicate the growing awareness in Member States of the importance of preserving documentary heritage and evidence of the success of UNESCO's endeavours in this domain. During the last six months of the biennium, these endeavours included activities such as (i) the workshop for senior-level representatives of paper and/or audiovisual-based archives in the Asia-Pacific region, designed to enable archivists in developing countries to acquire skills to identify, develop and prepare nominations for submission to the Register; (ii) the international seminar on project

design and criteria for the Memory of the World Programme held in Santiago, Chile (September 2003) for members of the Regional Committee of the Programme, directors of archives and documentation centres in MERCURSOR countries, and representatives of human rights commissions; and (iii) the production, in cooperation with the Russian TV-Radio State Collection, of a catalogue of West European Medieval Manuscripts, presenting 90 rare manuscripts from the Russian State Library and other collections.

266. The draft guidelines on formulating policy for developing and promoting wider access to information in the public domain have been finalized after extensive consultations and favourable response from UNESCO National Commissions and experts. These guidelines which emphasize the importance of making more governmental information available to the public will be distributed in 2004. Agreement was reached with FAO on the joint preparation of a self-paced CD-ROM-based learning module on digitization and digital libraries. UNESCO contracted a team of six authors to produce the content, with FAO assuming responsibility for the instructional design and learning technology. The CD-ROM to be completed in 2004 will be made freely available worldwide by both organizations.

05122 Main line of action 2: Strengthening public service broadcasting

267. UNESCO intensified its action to promote editorially independent public service broadcasting (PSB), particularly its societal, educational and cultural functions, with a view to increasing access to information and knowledge. In response to the increasing trend of privatization of content and emergence of new electronic media, UNESCO is assisting its Member States to identify ways in which public service broadcasting can operate in the general interest. In cooperation with professional organizations such as the Arab States Broadcasting Union (ASBU), the International Federation of Journalists (IFJ), Article XIX, the World Radio and Television Council (WRTVC), UNESCO held a three-day seminar on PSB and Civil Society in the Arab States in Amman, Jordan (July 2003). The main objectives of the seminar were to: share experiences and expertise; promote the concept of public service broadcasting; study the legislative framework for establishing and operating PSB; underscore the cultural and educational functions of PSB; and promote strategic alliances and partnerships. The seminar participants from Algeria, Egypt, Jordan, Lebanon, Mauritania, Morocco, the Palestinian Territories, Sudan, Syria and Yemen adopted the Amman Declaration which stressed that PSB should be encouraged and further developed as an important element of society and of citizens' participation in public life and sustainable democratic development. Support was also given for the organization of (i) the General Conference of the Asia-Pacific Institute for Broadcasting Development (AIBD) in New Delhi, India (July 2003); (ii) a workshop on "Broadcasting at the Service of the Audience" organized by the AIBD at the Islamic Republic of Iran Broadcasting (IRIB) in Tehran (October 2003) with 120 participants from the IRIB; (iii) a workshop also organized by the AIBD in Pakistan on "Managing Change: Accountable Management for Broadcasting" (December 2003) for 20 senior radio and television managers.

268. UNESCO organized a workshop on Public Service Broadcasting in the framework of the World Electronic Media Forum – a major side event of the World Summit on Information Society (Geneva, December 2003); it brought together about 150 broadcasters, decision-makers, media professionals and representatives of the civil society who adopted a set of recommendations and a Statement on "Public Service Broadcasting Today and Tomorrow", which represent valuable references on the subject for the international community. Also, at the initiative of UNESCO, the Commonwealth Broadcasting Association (CBA) drafted model guidelines for public service broadcasters (December 2003). The guidelines cover such issues as basic editorial principles; credibility and balance; impartiality in news; accuracy; election coverage and conflict of interest.

The guidelines will be finalized, published and distributed in 2004. The Organization similarly prepared a study on 17 public radio stations in Mexico, Panama, Costa Rica, Nicaragua, Honduras, El Salvador and Guatemala, countries integrating the Puebla-Panama Plan (PPP) with the aim of strengthening public service broadcasting in the region (November 2003). All these activities contributed to raising awareness about the purposes, functions and need for PSB as well as improving its editorial independence.

269. As a means to improve creativity and visibility of audio-visual productions, UNESCO provided support to representatives from Bangladesh, Bhutan, Cambodia, Iran, Kazakhstan, Mongolia, Pakistan, Sri Lanka, Thailand and Viet Nam to attend the Children's Television Programme Exchange and Workshop held by the Asia-Pacific Broadcasting Union (AIBD) in Kuala Lumpur, Malaysia (July 2003). The workshop was aimed at increasing quality children's programme offered on national public television and to foster intercultural exchanges and understanding among producers of children's programmes in the Asia-Pacific region. UNESCO, in cooperation with the AIBD, sponsored two television awards: one for the best television spot in a campaign against HIV/AIDS and the other one for the best educational television programme. To promote and reflect the diversity of audiovisual productions and the potential of public service television, UNESCO organized, together with the Public Service Broadcasting Trust (PSBT) of India and in partnership with the Prasar Bharti in New Delhi, an International Forum on Public Service Broadcasting and Cultural Diversity (August 2003). The event showcased 50 unique, public service-oriented television productions from Africa, Latin America, the Middle East and Asia, reflecting the diversity of audiovisual productions in the world. Television professionals from 15 countries participated in discussions on PSB issues such as the relationship of television to history, education, development, women, conflict and justice.

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

270. In line with efforts to enhance the role of libraries and archives as access points to knowledge and information, the UNESCO Network of Associated Libraries (UNAL), in cooperation with the Asia and Pacific Information Network (APIN) and the Malaysian National Library, is developing an electronic library user education package to be delivered electronically to the public. The initiative will address the training needs for an effective use of libraries and reference sources. The impact of the pilot package will be measured during the first half of 2004 and its results will be extrapolated to the rest of the region. UNESCO participated in the Sixth Meeting of the International "Friends" of the Bibliotheca Alexandrina held in October 2003. A new "Framework Agreement" between UNESCO and the Library signed in December 2003 will help to reinforce cooperation between the two institutions in such areas as cultural heritage; peace and freedom of expression; the ethics of science and technology; dialogue among civilizations; and the digitalization of archives. The Organization also held a training course to disseminate experiences and best practices in using ICTs to increase community access through libraries for representatives of national libraries of Armenia, Azerbaijan, Belarus, Georgia, the Republic of Moldova and the Russian Federation.

271. Creating and strengthening community information centres is essential to address the issue of digital exclusion particularly in rural and marginalized urban zones. Through the Somos@Telecentros network, a number of telecentres, including public Internet cabins, in Latin America and the Caribbean have been linked. UNESCO is also working closely with the ChasquiNet Foundation on a study on the sustainability of telecentres from a cultural, social, technological, political and financial perspective and to recommend solutions to the problem of finding financial resources for telecentres. In Africa, a workshop on establishing an African

Telecentres HelpNet was organized at the Universidade Eduardo Mondlane in Maputo, Mozambique, to examine the key issues in setting up the helpdesk, such as organizational structure; languages; location(s); human resources; governance; and funding. The workshop helped to pool knowledge about the existing state of telecentre development in Africa and verify the validity and feasibility of the HelpNet approach. In agreement with WorldSpace Corporation, UNESCO organized a pilot distance learning course in Africa, using multimedia digital radio technology. The course which focuses on rural telecentre development was given by three lecturers stationed in Ecuador, Mozambique and Uganda in February 2004, and the evaluation report will be distributed by the Organization.

272. UNESCO supported the first Caribbean Audiovisual Information Conference held in Jamaica (November 2003) on “Audiovisual Archiving: Our National Heritage and History”. The meeting provided both regional and international perspectives and was instrumental in the decision to establish a Caribbean Audiovisual Information Network (CAVIN) to oversee the elaboration of audiovisual archival policies and the development of a strategy for the subregion. With funds provided by the Spanish Government, UNESCO continued the project on Digital Library of Latin America and the Caribbean, a regional virtual library based on the national libraries of Latin America and the Caribbean, offering libraries free know-how and a software application tool (in Spanish, English and Portuguese) for creating digital and virtual libraries. The project also provides staff training. The UNESCO Chair in Information Technologies at the University of Colima, Mexico, ensures technical advisory services.

273. Also during the period under review, action continued to strengthen existing community multimedia centres, developing new policies and practices (e.g. “radio browsing”) to integrate technological progress with special attention to least developed countries. The Organization launched a special initiative for large-scale development of community multimedia centres in Mali, Mozambique and Senegal at the ICT4D Platform during the WSIS in Geneva (December 2003). The Swiss Agency for Development and Cooperation announced financial support of 3 million Swiss francs for the scale-up initiative. The Presidents of Mali, Mozambique and Senegal pledged strong commitment to the initiative, heralding it as a unique opportunity to ensure that marginalized communities become active participants in the information society.

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

274. In line with efforts to promote innovative use of ICTs for human resources and capacity development, UNESCO is setting up a virtual campus focusing on the education of civil servants in partnership with the French Ministry of Foreign Affairs; the Ministry of Education; the Fonds francophone des Inforoutes; CNED and AFNIC; as well as Mexican institutions including the National Laboratory of Advanced Informatics (LANIA); the Latin American Educational Communication Institute (ILCE) and the Secretariat of Public Education. In this context, a workshop, attended by 20 participants from 13 countries, was organized and LANIA has published functional and technical specifications as well as recommendations on a distance-training platform for the e-campus. With funding from Japan, UNESCO has developed an Internet Cafe at Kabul University which has provided specialized training for about 300 students, academic staff, education administrators and teachers to enable them to access new technologies. Under the INFOYOUTH Programme, a distance-training module targeting over 300 university students in the Hebron district in the Palestinian Territories was produced; it provides students with skills to create a database of overseas scholarship opportunities and other key student resources. Youth leaders from the Caucasus were also trained in information technologies in Tbilisi, Georgia (October 2003) with special attention to using multimedia and ICTs in information management and supporting

socio-economic development activities. In collaboration with the Telework and Teletraining Centre of the University of Buenos Aires, Argentina, UNESCO developed and tested modules on telework for young entrepreneurs and for small and medium-sized enterprises. The initiative is addressing the need to resolve the lack of job opportunities, one of the major problems facing young people in Latin America. By the end of 2003, 250 young entrepreneurs in the region had been trained.

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

V.2.1: Freedom of expression, democracy and peace

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

275. Freedom of expression was among the four principles for the information society promoted by UNESCO during the WSIS process. On its own and in concerted cooperation with several professional media organizations and international media NGOs, UNESCO insisted on having an explicit reference to Article 19 of the Universal Declaration of Human Rights included in the WSIS documents. Due to the consistency of the Organization's work in this field, including the direct intervention of the Director-General, this objective was fully achieved. Freedom of expression has a prominent position in the WSIS Declaration of Principles and will serve as a benchmark for the concrete implementation of the Plan of Action adopted at the Summit in December 2003. Another part of UNESCO's contribution to the WSIS was a round table on freedom of expression organized during the Summit. It provided experts, professionals, representatives of non-governmental organizations, governmental and regulatory agencies from all regions with an opportunity to identify freedom of expression issues on a global basis such as new possibilities, challenges and obstacles of the exercise of freedom of expression in cyberspace, whether direct (censorship) or indirect (lack of access to ICTs or information); and the regulation of its contents.

276. To ensure coordination of the efforts to promote and preserve freedom of expression globally, UNESCO maintained close relations with regional and international media organizations and press freedom advocacy groups, notably the International Freedom of Expression Exchange (IFEX) network. With assistance from the Organization, the Norwegian Government provided the Bibliotheca Alexandrina with a "Beacon for Freedom of Expression" database, containing bibliographical information on the censorship of books and newspapers, and literature on freedom of expression past and present. Workshops were also organized in Buenos Aires, Argentina, with the specific objective of developing methods to teach freedom of expression in relation to other human rights in high schools in the MERCOSUR countries. These activities helped to achieve the expected result of increasing public awareness of freedom of expression as a fundamental human right and its links with democracy. A UNESCO Chair in Freedom of Expression was established in Chulalongkorn University, Thailand (December 2003), to promote teaching, research, and exchange programme on freedom of expression in Thailand and South-East Asia.

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

277. Continued support was provided to media to foster peace and impart the values of non-violence, tolerance and understanding in conflict areas and in countries in transition. The Organization participated in the Needs Assessment Mission to Iraq organized by UNDG and the World Bank in August 2003. Together with the United Nations Department of Public Information, prepared a report on the media situation in the country, which was included in the synthesis report produced by the UNDG for the Iraq Reconstruction Conference held in Madrid (October 2003). UNESCO also participated in a consultative meeting of key stakeholders held in Accra, Ghana (July 2003) on setting up a strategic partnership for addressing media needs in West Africa. A “Partnership for Media and Conflict Prevention in West Africa” was formed at the meeting to facilitate joint provision of rapid support to the media to pre-empt and mitigate conflicts and their humanitarian consequences. The Partnership incorporates several stakeholders from United Nations agencies, regional media associations and local civil society actors. Liberia was identified as one of the countries in the region in urgent need of interventions and UNESCO joined a mission carried out to the country in December 2003 by a team of representatives from international and regional NGOs, professional organizations and the United Nations. Following the mission, the Organization prepared a contribution on the media for the report of the UNDG Needs Assessment in Liberia and the overall proposed budget for reconstruction and development in the country.

278. In collaboration with the World Association of Newspapers (WAN), UNESCO continued the project of media and education in South-East Europe which aims at promoting universal values of freedom of speech, democratic citizenship and a culture of peace through improved educational content and school-based networks. Workshops for teachers and publishers were held in Skopje, Macedonia. UNESCO also inaugurated the first independent printing plant in Serbia in September 2003 with funding from the European Commission, Denmark, France and Germany to provide members of the Association of Private Media with high quality and fairly priced printing services. To promote cooperation, mutual understanding and tolerance among media professionals in conflict and post-conflict zones, the UNESCO project in the Middle East to encourage dialogue between Israeli and Palestinian media professionals was pursued with the organization of a dialogue seminar in Paris (December 2003) attended by 16 prominent reporters and editors from Israel and the Palestinian Territories. Several of the reporters invited colleagues from “the other side” to take part in radio interviews; newspaper articles on the dialogue seminar have been published in both Israel and the Palestinian Territories. Also during the period under review, a bilingual (Hebrew and Arabic) supplement containing articles of joint cultural, artistic and social nature was produced and distributed freely to all the main newspapers in the area. With the assistance of the Finnish Government, an associated expert has been assigned as media adviser in the UNESCO Ramallah Office with responsibility for media development projects in the Palestinian Territories.

279. The Organization also continued its support to the press houses in Burundi and Rwanda. With funds from the European Commission, the Organization has initiated a project to set up a radio station on the campus of the National University of Rwanda in Butare with the main goals of training Rwandan broadcasters, diversifying radio programming, and enhancing democracy in Rwanda. In Afghanistan, UNESCO supported the training of eight Afghan women journalists on documentary filming, in collaboration with the French media NGO AINA, and the production of a documentary film, *Shadows*, in December 2003. Training workshops for young Afghanis in refugee areas in Iran were also held to reinforce notions of tolerance and peaceful coexistence.

V.2.2: Strengthening communication capacities

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

280. Actions in this area have focused on bridging communication and information gaps through supporting media development and assisting developing countries in the establishment of community media; promoting low-cost communication technologies; encouraging local content production and expression of cultural diversity to enhance the participation of citizens in national democratic processes and catalyse various poverty alleviation efforts. In this regard, during the period under review, UNESCO organized an International Experts Meeting on Communication for Development in New Delhi, India (September 2003), to identify new directions, launch new initiatives and create innovative partnerships in communication for development, making use of the potential offered by ICTs. The 29 experts from 14 countries who participated in the meeting adopted a set of recommendations dealing with such issues as development communication for poverty alleviation; social participation through the media; good governance, transparency, accountability and development communication; the role of communication in HIV/AIDS prevention; pluralist media, markets and democracy, creating and disseminating local content.

281. With UNESCO support, two new community radio stations were set up in Cameroon (Ebolowa and Nanga Eboko), bringing to six the total of such radios established in the country during the biennium. The Organization also provided training and equipment to reinforce the capacity of four community radio stations in the Caribbean (Roots FM, Jamaica; Radio Paiwomak, Guyana; Radio em ba Mango, Dominica; and Radio Muye, Suriname). To assist news agencies in Southern Africa in news collection and distribution techniques and to help them overcome difficulties in their operations because of reduced government subventions, UNESCO organized a workshop on news agencies diversification strategies in Lusaka, Zambia (August 2003). The workshop, which was attended by news agency personnel from Angola, Botswana, Lesotho, Malawi, Namibia, South Africa, Zambia and Zimbabwe, sought to raise awareness of the role of news agencies in national media landscapes and increase understanding of managerial and marketing techniques in news agency operations.

282. In the framework of the Programme for Creative Content, UNESCO carried out a number of training, production and distribution activities aimed at promoting local cultural expression through the media and improving the quality of endogenous productions and broadcasting in developing countries. The Organization contributed to the holding of the African Item Exchange for Children's Television Programmes in Gaborone, Botswana (October 2003), along with Prix Jeunesse, the Union of National Radio and Television Organizations of Africa (URTNA), the Southern African Broadcasting Association (SABA) and UNICEF. The event brought children's television programme producers from several African countries to spearhead the production of authentic and high-quality children's television programmes in the region. UNESCO also supported a programme of exchange of young producers between South Africa and Malawi as well as between Angola and Mozambique with the aim of strengthening the production skills of young producers and promoting the production of culturally diverse programmes.

283. Similarly, in collaboration with Stiftung Prix Jeunesse International, a training course on children's programming in Eastern Europe was held in Albania (October 2003). Key producers of children's television programming in the region, including professionals working for public service broadcasters and independent producers, participated in this course aimed at upgrading the professional skills of producers of children's programming. UNESCO contributed to online

screenwriting sessions and a screening of Caribbean productions for television, in collaboration with the Jamaican Film and Video Producers Association, as part of the Women in Film and Television Summit held in Montego Bay, Jamaica. This was in keeping with the need articulated in the region for more programmes and materials of local content.

284. An International Conference on Communication and Cultural Expression held in the Dominican Republic (November 2003) addressed the subject of indigenous communities and their communication needs for cultural expression. The conference discussed such issues as ways of safeguarding and promoting marginalized indigenous cultures through communication; producing local content as an expression of cultural diversity; the current trends of local content production and dissemination in Asia, Africa, Europe and Latin America; and promoting communication policies with an emphasis on cultural diversity and local content. The conference was organized as a cross-sectoral effort between the Communication and Information Sector and the Global Forum on Local Cultural Expression in the Culture Sector. The results, including a plan of action, will be followed up jointly by the two sectors in the context of the overall strategy for cultural diversity and freedom of expression as well as in the implementation of the cross-cutting project on “ICTs for intercultural dialogue”.

285. Also during the period under review, UNESCO developed an audiovisual e-platform which represents a multicultural, online catalogue for independent producers and broadcasters, with an expected input of some 100 annual productions. The platform with public-service oriented and innovative productions from Africa, the Asia and Pacific and Latin America and Caribbean regions was created to increase effective promotion and distribution of local content by using the Internet as a medium for communication and delivery. It will go online in spring 2004. With the view to increasing participation of youth in the society, UNESCO published and distributed two directories of youth structures in Europe and Latin America on CD-ROM; they provide an inventory of governmental and non-governmental national and regional youth-related organizations and include practical information on youth work, legislation and youth mobility in about 30 European and 20 Latin American countries. The directories are designed to enable youth work professionals throughout the world to acquire a greater understanding and better knowledge of existing youth policies and practices.

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

286. To improve professional training and strengthen capacities of communication and information trainers, UNESCO organized and supported a number of training activities in different regions. These included: (i) two national workshops on journalism ethics and on communication and society held in collaboration with the Fundación Taller Nuevo Periodismo Iberoamericano and the Universidad Especializada de las Americas (UDELAS) in Panama City (August and November 2003) for 25 journalists and 45 specialists from communication media, governmental institutions and universities; (ii) training courses for 100 correspondents of the Macedonian Information Agency (MIA) focusing on basic journalism practices; non-partisan information coverage; objectivity; ethics and professional conduct, particularly during social crisis, conflict and war; (iii) an information and training scheme to improve HIV/AIDS awareness and prevention among disadvantaged youth in several French-speaking countries in Africa; (iv) two national seminars on audience research for 100 radio programme producers in Indonesia under a project funded by the British Embassy in Jakarta; (v) 20 training workshops for students of 12 public schools in Buenos Aires, Argentina, on use of ICTs; community communication; the right to health; AIDS and youth; (vi) a training workshop in planning effective web-based information services and in using online communication tools to advance networking and advocacy work in India (November 2003) for

19 women from 12 organizations; (vii) a training workshop for journalists of regional media in Armenia and Azerbaijan (August 2003); and (viii) three workshops in Latin America for 50 women media practitioners to foster better communication and networking among them; and (ix) a training workshop on investigative journalism held by the Mongolian Zorig Foundation for journalism trainers of the Mongolian journalism training institutes (November 2003).

287. Similarly, assistance was given for a training workshop in Chennai, India (November 2003) for 19 women journalists from Bangladesh, India, Mongolia, Nepal, Papua New Guinea, Pakistan and Sri Lanka, on the use of ICTs to cover HIV/AIDS issues. The workshop was designed to enhance the role of the media in fighting HIV/AIDS by raising awareness about the HIV/AIDS pandemic, eliminating stigma and discrimination, and promoting understanding of issues in HIV/AIDS research, prevention and care. In Africa, UNESCO launched in November 2003 the HIV/AIDS Red Ribbon Media Award for Excellence created to award journalists in the print and electronic media for reporting and media productions that exceptionally contributed to raising awareness about HIV/AIDS issues in East and Southern Africa.

288. Together with the Education Sector, the Communication and Information Sector organized a training course for 70 professionals working at the Lebanese National News Agencies/Ministry of Information on using computers and its applications and undertake assessment studies on “ICTs in Education” in Jordan, Lebanon, the Palestinian Authority and Syria. To strengthen cooperation in the development of media education, research and communication, UNESCO supported a meeting of Deans of the Faculties of Journalism in Armenia, Azerbaijan, Belarus, Georgia, the Republic of Moldova and the Russian Federation (September 2003).

289. Also, during the period under review, the Multimedia Training Kit produced by a consortium of partners led by UNESCO was expanded with the preparation and distribution of modules covering training in the use of open access software, reporting on HIV/AIDS and production of radio browsing programmes. The Organization became a core member of the ItrainOnline Initiative, which brings together a complete collection of resources and expertise in computer and Internet training for development. The UNESCO-led training kit has become the model for all training materials produced by the ItrainOnline partners. In collaboration with Dokter Soetomo Press Institute, a distance training programme was created for journalists in provincial areas of Indonesia through the use of eight radio stations belonging to the Local Radio Network. UNESCO, in collaboration with Indira Gandhi National Open University (IGNOU) in New Delhi, initiated an action to design, develop and distribute gender training modules in empowerment and gender training; gender-sensitive policies, interventions and institutions; media, methods and approaches in gender training; education and research; leadership; governance; and entrepreneurship. The self-instructional modules will be available in April 2004 for distribution through CD-ROM and online to gender trainers, women’s organizations, policy makers, students and intermediate level development workers. Finally, to help journalists and media practitioners to better understand and report on the Education for All goals, UNESCO has designed and developed, in partnership with the Asia-Pacific Institute for Broadcasting Development (AIBD), an Education for All Media Training and Resource Kit. The kit on CD-ROM and in printed version will be distributed globally in 2004.

06004 **Main line of action 1:**
Improvement of the UNESCO international statistical database

290. Returns for the annual education survey are now being processed within the calendar year following the end of the relevant school year. Thus an initial data set for non-OECD countries for 2001-2002 was disseminated to international agencies at the end of 2003. The response from countries has been maintained despite this acceleration of the timetable. The response from OECD countries delays dissemination of the global data. Net enrolment rates can now be calculated for 91% of countries for which enrolment data are available. In order to increase the time available for national education ministries to respond to the survey, and to further improve the timeliness of the data, the survey forms for the 2002/2003 school year were distributed in November 2003, three months earlier than in the past.

291. A thorough quality check of the UIS database on science statistics has been undertaken. Data have been supplied to key stakeholders, most notably the World Bank (for the World Development Indicators) and the United Nations Statistical Division (for the *United Nations Statistical Yearbook*). The UIS questionnaire on science and technology statistics and the associated instruction manuals have been redesigned with a view to launching a new data collection in spring 2004. The Institute has reviewed its Culture Statistics Programme as a first step towards the development of a new framework for the collection of relevant data. Assistance has been provided to the UNDP for the preparation of the 2004 Human Development Report (HDR) which focuses on culture. In this regard, the Institute joined the HDR Statistical Advisory Panel and provided material for the report.

06005 **Main line of action 2:**
Developing new statistical concepts, methodologies and standards

292. The UIS instigated a Literacy Assessment and Monitoring Programme (LAMP) as part of the United Nations Literacy Decade. A number of meetings of experts have taken place in order to begin the conceptualization and design of the methodology. In October 2003, Mongolia was the first country to start work on the pilot phase of LAMP. An in-country workshop was conducted to improve the understanding of LAMP amongst the national project team and likely future users of the data.

293. Within the context of the World Education Indicators project, a survey of primary schools is being developed in order to focus on the quality of education and the equity of its provision from the perspective of teachers and head teachers. Four questionnaires, one aimed at national project managers, one at school heads and two at teachers, along with an operations manual and a sampling manual for schools, were prepared and discussed at a meeting in Brasilia in December 2003.

294. The UIS contributed to the December 2003 World Summit for the Information Society in Geneva by authoring “Measuring and Monitoring the Information and Knowledge Societies: A Statistical Challenge”, a statistical report on ICTs in relation to UNESCO’s domains of competence. This report was launched at the Summit as one of a series of eight UNESCO publications and had as its main focus measurement issues for ICTs. The report delineated the existing ICT data and identified data gaps. It supported the WSIS Plan of Action which specifically mentions the need for both ICT indicators and benchmarking, as well as a framework for the measurement and analysis of the Information Society. Prior to the Summit, the Institute, together with ITU, UNECE, UNCTAD,

OECD and EUROSTAT, sponsored a two-day event on “Monitoring the Information Society: data, measurement and methods”. The recommendations from this will be considered by the United Nations Statistical Commission and the Conference of European Statisticians.

**06006 Main line of action 3:
Statistical capacity-building**

295. The Institute receives extrabudgetary funds for statistical capacity-building from a number of partners, including the European Union, CIDA, the World Bank and Japan. This programme is coordinated by the UIS in Montreal and implemented by a distributed network of staff in UNESCO offices in Harare, Dakar, Bangkok and Santiago. The Institute is also the coordinating agency for the ADEA Working Group on Education Statistics, whose funds are provided mainly by Sweden, the Netherlands and Ireland.

296. The European Union-funded statistical capacity project is well under way. Two pilot countries, Guinea and Niger, are being assisted to improve their data production capabilities in terms of timeliness and potential for policy analysis. Partnerships have been established with the local donor communities who are meeting the costs of the associated in-country training and equipment.

297. National technical committees have been established in several countries which are being helped to improve their international reporting of data. A Data Quality Assurance Framework, developed jointly with the World Bank, is proving a useful tool to assess the strengths and weaknesses of national education statistics. Networks are being created of national and regional experts and institutions in participating countries.

**06007 Main line of action 4:
Strengthening statistical analysis and dissemination of policy-relevant information**

298. The EFA Global Monitoring Report was launched at the High-Level Group in New Delhi in November 2003. The UIS contributed the statistics for the report, together with analyses from the PISA study relating to gender differences in literacy performance. A *Global Education Digest*, published for the General Conference in September 2003, is the first in an annual series to provide the latest key indicators for all levels of education. It includes a CD of data since 1998. The *Digest* was distributed to over 3,500 contacts worldwide and has received much positive feedback and many requests for additional copies. “Financing Education – Investments and Returns”, a report published in 2003 jointly with OECD on the WEI countries, provides new evidence of the impact of human capital on economic growth. It compares education spending and investment strategies from both public and private perspectives. The Inter-American Development Bank commissioned a paper from UIS to elaborate the findings for Latin America and the Caribbean.

299. The report “Literacy Skills for the World of Tomorrow – Further Results from PISA”, also published jointly with OECD, studies the performance of 15-year-old students in reading, mathematics and scientific literacy in the 43 countries participating in the Programme for International Student Assessment (PISA). It provides insight into the factors influencing the development of literacy skills at home and at school, and how these interact. Building on the findings for OECD countries, the role of the UIS was to extend the analysis to 14 non-OECD countries. The UNESCO press service compiled more than 300 pages of press clippings on the PISA report. Within UNESCO, this is second only to the press coverage of the EFA Monitoring Report. At the request of non-OECD countries participating in the PISA project, training was provided on data analysis for the preparation of national reports. Teams from Argentina, Brazil, Chile, Peru and Uruguay participated in the workshops.

PROJECTS RELATING TO CROSS-CUTTING THEMES

(i) Eradication of poverty, especially extreme poverty

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

300. The first phase of the project “Scientific Technical and Vocational Education for Girls: Schools and Community Learning Centers as Community Catalysts for the Empowerment of Girls and Poverty Reduction” was successfully concluded in the period under review. Pilot trainings in Cambodia, Indonesia and Nepal allowed UNESCO and its partners to draw lessons and set recommendations on how to promote vocational training on appropriate technological knowledge and skills for girls in developing countries. A report of the first phase of the pilot activities, which contains examples of innovative approaches, has been prepared and is to be published at the beginning of 2004 for wide distribution.

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

301. Within a common framework agreed upon by the project team and the local as well as national partners, the activities designed to enhance the capabilities of adolescent girls living in depressed rural areas in Bangladesh, India, Pakistan and Nepal have been continued and further reinforced during the last semester of the 2002-2003 biennium. In total 4,500 adolescent girls living in 176 villages have been following the broad based capacity-building programme. Having completed the 18-month basic education programme, all of the girls have acquired basic literacy skills along with knowledge in reproductive and basic health care as well as their legal rights. Selected girls have undertaken training in vocational, enterprise and income-generating skills and some of them have found employment opportunities and others have set up their own micro-businesses.

302. In addition, 12 science and communication centres (Gyan Bigyan Kendra) have been set up in the selected rural areas. The purpose is to provide science education to the adolescent girls of the project and also to make the community members aware of the impact of science in their day-to-day lives. It is estimated that over 15,000 rural people have been sensitized through these centres, which combine traditional communication mechanisms with access to ICT to attract the attention of the community members. A consolidated report on the activities was published in November 2003. In each of the countries, selected youth NGOs are independently undertaking peer group monitoring and evaluation of the project activities. In Nepal and Pakistan, the NGO partners have finalized the evaluation and submitted draft final reports to the UNESCO project team.

303. Furthermore, during her visit to the project sites in Bangladesh in November 2003, the UNESCO Goodwill Ambassador Maria Teresa, the Grand Duchess of Luxembourg, campaigned in favour of girls’ and women’s education in South Asia. The visit was covered widely by national media and it received international attention, giving visibility and raising awareness to UNESCO’s efforts towards girls’ and women’s empowerment through access to education, science and technology.

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

304. By promoting and mobilizing local knowledge, practice and world views, the LINKS project supports rural and indigenous communities in their efforts to resist marginalization and impoverishment, while enhancing resource security. Efforts have been reinforced to place traditional knowledge at the heart of resource management and sustainable development processes and to uphold the vitality of traditional knowledge within local communities through an expanding network of field projects. A recent project with the Mayangna of the Bosawas Biosphere Reserve in Nicaragua, in cooperation with the University of Missouri (United States), is recording indigenous names and categories for hundreds of tropical forest animals, as a first step towards a community-based compendium of local knowledge serving pedagogical and resource management ends.

305. Strengthening awareness of power issues in the biodiversity arena, the proceedings of the international seminar organized with CNRS (France) on “NGOs, Indigenous Peoples and Local Knowledge” has been published as volume 178 of the *International Social Science Journal*. Member States were informed of project progress through a side event at the 32nd session of the General Conference, jointly hosted by the Assistant Directors-General for the Natural Sciences and Social and Human Sciences, the Executive Board Member for Australia and the Permanent Delegate for Bangladesh.

306. Extrabudgetary support has been received from UNEP/GEF for the design of a medium-sized project on indigenous knowledge and marine biodiversity in the Pacific with the countries of Palau, Solomon Islands and Vanuatu. The Cree School Board (Canada) provided funds to support the development of a CD-ROM on Cree knowledge, practice and rituals relating to the natural environment. Canadian government internships have brought two indigenous youths to work with the LINKS project at UNESCO Headquarters. Finally, the University of Wageningen (Netherlands) provided funds to publish indigenous peoples’ contributions to the Third World Water Forum in Kyoto, including the “Indigenous People’s Kyoto Water Declaration” that was highlighted by the Permanent Forum on Indigenous Issues at its second session.

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

307. In the framework of the project “Reduction of Natural Disasters in Asia, Latin America and the Caribbean” UNESCO has continued its contribution to the United Nations International Strategy for Disaster Reduction (ISDR) with the local partners in the cities of Tijuana, Mexico; Antofagasta, Chile; Kathmandu, Nepal; and Dehradun, India. These cities carried out assessments on earthquake risk and developed risk-reduction strategies. Disaster prevention guidelines and tools to educate at-risk poor populations through public awareness and promotion programmes were elaborated. In addition, background work on the preparation of tool kits, the implementation of scenario analysis and improved approaches to land-use planning was done. Capacity-building in awareness-raising and in community preparedness has been an integral part of the activities.

308. To increase the impact of the project, it was decided to build upon the results of previous initiatives, namely the Risk Assessment Tools for Diagnosis of Urban Areas against Seismic Disasters (RADIUS) project carried out from 1997 to 2000 under the aegis of the United Nations International Decade for Natural Disaster Reduction (IDNDR). In addition, support was provided for the identification of risks in the Peruvian area of La Cuenca del Rio Quiroz, and media disaster communication strategy was promoted in the Caribbean.

309. A mid-term review meeting was held at UNESCO Headquarters in September 2003 to assess initial project reports and prepare for the final phase of the project. This culminated with a final symposium in Tijuana and San Jose, California, in January 2004. In preparation for the symposium, junior high school students from the project cities worked with their teachers on the implementation of hands-on exercises that helped them to understand the importance of proper construction in reducing deaths, injuries and destruction due to earthquakes. Activities of the project continued to be carried out in collaboration between two programme sectors at Headquarters and five field offices: Kingston, Lima, Santiago de Chile, Mexico, New Delhi and Kathmandu.

02413 Building community capacities to ensure local development sustainability

310. The geographical focus of this project was shifted to West Africa, which allowed the project to complement the work being carried out under paragraph 03415. Three brainstorming meetings took place: one with experts and United Nations agencies and two others with lawyers, representatives from the government and professors at universities in Mali and Niger. The first one mainly produced a practical methodology useful in the clarification of the concept of poverty perceived as a violation of human rights. The two others raised the awareness of taking in charge the human rights-based approach in the national strategies and generated an invitation addressed to UNESCO to assist the national poverty reduction strategy papers (PRSPs) within the human rights framework; in Niger, an official national committee was set up under the auspices of the Prime Minister to follow up the reflection on how to make the concept operational; in Mali, an ad hoc national committee was set up.

311. The research undertaken produced general studies on poverty as a concept: the theoretical framework and its abilities for action, as well as national-oriented papers on Mali and Niger: the existing legislative framework, the history of the poverty-eradication process, the evaluation of national PRSPs in the human rights-based approach, the perception of poverty. In terms of public awareness, a theatre play was created and a film was produced on the perception of poverty as a violation of human rights.

312. Partnerships have been mobilized with United Nations agencies (FAO, UNDP, UNICEF, ILO, UNSRIO, UNHCR, UNFPA), different ministries (Prime Minister's Office, Ministry on Institutional Reform, Ministry of Justice, Ministry of Foreign Affairs), universities and some donor partners. The local poverty reduction strategy programmes and projects were also partners. Possibilities of *funding* have been identified and await the final results of the project. Projects to be submitted jointly with FAO have been discussed and will be put into effect.

02414 Mining and sustainable development in Latin America

313. In Latin America, artisanal and small-scale mining usually occurs in fragile ecosystems that are frequently characterized by a depressed, primary and underdeveloped economy, by class and "caste" social structure, and by cultural and biological diversity. Within the project, an effective contribution to poverty alleviation through pilot projects in selected Andean countries and Brazil addressing environmental, technological, economic and social challenges of sustainable local development based on artisanal and small-scale mining is implemented. The first international workshop on mining and protected areas in the region was held in October 2003 in cooperation with other organizations.

314. UNESCO-Montevideo's main project *partners* are the Mining Policy Research Initiative (a Latin American programme of the Canadian International Development Research Centre) and Subprogramme XIII "Mineral Technology" of the Ibero-American Programme on Science and Technology for Development (CYTED-XIII). Project activities have been conceived and implemented to be funded on a co-sharing basis with the participation of the respective counterparts.

315. The network of persons and institutions participating in the project involves representatives from the key countries of the project (Bolivia, Brazil, Colombia, Ecuador, Peru, Venezuela) as well as from Argentina, Chile, Cuba, Dominican Republic, Guatemala, Jamaica, Panama, Uruguay and from countries outside the region (Austria, Canada, Spain, and United States of America). Representatives from small-scale miners' associations and entrepreneurs, national and local government agencies, NGOs, universities and international organizations, with different perspectives and specific areas of expertise, have been involved. The main results and lessons learned are being analysed and will be widely disseminated among stakeholders in the region.

02415 The UNISOL-TAPE alliance against poverty

316. The UNISOL (Universities in Solidarity for the Health of the Disadvantaged) and Technology for Poverty Eradication (TAPE) alliance continued to work towards mobilizing key partners of UNESCO such as universities, development organizations and non-governmental organizations in projects of public policy education and other joint ventures for poverty reduction.

317. Within the UNISOL component, the upgrading of public health programmes with a view to social complexity and the disclosure of social research results to policy-makers lies at the heart of the matter. In this context, the Tropical Institute of Community Health and Development (TICH, Nairobi and Kisumu, Kenya) created and promoted the course on "Health and Human Rights, Benchmarks of Fairness and Ethics" focusing on disadvantaged communities such as orphans, other vulnerable children and refugees. An alliance between TICH and the UNESCO Chair on Women and Community Health located at the University of Nairobi, Kenya, has been fostered to prepare for the second UNISOL Congress "Combating poverty through mainstreaming health and human rights".

318. The Technology for Poverty Eradication (TAPE) component focused on basic human needs that can be met through engineering and technology in such areas as water supply and sanitation, food production and processing, housing, energy, transportation, communication, income generation and employment creation, and in the wider social, economic, educational and knowledge situations of the poor.

319. The primary results of the TAPE component achieved during this period include: contributing to strengthen public awareness and understanding of technology and poverty eradication through the development and production of the video and booklet – "Small Is Working: Technology for Poverty Reduction". Other specific activities included the Regional Workshop on "Technology, Small Enterprises and Poverty Eradication", held in September 2003 in Arusha, United Republic of Tanzania and the preparation of the meeting "International Focus on Engineering and Technology for Poverty Eradication", to be held in March 2004 in Washington, D.C. The main partners in these activities include the Intermediate Technology Development Group, Television Fund for the Environment, World Federation of Engineering Organizations, American Association for the Advancement of Science and Engineers Without Borders/Ingénieurs Sans Frontières.

Extrabudgetary funding for TAPE activities relates mainly to in-kind contributions and is estimated at around US \$50,000.

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

320. To attain the goal of advancing research on social, economic, cultural and other causes of the growing homelessness and poverty among children and young people, UNESCO supported the research study on “Problems of Street Children in the Cities of Kyrgyzstan”, carried out by the Bishkek Centre for Public Opinion Studies. The study was published in Russian and its results were discussed at the experts’ meeting, attended by top-level national and international experts and representatives of governmental structures, UNESCO, UNICEF, UNDP and the World Bank, organized in cooperation with the National Commission of Kyrgyzstan for UNESCO. With a view to assist specialists working with street children, the website and database on organizations, institutions and specialists working in this field was created and launched by the Kyrgyz youth NGO (<http://deti.to.kg>). To disseminate knowledge among street children on their rights, a series of handbooks entitled *You are not alone* was published by the Association of Specialists in Professional and Technical Education in the Kyrgyz and Russian languages. Following the recommendation of the working group of the project, UNESCO supported the creation of the rehabilitation centre and a comprehensive educational programme aimed at teaching business skills and creating job places for street children at the rural vocational school. The results of this pilot project were evaluated positively by the Ministry of Labour and Social Affairs of Kyrgyzstan. The final report and the documentary film on the results of the project were produced by the Kyrgyz National Commission for UNESCO.

321. The Russian NGO “The Reform Fund” created the Working Group on Poverty as Violation of Human Rights which organized round tables on poverty eradication. The recommendations of these meetings were included in the information portal on Social Integration of Street Children and Young People at Risk in Urban Areas of the CIS, further developed by the All-Russian Union “Civil Society – to the Children of Russia”. Training and methodological materials on developing the personal capacities of children in post-conflict situations were produced by the Ministry of Labour and Social Development of the Republic of North Ossetia-Alania (Russian Federation).

03412 Advocacy campaign on poverty eradication

322. The Comparative Research Programme on Poverty (CROP) hosted, in June 2003, the UNESCO consultation on Abolishing Poverty Through the International Human Rights Framework: A Strategy of the Sector for Social and Human Sciences. The discussion focused on the general vision of the Strategy, with its four main components: Conceptual Development, International Research, Dissemination and Capacity-Building, Academic Publication Programme, and Advocacy Programme. On the whole, the importance of mainstreaming the relevance of human rights to poverty was supported, and the experts welcomed the innovative aspect of the Strategy.

323. A philosophers’ seminar held on 7 September 2003 sought to elucidate the concept of poverty through an analysis of the conceptual issues related to poverty as a violation of human rights. Participants from Africa, Asia and Europe presented papers on different approaches to the topic. An economists’ seminar was held on 8 and 9 September 2003, at which both philosophers and economists discussed poverty, the economy and human rights. A national conference with policy-makers, held on 10 September 2003, provided an opportunity to exchange ideas on poverty and

human rights among policy-makers at the national and international levels, with the contribution of academics and NGO representatives.

03413 Breaking the cycle of poverty among marginalized youth

324. The results attained by this project are situated at the level of “capacity building for youth”: approximately 90 disadvantaged young persons in Dominica, Grenada, Saint Kitts and Nevis, and Saint Vincent and the Grenadines received skills training in a particular area related to their local environment as well as training in entrepreneurship, civic responsibility, and basic computer and internet literacy. The project also strengthened institutional capacity: a voluntary “Project Implementing Committee” (PIC), acting as a board of management, was established in each country to oversee project implementation; also, “Project support agencies” (PSA) comprising key national stakeholders (relevant government ministries, youth departments, youth NGOs, development banks, training institutions) have been established to work with IICA and the National Commissions to ensure the sustainability of the project, monitor and provide assistance to project beneficiaries, including after the formal end of the project.

325. The main partners include the Inter-American Institute for Cooperation on Agriculture (IICA), Kairi Consultants, the National Commissions for UNESCO in the four participating countries. The University of the West Indies, Mona has prepared an evaluation of the impact and outcomes of the project. Extrabudgetary resources brought into the project by IICA made it possible to extend the project to four countries (estimated at US \$42,000). Other uncalculated resources were made available to the project through collaboration with institutions and NGOs comprising the PIC and PSA. A review meeting to discuss the lessons learned and follow-up action with main partners, governments and other stakeholders is foreseen in 2004.

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

326. The aim of the project is to contribute to the integration of national Education for All plans into national poverty eradication strategies by ensuring synergy with ongoing projects on education and training regarding the culture of peace and human security; to strengthen human security by ensuring access by the most vulnerable sections of the community, in particular in rural areas, to basic social services, by providing multidisciplinary support to pilot projects at the local level.

327. In three villages and communes in the three countries concerned, management committees monitored the implementation of the activities on the basis of the project documents endorsed by the local communities through a participatory approach. In Burkina Faso, following the study of the socio-economic situation in the village of Villy, a report was produced on the local methods for the prevention, settlement and management of conflicts; 60 persons received literacy training; a project for the construction by the community of a Women’s Centre is under way. In Mali, the activities carried out resulted in the strengthening of the institutional capacities of the support structures (the NGO “Vie bonne et municipalité”, of the rural commune of Tienfala); the provision of multifunctional platforms to the villages of Semba and Diogo; the establishment and equipping of literacy centres. Action to promote human rights was taken in all of the 16 villages in the commune. Several initiatives and income-generating activities were launched.

328. In Niger, the study on the reference village of Kahe was completed. Management committees were established for the various project components (literacy programmes and training for women;

health; land-use planning; water management; monitoring of micro-finance projects, and so on. Support was provided to 60 women for income-generating activities. These activities were carried out in partnership with UNDP, OHCHR, the Ministries of Basic Education and Literacy Training, the Ministry of Youth (Niger), the Ministry of National Defence, the Canadian Embassy in Niger, the NGO “Aide et Action”.

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

329. To highlight the linkage between development and migration, especially among young and socially excluded migrants, several activities have been pursued. In China, monitoring missions to three pilot sites of the project have been conducted: a workshop gathering partners from the seven pilot sites was held in Shanghai with the presence of the Chinese Vice-Minister of Labour; a monitoring field visit was organized to the Kunming and the Chengdu pilot sites.

330. In November 2003, an exhibition entitled “Together with Migrants” was organized at Beijing’s Today Art Gallery in collaboration with the Institute of Sociology of the Chinese Academy of Social Sciences. In a display of support to migrant workers in China, the event introduced the UNESCO project to the general public and presented the artworks of 15 Chinese artists focused on the theme of migration. Through an interaction with art, the exhibition aimed at drawing the policy-makers and general public’s attention to the rights of Chinese migrant workers and at highlighting their contribution to the Chinese economy, society and culture. The opening ceremony gathered together a large public and was widely covered by the media. In Laos and Cambodia, the second subregional strategic workshop and monitoring mission was organized in Phnom Penh with partners from pilot sites of the three countries – China, Laos and Cambodia.

03417 Building capacities to deal with poverty eradication

331. The overall purpose of this project was to build the capacity of UNESCO’s personnel at Headquarters and in the field to design innovative, high quality and relevant policies, programmes and project proposals for poverty reduction.

332. Firstly, a more coherent focus and framework for the diverse series of poverty reduction projects within UNESCO was reached through project reviews with team leaders and their members (March, May and October 2002). To further enhance the poverty eradication components of these pilot projects and the programme overall, a partnership was established with the Comparative Research Programme on Poverty (CROP). This partnership included both a comprehensive assessment of the pilot projects and a consultative conference to enhance the strategy and approach of UNESCO’s poverty eradication work. A final report and recommendations were submitted in autumn 2003. A conference in Bergen, Norway, in June 2003, resulted in “Abolishing Poverty Through the International Human Rights Framework: Towards an Integrated Strategy for the Social and Human Sciences”. Additionally, a conference was organized at UNESCO for pilot project teams featuring Anne-Marie Lizin, Senator of the Belgian city of Huy and Special Rapporteur for the United Nations Commission on Social, Economic and Cultural Rights on Extreme Poverty. Finally, a six-day training workshop has been designed and delivered to poverty project team leaders and members by the Active Learning Centre of the University of Glasgow. The workshop: “Training of Trainers on Advocating and Lobbying on Poverty as a Denial of Human Rights”, took place in Paris in November 2003. Based on this experience, further training workshops and programmes will be presented during the next biennium to those involved in the pilot projects.

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

333. This project promotes sustainable community-based cultural and ecotourism in isolated mountain areas of Central and South Asia, with a focus on poverty alleviation, reduction of rural-urban migration and the preservation of the cultural and natural heritage.

334. Project activities, carried out by local and international NGOs working in eight countries – Bhutan, India (Ladakh), Islamic Republic of Iran, Kazakhstan, Kyrgyzstan, Nepal (Humla), Pakistan (Chitral and the Kalash Valleys) and Tajikistan – included training local tour guides, focusing on young people and women, establishing community-based home-stay accommodation, and training in the production and sale of high-quality craft items as part of a strategy for skills building and the development of sustainable employment. By providing employment for young people, the project makes measurable impacts on poverty alleviation and the reduction of rural-urban migration, as well as channelling much needed resources to grass-roots communities in mountainous rural areas, which are among the poorest and most isolated in the region as a whole.

335. In 2003, the project benefited from the first year of major extrabudgetary funding from the Norwegian Government, amounting to US \$745,800 for 2003-2004, and a grant of €15,000 for 2003 was received from the Government of the Principality of Andorra, part of the project's commitment to establishing synergies with outside partners and a targeted approach to mobilizing extrabudgetary resources. A project website is online at www.unesco.org/culture/ecotourism, containing descriptions and links to each country activity, as well as a full list of project partners.

04412 Strategy for the sustainable development of tourism in the Sahara

336. The intersectoral project is intended to implement a strategy for cooperation among States sharing the Sahara, with a view to combating poverty. Two international workshops were held in this context, in Tunis in April 2002, and in Ghardaïa (Algeria) in April 2003. An international network was established grouping together Member States, United Nations agencies, the Sahara and Sahel Observatory, the *Déserts du Monde* foundation, IGOs and NGOs, tour operators, tourism offices, associations, local NGOs, and so on. Three publications were drawn up and a film produced on the Ghardaïa workshop. In November 2003 the pilot project "The Ksour Route" received extrabudgetary funding amounting to \$40,000 from UNDP/Algeria. This project consists in identifying and renovating the Ksour as quality tourist accommodation and developing thematic tours, working in close cooperation with communities that have been informed and trained.

337. A presentation of the project took place in December 2003 in Timimoun during the first festival of the *Déserts du Monde*, which was attended by a large number of participants and helped to strengthen cooperation among the various United Nations agencies (in particular UNDP and UNEP). The project document was submitted to the donors' meeting in February 2004 in Algiers. UNDP and several donors have already expressed their support for the project and are planning to finance its second phase.

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

338. The project is expected to be completed by the end of March 2004, with the publication of the final report based on the results of the workshop "Fighting Poverty through Heritage", organized in

Luang Prabang, Laos in February as the final restitution meeting of the project. It is to be recalled that the purpose of this project is to recommend new paradigms of Official Development Aid (ODA) linking poverty reduction to heritage protection and enhancement.

339. The project produced reports of the legal study on property ownership and the socio-economic sample surveys of the local population conducted in all five case study sites – St Louis (Senegal); Porto Novo (Benin); Tongi and Xitang of the six Canal Towns of the Lower Yangtze River (China), Luang Prabang (Laos) and Georgetown (Guyana). The surveys indicated the phenomena of strong rural to urban migration of population seeking employment, the emergence of informal housing negatively impacting on the heritage value of the towns and the dire need for a “pro-poor” strategy in the ODA projects. The evaluation at some of the case study sites, which also associated the towns of Chingetti of Mauritania, Zabid of Yemen and Istanbul of Turkey, indicated the harmful aspects of major national or international ODA infrastructure development projects designed in the capital cities. The local authority partners of the case study sites stressed the need to develop new aid delivery mechanisms, involving the local neighbourhood communities.

340. To follow up on this project, and to continue the development of new strategies for poverty reduction through cultural development, the Culture Sector of UNESCO is supporting local authorities of LDC Member States in the design of new projects in cooperation with the French bank, the Caisse des Dépôts et Consignations (CDC), the Agence Française de Développement (AFD), the World Bank, the European Commission, and the Social Fund for Development of Yemen, in close collaboration with European local authorities through the decentralized cooperation framework. This CCT project has been conducted in association with ongoing and new bilateral and multilateral projects amounting to over US \$10 million.

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

341. The UNESCO Offices in Cambodia, Congo, Haiti, Kazakhstan, Papua New Guinea and Zimbabwe have been involved in the implementation of the project’s first objective – Basic skills, training of marginalized youth in craft workshops and non-formal education courses with the skills training of some 175 young girls and boys, sales exhibitions of new products and the development of local marketing channels. Owing to the internal situation of the countries, the project activities are still ongoing in Congo, Haiti and Zimbabwe. It is however to be noted that Congo received extrabudgetary assistance in the form of material contribution from the Brazzaville Town Hall and Haiti has raised an additional amount of US \$40,500 from Japan and Canada.

342. The four field offices in Bangladesh, Egypt, Mozambique and Viet Nam contributed to the attainment of the project’s second objective: initiation of future primary school leavers in craft workshops. In each of these countries, students from three schools have received basic training in local craft centres, in cooperation with the National Commissions for UNESCO and the Ministry of Education. The twofold impact of the project is related to (a) an innovative approach for the development of skills for school “drop outs” to take up traditional crafts as an occupation and (b) the increased awareness among schoolteachers, pupils and parents of the sociocultural value and potential role of traditional crafts in poverty eradication.

04415 Youth development and poverty reduction through sustainable community tourism

343. “YouthPATH” was fully operational in the period under review. Established in five countries (Barbados, Bahamas, Jamaica, St Lucia and St Vincent and the Grenadines) the project trains young people in rural areas in the development and management of tourism heritage sites. It concentrates on capacity-building in such areas as information technology, marketing and promotion, accounts craft production and tour guide techniques.

344. A regional training workshop in Barbados brought participants together for the first time to share experiences and to establish lines of cooperation. Training workshops were held in project development and management, site management, craft, small business development, public relations and computer technology. As a result the young people are now better prepared for the managerial and entrepreneurial roles which will be utilized in the opening of their sites to the public in Phase II of the project. Monthly teleconferences allowed the various project leaders to discuss their reports and exchange information on best practices. Partnerships have been established with governmental departments of youth and of the environment. Such partners have supported the projects both financially as well as through advocacy.

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

345. The focus of this phase of the project has been on sharing research outputs and results from the network of CMCs and local ICT networks. A user’s handbook on Ethnographic Action Research was published in September. Preliminary research findings formed the basis of a consultative meeting in New Delhi during which field researchers presented findings on emerging themes to 50 representatives from government, universities and groups working in ICT, the media, education, agriculture and poverty reduction. Two of the CCT partners made presentations at WSIS about UNESCO’s research and innovation initiatives: Nabanna in West Bengal (winner of the APC/GKP award for gender and ICTs) and Namma Dhwani CMC, in South India. Two major publications are due in March: “Case Studies in ICT Innovation” and “Major Themes in ICT Application for Poverty Eradication”. Other activities include planning for the upcoming biennium, specifically partnerships and new strategies.

06411 EFA Observatory: helping Member States in monitoring and achieving EFA goals

346. The overall aim of the project has been to examine the statistical foundation for the link between poverty and education in order to establish a set of indicators that might be sensitive to the relationship between these two domains.

347. The results achieved include: a study completed on African languages incorporating data gathered by UIS during its 2003 series of regional workshops. The *Global EFA Monitoring Report for 2003/2004* concentrated on gender issues for Education for All. Expert recommendations showed that UIS should consider gender differentiated data on government finance, compensatory measures adopted by governments (e.g. free school meals), field of study and employment. A recent study on HIV/AIDS highlighted the need for UNESCO to concentrate on monitoring the impact of the disease rather than the incidence and spread of the disease itself. UIS is considering a recently completed report on the relationship between Poverty Reduction Strategy Papers and Education for All Action Plans which aims to identify common statistical indicators, and gaps in policy

monitoring. The Institute has also completed a study on indicators for rural education which has considered its role in relation to data on remote groups and sub-national populations.

348. Two major studies were undertaken, one on life skills, and the second on poverty and the dynamisms of family community and housing. UIS has completed a major study of existing life skills programmes in South and East Asia, with the cooperation of ministries of education in these countries and UNESCO Bangkok. The study involved several missions to countries in the area, and regional seminars in Thailand, Indonesia and South Korea. The second project on poverty and the dynamics of family, community and schooling addresses the issue of patterns of school participation from the perspective of household, school and community resources. It assesses the use of existing indicators and recommends a set of comparative indicators to study these phenomena.

349. Other groundwork for the project includes a review of available research on the relationship between poverty and schooling which has compiled the most recent studies across a range of developing country contexts. A database of primary data sources has been compiled, that includes a considerable number of household survey and international student assessment data-sets that are being used in the analyses. In terms of the analysis, several internationally recognized experts have committed to contributing to the study, one preparing a study across a wide range of countries on the relationship between school and community resources and learning outcomes and a second to preparing an overview of policies that are used to build participation among the poorest.

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

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

350. The main objectives of the project were to reinforce and develop African research, education and training capacities in remote sensing applied to ecosystems and water resources. Support was provided to the 11 participating countries (Benin, Botswana, Côte d'Ivoire, Equatorial Guinea, Guinea, Mozambique, Niger, Nigeria, Senegal, South Africa, and Zimbabwe) to implement national development projects.

351. In all countries, capacities and needs have been assessed and national networks involving relevant stakeholders have been established to support the development of remote sensing for integrated management of ecosystems and water resources. A number of national projects were carried out covering a wide range of topics such as management of tropical forests; water resources; vulnerable ecosystems; development of university curricula for postgraduate diplomas in geographic information systems and satellite applications; ground water and mountain aquifer management; and satellite data processing and analysis. Finally, national websites were developed to promote and disseminate the results of national projects; the global website is being transformed into the first UNESCO – African Portal in Remote Sensing and Satellite Applications for Sustainable Development.

352. A network of regional training and research institutions has been established, including the UNESCO Regional Bureau for Education in Africa (BREDA) in Dakar; the Regional Office for Sciences (ROSTA) in Nairobi; African specialized centres in the space sciences, mapping and survey such as the African Association of Remote Sensing for Environment (AARSE); the Regional Centre for Mapping of Resource for Development for East Africa in Kenya (RCMRD); the West

Africa Regional Centre for Training in Aerospace Surveys (RECTAS) in Ile-Ife, Nigeria; the African Centre for Meteorological Application for Development (ACMAD) in Niamey, Niger; the Drought Monitoring Centre for East Africa (DMC) in Nairobi, Kenya; the Network for Environment and Sustainable Development in Africa (NESDA); and the Federal University of Technology of Minna, Nigeria.

353. International cooperation has been developed through: (i) reinforced United Nations inter-agency cooperation with the United Nations Office for Outer Space Affairs; the UNEP Collaborating Centre on Water and Environment; and the World Meteorological Organization; (ii) reinforced North-South cooperation by developing partnerships with the European Space Agency; the European Commission; the EUMETSAT; the German *Institut für Umwelt und Zukunftsforschung e.V. Blankensteiner*; the Mediterranean Network of UNITWIN and UNESCO Chairs on Water Resources; and the French National Centre for Space Studies (CNES); (iii) enhanced South-South cooperation through partnerships with the Brazilian Space Agency and the Indian Space Research Organization; and (iv) a capacity-building strategy developed as a follow-up to the WSSD in collaboration with the Committee of the Earth Observation Satellite (CEOS).

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

354. The project worked towards establishing a higher education distance learning knowledge base for decision-makers with a regional focus on the CIS and Baltic States. In November 2003, UNESCO's Institute for Information Technologies in Education (IITE) organized within the framework of the 13th International Congress of the Conferences "Information Technologies in Education" (ITE-2003) a round table on "The Development of the Open and Distance Learning Knowledge Base for Higher Education". More than 50 participants, experts in the field of ICT from nine countries (Armenia, Azerbaijan, Belarus, Kyrgyzstan, Lithuania, Republic of Moldova, Tajikistan, Ukraine and the Russian Federation) participated in this event. They discussed mechanisms of filling the knowledge base with national resources, adopted a coordination scheme to that end, and agreed on activities for the next biennium. An analytical survey, *Open Distance Learning Knowledge Base for Decision-Makers: Experience of Kyrgyzstan*, was prepared and published in the framework of the project.

01424 ICT-based training in basic education for social development

355. The project developed ICT-based training packages to strengthen capacities of basic education providers: 100 copies of a Resource Package on Basic Education for Social Development have been produced. The package (in hard copy, CD-ROMs and online) consists of the prototype training modules and related resources on educational governance at the local levels; empowerment of women farmers; inclusion of gender perspective in family education; and reading for all. A training workshop on preparing interactive e-learning programmes was held at UNESCO Headquarters (November 2003) for representatives of the participating countries. The workshop provided hands-on training in the use of the EasyGenerator software to create interactive learning programmes based on some of the prototype training modules. The UNESCO publication, *Gender Sensitivity*, which served as a training resource in two components of the project, was revised, translated into French and Russian and reprinted for international distribution.

356. A number of training workshops were organized on the prototype training modules, including two workshops on how to develop gender-sensitive learning materials held in China and Zimbabwe. Participating in the workshop in China were women farmers; livestock experts; researchers; and health, agricultural extension and literacy workers from the Gansu, Guangxi and Yunnan provinces; they produced 23 gender-sensitive booklets on subjects relevant to different aspects of rural living which have been printed and distributed to all provinces of China. The workshop in Zimbabwe brought together women farmers active in local NGOs and agricultural experts in various fields who produced 23 illustrated post-literacy booklets on various techniques in organic planting; soil fertilization; crop marketing; cooking oil production; water conservation; and HIV/AIDS. Also held were (i) a workshop in Pakistan to adapt the prototype training module on educational governance at local levels and to train people in their use; (ii) pilot training sessions in the United Republic of Tanzania and Uganda, based on the prototype training modules on reading for all; (iii) a national workshop on inclusion of gender perspectives in family education held in Cambodia; and (iv) training session in Kyrgyzstan on using a CD-ROM version of the training modules.

357. An HIV/AIDS training manual (CD-ROM in English) was produced in Ethiopia and will be translated into Amharic for distribution in 2004; also, four HIV/AIDS videos were produced in Amharic and distributed to students at Addis Ababa University. Similarly, four television clips, half a million calendars and a set of small cards were produced in Cambodia and used in the campaign on HIV/AIDS targeting youth; in Viet Nam, an HIV/AIDS preventive radio programme was developed and broadcast for two months as part of a popular health and social affairs radio programme; also, 5,000 copies of a 2004 Diary with HIV/AIDS theme was produced for distribution.

358. The implementation of all these activities involved a number of international and national partners in the participating countries such as: FAO; UNAIDS; UNICEF; WHO; USAID; Queensland University of Technology; the African Development Education Network; ministries of education in China, Cambodia, Ethiopia, Kyrgyzstan, Pakistan, and the United Republic of Tanzania; the Academy for Education Planning and Management in Pakistan; Addis Ababa University; Adult Education Organization of Zimbabwe; Radio Zimbabwe; Institute for Social Development Studies in Viet Nam; Kyambogo University in Uganda; Kyrgyz National University; National AIDS Authority in Cambodia; Educational Research Institute, Yunnan Normal University in China; and the All China Women's Federation.

02421 Small Islands Voice 2004

359. One of the main goals of the Small Islands Voice (SIV) project is to optimise the use of ICTs so that the views of the general public are heard, and that these views work as a driving force for development in the islands. This process facilitates the input of civil society and the general public in the preparations for and follow-up to the review of the Programme of Action for Small Island Developing States (SIDS) to be held in Mauritius 2004.

360. In pursuit of increased awareness and understanding about environment and development issues in small islands, UNESCO continued to encourage open and transparent dialogue through various mechanisms. These included: (i) the publication and distribution in July 2003 of 5,000 copies of the report, *Small Islands Voice: Laying the foundation*, to National Commissions, governments, NGOs and civil society bodies in small islands and other relevant member countries; the report was also put on the web (www.unesco.org/csi/pub/papers2/siv.htm); (ii) during the global conference on Oceans, Coasts and Islands in November 2003, three SIV representatives (from the Caribbean, Indian Ocean and the Pacific) made presentations on behalf of the general public, civil

society and youth; (iii) discussion on the SIV global Internet forum (www.sivglobal.org) centred on breaking the cycle of crime and violence, and whether small islands benefit from the export of their water resources; and (iv) debate on the SIV youth Internet forum (www.sivyouth.org) focused on the quality of drinking water in Raki Raki (Fiji); health issues in Mauritius; the lack of jobs for school leavers in the Maldives; gang violence in Dominica; and alternative uses of fish in the San Andres archipelago. By the end of December 2003, 37 schools in 11 small islands across three regions had been involved in the SIV youth Internet forum, while the SIV general public Internet forum reached over 13,000 people.

361. In July 2003, Small Islands Voice encouraged greater inter-regional collaboration by supporting representatives of youth groups from the Indian Ocean and Pacific to participate in the Caribbean-based “Sandwatch” beach monitoring programme which aims to empower and strengthen the capacities of young people. Inter-regional linkages were enhanced when, in November 2003, a youth ambassador from Saint Kitts and Nevis visited Seychelles to meet with youth representatives, government officials and other individuals to further the goals of Small Islands Voice. This activity was a collaborative effort on the part of the National Commissions in Saint Kitts and Nevis, Dominica and Seychelles.

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

362. The objective of the project was to build a network of research institutions in the three regions and to encourage scientific cooperation and exchange of experience in the management of drying lakes. The technical specifications for the virtual laboratory (VL) and equipment was developed by the UNESCO Chair of the Jordan University, Amman, in collaboration with the UNESCO Office Almaty and then disseminated among the project partners at the regional level.

363. The following institutions were identified and networked: for Lake Chad: University of Maiduguri and Lake Chad Research Institute (Nigeria); University of Ngaoundere (Cameroon); and Lake Chad Basin Commission (Chad); for the Dead Sea: University of Jordan, University of Philadelphia, Ministry of Water and Irrigation and Jordan Valley Authority, and the Arab Potash Company (Jordan); for the Aral Sea: Institute of Hydrogeology and Hydrophysics, Ministry of Science and Education (Kazakhstan); Urgench State University and the Centre for Development Research (Uzbekistan); and ZEF Bonn (Germany). The selected centres were equipped with hardware, Internet connectivity and software, where necessary; training of human resources was conducted on the use of the Virtual Laboratories tool kits and software. The scientific group of the project met during the training sessions and had several distance conferences for the exchange of information and data on the common research theme “the water balance” through the VL tool kits and software developed by UNESCO.

03421 Information and communication technologies as a tool for local governance

364. The main goal of the project is to strengthen the capacity of local governments to use ICTs as tools for improving local governance by providing training to enhance the internal organizational processes of governments including better information and service delivery, and by increasing government transparency and democratic practices. A training course has been developed and implemented. The project has been carried out in Latin America and Africa with the following results during the last six months of 2003:

365. In Latin America, a training course on e-governance has been developed in Spanish and training is provided as part of the Masters degree course on local government for municipalities. The aim of the training is to strengthen the capacities of local authorities to use ICT tools for more transparent and efficient public management and increased citizen participation. The course covers the three main themes of e-administration, e-government, and e-democracy and is targeted at decision-makers, local elected representatives, public sector consultants, and municipal information managers. The first five-month training course started in October 2003 with some 70 participants from Latin American municipalities and universities with scholarships offered to 25 participants. The main partners are the Union of Ibero-American Municipal Professionals and the Virtual School of Governance (EVG) of the Open University of Catalonia. Based on the experience carried out in Latin America, a new training course is being developed for the African region, to be delivered through electronic university platforms, with the close involvement of African scholars. To this end, six scholars were trained in the design and implementation of the e-governance training course; the full training course will start in 2004.

366. A proposal for fellowship support has been submitted to funding sources including the Spanish government fund for cooperation in ICTs for governance. About €200,000 are expected in 2004 for fellowships to support students from Africa and Latin America to follow the training course on e-governance as designed under the project. In the 2004-2005 biennium, the project will be extended to the Caribbean Region.

03422 UNESCO World Report on “Building Knowledge Societies”

367. During the period under review, the preparation of the first UNESCO World Report on the theme “Building Knowledge Societies” entered its final phase. The Report, due to be published in 2004, is one of the main instruments for strengthening the Organization’s intellectual, strategic and ethical watch function and will help to feed the debate and the work carried out by the Organization in the preparations for the second phase of the World Summit on the Information Society (WSIS), to be held in Tunis in 2005.

05421 Initiative B@bel

368. The project is designed to contribute to UNESCO’s strategy of promoting equitable access to information and linguistic diversity in cyberspace. This goal was pursued through a range of actions in three domains, namely (i) supporting policy development and understanding among policy-makers on issues of equitable access and multilingualism; (ii) disseminating information, language resources and conducting surveys; and (iii) supporting the development and implementation of pilot projects and research aimed at facilitating interoperability and access of languages on the Internet and preserving endangered languages.

369. As part of UNESCO’s events at the World Summit on the Information Society (WSIS) in December 2003, a round table “Language, literacy and new technologies: the challenge of culturally adapted content for development” was co-organized with the ICT4D platform. The event brought together representatives from government, research institutes and project implementers to share experiences, build partnerships and demonstrate technologies and software supporting the use of local languages in addressing development challenges. Co-sponsors of the event included the Swiss Development Corporation, the International Literacy Institute and the African Academy of Languages. UNESCO also prepared and distributed reports aimed at sensitizing and providing

guidance to policy-makers and planners, particularly in developing countries, on key issues related to the development of computer-based support for local scripts and languages, intellectual property rights considerations in the exchange of electronic resources, and address institutional structures required to support these developments.

370. An online survey and analysis of the influence of greater cross-border contact on language usage on the Internet by 3,000 high school and university students in selected countries in Asia, Africa, Western and Eastern Europe was completed providing fresh data and insights to the debate on multilingualism in cyberspace. The results of the survey, “Language and the Internet”, will be published electronically in a special thematic edition of the *MOST Journal*. Equally completed was the first draft of a statistical report on multilingualism on the Internet. The report, which examines trends and patterns of user access, growth of online content in various languages and assesses existing technologies for measuring linguistic diversity online, will be finalized and published in 2004. Also undertaken was the first phase of field expeditions to record and digitally preserve content to be used for creating an online sound record library of endangered languages of the South Caucasian region. This involved recordings of speakers of Abkhazian, Batsbi and Laz which have been transcribed and translated into English and Georgian. In parallel with this action, 1,000 copies of a two-volume general-purpose bilingual Abkhazian-Georgian dictionary have been published in print and electronic versions.

371. The project also developed the support of non-roman scripts in an open source web browser (Mozilla) with a rendering engine (Graphite); fonts to support Burmese and West African languages; and various multilingual editing tools. The beta versions of these software tools, demonstrated at the 32nd session of UNESCO’s General Conference, have been improved and will be available for distribution in 2004. UNESCO Offices in Addis Ababa; New Delhi; the UNESCO Institute for Statistics in Montreal, Canada; and the UNESCO National Commission of Georgia have been involved in implementing project activities. An amount of €32,500 was received from extrabudgetary sources over the biennium.

05422 Preserving our digital heritage

372. In order to foster a framework for the protection of digital heritage, the project focused on: (i) a wide consultation process with governments, policy-makers, producers of information, heritage institutions and experts and the software industry; (ii) dissemination of guidelines on digital heritage preservation and capacity-building; in this context, the first regional training workshop was organized in Rio de Janeiro, Brazil (December 2003) for about 50 experts from all Latin America. Similar training workshops are planned for the other regions; (iii) implementation of pilot projects; and (iv) the international Charter on the Preservation of Digital Heritage adopted by the General Conference at its 32nd session (October 2003). The Guidelines accompanying the Charter form a central part of the campaign to improve access to digital heritage for all the world’s peoples, and to ensure that the means of preserving their digital heritage are in the hands of every community.

05423 Virtual universities: test beds and guidelines on their establishment

373. The project is composed of the three following activities: distance education needs assessment; development of distance education materials and e-campus; and dissemination, evaluation and extension. A Pan-African study on the development of e-campus has been completed in collaboration with the University of South Africa (UNISA). The material for the test

beds of a virtual university is being developed and was presented at a meeting in October 2003 at the Asian Institute of Technology in Thailand. A workshop on quality assurance of distance training materials and e-campus services was held in Moscow in December 2003 to validate and disseminate methods for quality assurance in the development of e-campuses.

05424 Electronic Theses and Dissertations (ETD) Programme

374. The project seeks to enhance the production, access and archiving of scientific information, particularly theses and dissertations, by using the opportunities offered by ICTs. It is based on the principles, guidelines, workflow models and best practices described in the “UNESCO Electronic Theses and Dissertations (ETD) Guide” (Paris: UNESCO, 2002). The main results achieved during the last six months of the 2002-2003 biennium in networking, training and awareness-raising are the following.

375. Since August 2003, the University of the Witwatersrand (South Africa) and Addis Ababa University (Ethiopia) with the involvement of the Association of African Universities are hosting an ETD pilot project aiming at empowering the two universities to establish sustainable ETD programmes and at sensitizing other universities in the region to the importance of such programmes. In a longer-term perspective, it aims at improving graduate education by allowing students to produce electronic documents, use digital libraries, and understand issues in publishing. A similar project to improve the management and access to theses and dissertations prepared in universities in Baltic States was initiated in December 2003, under the lead of the Kaunas University, Lithuania.

376. Members of university administration including university librarians involved in the introduction of ETD projects in their institutions started implementing the new skills in ETD project management that they acquired during tutorials organized at a conference in Berlin, Germany (May 2003). Directors of ETD projects in Latin America were trained during a workshop in June 2003 that was organized by UNESCO and the Federal University of Ceará, Brazil, under the auspices of the *Asociación de Universidades del Grupo Montevideo (AUGM) and the Programa Iberoamericano de Ciencia y Tecnología para el Desarrollo (CYTED)*, in Fortaleza, Brazil. Finally, assistance was provided for the creation of a web-based ETD clearing house at the University of Cape Town (South Africa) within the framework of the Networked Digital Library of Theses and Dissertations (NDLTD). This will help to increase awareness on the importance and potential of ETD projects and on appropriate methodologies and technical infrastructure for their introduction.

05425 UNESCO knowledge portal

377. The UNESCO knowledge portal comprises several interactive thematic and sectoral sub-portals, including an education portal (Higher Education and Early Childhood); the UNESCO/IOC Regional Ocean sub-portals (African Ocean Portal, Caribbean and South American Portal, South-East Asian Portal); the Digi-Arts sub-portal; and the Communication and Information WebWorld sub-portal (Archives Portal, Libraries Portal, Observatory, Free Software Portal). The technical infrastructure has been strengthened with the view to developing a UNESCO search engine. Also, a geographical Information System has been set up to integrate geographic components of UNESCO data. The first stage for geographic collection covers the Memory of the World and Man and the Biosphere programmes. The sub-portals serve as a one-point gateway to UNESCO’s programmes and provide resources to strengthen local and national capacities in the identification, protection,

sustainable use and interpretation of documentary heritage, thereby serving as capacity-building tools. Field offices, national partners and international NGOs are actively involved in project implementation, providing information and services as well as maintaining the multilingual and diverse nature of the portal. An assessment of the UNESCO Knowledge Portal to make recommendations for its further development in 2004-2005 has been started.

Coordination of action to benefit Africa

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378. Efforts were made to continue activities begun in the first half of 2003 to strengthen **cooperation with the Member States of the region** and emphasize the priority given to the continent. For instance, in the second half of 2003, African authorities and decision-makers at the highest level participated in initiatives undertaken by the Organization. Several heads of State, ministers and other officials took an active part in international and regional meetings convened by UNESCO, at which they stated the continent's opinions and priorities. It was against this backdrop that President Mbeki visited the Organization's Headquarters on 19 November 2003, where he gave an address on the theme "New Partnership for Africa's Development: a new era for Africa in a globalizing world".

379. In conjunction with those initiatives, the Director-General held regular bilateral and multilateral consultations with Permanent Delegates. During his **official visits** to several countries of the region, including the Democratic Republic of the Congo, Djibouti, Eritrea, Gabon, Congo and Sudan, the Director-General signed with the highest authorities memoranda and/or joint communiqués identifying the priorities and main thrusts of future cooperation in priority areas, such as capacity-building, teacher-training, HIV/AIDS prevention education and the protection and revitalization of the natural heritage and the intangible cultural heritage, all under a cross-cutting approach aimed at poverty eradication.

380. Particular attention was paid to countries in **post-conflict situations**. In the 2003-2004 biennium, a total of \$525,000 was granted to Africa as emergency assistance, including \$237,000 in the last half of 2003. To that amount, overall support of \$5,667,950, including \$3,955,750 allocated to the least developed countries, should be added under the Participation Programme, as well as significant extrabudgetary funding. The adoption by the General Conference at its 32nd session of **general resolutions** on strengthening cooperation with Angola, Côte d'Ivoire and the Democratic Republic of the Congo was an expression of the desire to support the reconstruction underway in these countries. The report of the recently concluded intersectoral mission to the Democratic Republic of the Congo, whose conclusions are currently the subject of consultations with funding sources, reflects this point of view.

381. With regard to **relations with IGOs, NGOs and international development partners**, cooperation arrangements with these institutions are the subject of ongoing reflection so that they may be adapted to the new configuration arising from the adoption of the New Partnership for Africa's Development (NEPAD), the creation of the African Union and the establishment of cluster offices. In this respect, the Department encourages field offices and the Secretariats of the African Union, NEPAD and subregional organizations to put greater emphasis on potentially integrative projects and activities. It is in this framework that UNESCO's participation in the Summit of the African Union in Maputo in July 2003 and in the Council of Ministers of the Community of Portuguese-Speaking Countries (CPLP), the signature of the cooperation agreement with the Community of Sahelo-Saharan States (CEN-SAD), and the intersectoral consultation on the Programme of Education for Emergencies and Reconstruction (PEER) must be placed. The launch by the Director-General, in Cape Coast (Ghana), of the International Year to Commemorate the Struggle against Slavery and its Abolition was an important step in his visit to that country.

382. There were other significant events during the period: for example, the visit to UNESCO Headquarters by the Chairperson of the Commission of the African Union, Mr Konaré. Other important meetings are planned for the current biennium, namely the holding of the first meeting of the Forum of Subregional Organizations established by the Director-General, and the meeting of African finance and planning ministers on UNESCO's priority programmes.

383. As regards **reflection and future-oriented** analysis, the emphasis in the past six months has been on the promotion and dissemination of various publications produced during the biennium: the biannual newsletter, *Listening to Africa*; the Medium-Term Strategy for the Africa Region (in conjunction with BSP); *UNESCO in Africa (2002-2003) – an appraisal of the Organization's achievements in Africa*; the recommendations of the Ouagadougou Seminar "UNESCO and NEPAD: From vision to action", and *La société civile africaine: définition et rôle dans le processus du NEPAD*; and on communication activities such as the information stand for delegates attending the 32nd session of the General Conference.

384. In the context of strengthening **intersectoral coordination**, efforts were focused on mobilizing African officials and international partners in support of major priority projects for the continent. The participation, in the context of the World Summit on the Information Society, of President Wade of Senegal, President Touré of Mali and President Chissano of Mozambique in the launch of the community multimedia centres (CMCs) initiative in those three countries demonstrates their commitment to promoting access to information and knowledge and to social participation. President Obasanjo of Nigeria and President Chissano of Mozambique – the latter being current Chairman of the African Union – also took part, at the invitation of the Director-General, in the high-level symposium on knowledge societies convened by UNESCO during the Summit. During the period under consideration, UNESCO also organized ministerial conferences on education in three cooperation bodies, namely the Economic Community of West African States (ECOWAS), Central African Economic and Monetary Community (CEMAC) and Portuguese-speaking Countries in Africa (PALOP).

385. The Organization continued to **support the NEPAD process** by strengthening ties with the NEPAD Secretariat and implementing specific support measures. Action taken in the first half of 2003 with a view to the development of an operational action plan on human resources and a "culture component" of the programme is being finalized. In the second half of the year, that action was bolstered by new initiatives, mainly in the field of science and the environment. Under UNESCO's influence, they gave rise to: (i) the first meeting of NEPAD science and technology ministers in November 2003, preceded by a preparatory meeting of experts; (ii) the Conference for a Global Partnership on the Environment Initiative of NEPAD in December 2003 in Algiers; (iii) the round table on "Technological innovation and intellectual property in the context of NEPAD: What strategy for Africa?" (Rabat, October 2003), and (iv) the ministerial round table on the role of biosphere reserves as sustainable development laboratories for NEPAD.

386. In tandem with these activities, consultations were held with the UNESCO Committee for NEPAD as part of the follow-up to the recommendations adopted at its first meeting, held in 2003 in Ouagadougou. The Chairperson of the Committee made three working visits to the Organization's Headquarters, during which the current situation was assessed with all the programme sectors and the Africa Department. The Committee will hold its second meeting on 5 and 6 April 2004 at the Organization's Headquarters.

Public information

387. Under the new public information and communication strategy approved by the General Conference in 2001, the Bureau of Public Information (BPI) has continued to concentrate on relations with the press and electronic media. It has, however, been less involved than in the past in the production of magazines and feature-length films and videos, which accounted for most of the human and financial resources devoted to public information.

388. During the last six months of the 2002-2003 biennium, the Bureau published a total of 69 press releases, 60 media advisories and three features. All press releases and features were produced and distributed in English, French and Spanish. Selected press releases, media advisories and features were distributed in Arabic and Russian also. Press releases and media advisories concerned activities in the Culture Sector (36), the Education Sector (16), the Natural Sciences Sector (15), the Social Sciences Sector (15) and the Communication and Information Sector (19). In terms of press coverage, the return of the United States and the visit of Laura Bush (September 2003) generated the largest number of articles. The General Conference received particular media coverage. A total of 436 journalists from 44 countries were accredited. There was considerable press interest. The launch of three education reports (EFA Global Monitoring Report, OECD/UNESCO Report, Programme for International Student Assessment (PISA) report) led to genuine media successes. The World Summit on the Information Society and the theme of freedom of expression (December 2003, Geneva) were widely reported in the international press.

389. Among the events at Headquarters that received particular media coverage were the meetings on the safeguarding and development of Angkor (November 2003), saving the great apes (November 2003) and the Global Alliance for Cultural Diversity (November 2003). The nomination of Patricia Velasquez as UNESCO Artist for Peace (June 2003) and the Princess of Hanover as UNESCO Goodwill Ambassador (November 2003) also attracted the interest of journalists. Other major themes dealt with by UNESCO received substantial coverage: the announcement of new world heritage sites (July 2003), new biosphere reserves (July 2003) and the new masterpieces of the oral and intangible heritage of humanity (November 2003) are key events every year. The monthly Calendar of Events published by UNESCOPRESS enables journalists based in Paris to select the activities they wish to cover at Headquarters and in the field.

390. The above-mentioned events were also the subject of broad coverage by the audiovisual media as well as the press. A total of 11 B-rolls were produced and distributed. The ceremony held on the occasion of Laura Bush's visit, recorded and transmitted live by the Audiovisual Section, received 300 mentions in the American press and on over 40 television channels. A video feature produced by BPI was broadcast by CNN. The same arrangements (live video transmission) and a partnership with Radio France were made for the visit of the President of the French Republic. The video sequences produced in connection with the announcement of the new world heritage sites and the proclamation of the new masterpieces of the oral and intangible heritage of humanity were very widely disseminated to world news agencies (EBU, Reuters TV, Associated Press TV, and so on) and the television stations of the countries concerned. Television news reports of the meeting to save the great apes were broadcast on many television channels (including the evening news on TF1 and France 2, BBC, Reuters TV and RFO/AITV). The production of weekly sequences for CNN continued (in all, 24 items were produced and broadcast). Different language versions of the film on the splendour of Saint Petersburg were also produced (in French, English, Spanish and Russian). On the occasion of International Literacy Day, the Audiovisual Section co-produced a PSA (public service announcement) in Spanish, broadcast on the Latin American Discovery Channel. Co-productions of short programmes on the intangible heritage continued: 10 new sequences were broadcast.

391. The Bureau managed public relations for 13 events, five of them being special events, together with the sectors and Permanent Delegations, in line with the strategy based on the Organization's programme priorities. In order to ensure the media success of these events and to raise their profile, the Public Relations Unit (BPI/RP) established institutional and private partnerships and involved high-profile personalities. The most noteworthy events included: the avant-première of "Paris selon Moussa", a film by Cheik Doukouré, which was awarded a prize at the Pan-African Film and Television Festival of Ouagadougou (FESPACO), the award of the Fellini Silver Medal to the Afghan director Sedigh Barmak for his film "Osama", presented in avant-première, and the Forum "AIDS Year 24: mobilized on all fronts", organized in partnership with the international editions of Paris Match. The Bureau also encouraged sponsorship initiatives and participated in fund-raising operations led by Cristina Owen-Jones and Marisa Berenson to support education for children in distress.

392. In October 2003, number 3 of the *New UNESCO Courier* – with a main dossier on water to mark International Year of Freshwater - was published in English and French, and subsequently in Spanish and Arabic. Chinese and Russian versions are in preparation. A special issue on dialogue among civilizations (published pursuant to 31 C/Resolution 39 of the General Conference) was issued in English and French in January 2004. Distributed through National Commissions and various UNESCO partners, the *New UNESCO Courier* is aimed primarily at members of the Organization's networks.

393. During the second half of 2003, the renewal of the website became far more noticeable and the coherence of all the efforts made became more apparent with the posting of the new home page for the opening of the General Conference and the (re)creation of substantial thematic sections (approximately 70,000 new pages in two years). By the end of 2003, an estimated 80% of the general site had adopted the same structure and graphics. The number of visitors has continued to grow. The new home page, which has become a bulletin board with news and messages, has generated an increase in visits of some 25%. Within the Secretariat, the Web is increasingly acknowledged and used as a key means of communication with the public. The development of a common thematic approach, and the gradual adoption of a fractal structure by all concerned have started to prefigure the "portal approach" which is the way forward for UNESCO's website.

394. During the second half of 2003, 83 contracts concerning co-publication and the transfer of rights were signed for books in different languages: 19 in English, 14 in French, 14 in Spanish, two in Russian, three in Arabic, four in Chinese and 27 in other languages. Contracts were signed to complete the *History of Humanity* (two volumes), the *General History of Latin America* (four volumes), and one of the two remaining volumes of the *General History of the Caribbean*. In addition, UNESCO Publishing brought out 48 print titles and articles (including books on the UNESCO Publishing list, co-publications, the *New UNESCO Courier* and marketing brochures).

395. The promotion of publications for sale continued with the production and distribution to target groups of marketing brochures, such as the *Lettre des Éditions UNESCO* and *Readers' Club*. For the first time, there was an online promotion campaign for the *UNESCO World Heritage Diary*. Participation in major book fairs and international conferences, including the World Water Forum in Japan, the Frankfurt Book Fair and the World Summit on the Information Society in Geneva (2003), has also provided marketing opportunities.

396. UNESCO publications on the theme of the World Water Forum and books on water were the subject of a CD-ROM including publications produced on the subject by the various specialized agencies of the United Nations system. This CD-ROM, distributed to 8,000 delegates and to booksellers and sales representatives, had a significant impact on sales of the World Water Development Report. UNESCO's works were featured in articles in partner publications and in

particular on websites with similar editorial lines. The latter promoted a large number of relevant titles on their own pages and through links to the UNESCO Publishing website. *Readers' Club* will be posted imminently in English, French and Spanish on the UNESCO Publishing website.

Strategic planning and programme monitoring

12005 397. The Bureau of Strategic Planning (BSP) has coordinated the **preparation of the work plans for the Programme and Budget 2004-2005 (32 C/5)** through its Division of Programme Planning, Monitoring and Reporting (BSP/PMR), in close collaboration with all programme sectors, the network of field offices and the Bureau of the Budget (BB). Special efforts were made to meet the extremely tight timeframe in order to allow the Director-General to validate all work plans at the beginning of the new biennium and to improve the coherence of budget information and the qualitative information of strategy, background and expected results as well as the focus on results-based programming in general.

398. Regarding the **programming management tool SISTER**, a major effort has been made to ensure electronic storage, processing and monitoring of the work plans: 634 actions and 4,000 activities were defined during the programming period. The activities were transferred to the financial software before 1 January 2004 so as to ensure that their financial implementation could begin on the first day of the biennium. Out of these work plans, 257 were entered by the SISTER team on behalf of the 18 field offices that were encountering difficulty accessing the tool. The 1,688 extrabudgetary projects provided by the Bureau of Budget for integration into the 31 C/5 version of SISTER were fully integrated in early January 2004.

399. In July 2003, BSP initiated dedicated training for Headquarters and field offices programme managers to improve formulation of expected results in the context of the Organization's RBM approach. For that purpose, a small team was set up in BSP, which has since:

- (a) assisted in the preparation – and improvement – of the results components in work plans by several offices at Headquarters and in the field;
- (b) designed and implemented a pilot RBM training programme built around a module for “Design and formulation of interventions”, with three-day regional workshops held in Bangkok, Dakar, Quito, Addis Ababa and Nairobi (involving a total of 165 staff);
- (c) prepared a plan of action for 2004-2005 focusing on the preparation of the results components.

400. The Bureau ensured the participation of UNESCO and contribution to the programme-related activities of the United Nations Development Group (UNDG), the **High-Level Committee on Programmes (HLCP)** of the **Chief Executives Board (CEB)** and supported the Director-General in meetings of CEB. In this context, UNESCO contributed to the development of new United Nations-wide guidelines, tools and procedures to simplify and harmonize programming approaches and increase field-level cooperation and impact, including the revised Common Country Assessment (CCA) and United Nations Development Assistance Framework (UNDAF) and various guidance notes and policy position papers – particularly on Poverty Reduction Strategy Papers (PRSP) and on transition issues. The Bureau continued to be actively involved in the work of HLCP on key substantive issues and the development of collective approaches to the follow-up of various Conferences and Summits. This included promoting UNESCO's role in the inter-agency arrangements for follow-up to the World Summit on Sustainable Development (WSSD), including UN-Water and ocean and energy-related issues. BSP also continued to work towards a strengthened

institutional focus on the MDGs in programmes, in particular in the context of the preparation of document 32 C/5.

401. With respect to the **dialogue among civilizations**, the Bureau continued to reinforce the Organization's activities at the regional, subregional and international levels. With financial and logistical support, also from extrabudgetary sources, several important conferences and regional forums were held or co-organized. These include:

- the International Ministerial Conference on the Dialogue among Civilizations – Quest for New Perspectives, held on 9 and 10 July 2003 in New Delhi, India. This Conference resulted in the adoption of the New Delhi Declaration on the Dialogue among Civilizations, identifying new avenues for UNESCO's future activities and orientations in this domain;
- the joint UNESCO/UNU Conference on “Globalization with a Human Face – Benefiting All”, held at UNU headquarters in Tokyo on 30 and 31 July 2003;
- the Regional Forum on the Dialogue among Civilizations in Ohrid, the Former Yugoslav Republic of Macedonia, 28 and 30 August 2003. The Forum adopted the message: “Message from Ohrid”;
- the International Expert Symposium on “The Culture of Innovation and the Building of Knowledge Societies”, held in Moscow, Russian Federation, from 3 to 5 November 2003;
- the International Conference on Intercultural Dialogue and a Culture of Peace in Central Africa and the Great Lakes Region, held in Libreville, Gabon, from 17 to 21 November 2003;
- the Symposium on the Dialogue among Civilizations, held in Sana'a, Yemen, on 10 and 11 February 2004.

The General Conference, at its 32nd session, endorsed the recommendations of the New Delhi Conference and the Ohrid Regional Forum in resolution 47 “New perspectives in UNESCO's activities pertaining to the dialogue among civilizations in particular follow-up to the New Delhi Ministerial Conference” (for detailed information on the various aspects related to the dialogue among civilizations, see <http://www.unesco.org/dialogue>).

402. BSP also collaborated with and supported the organization of the “Euro Mediterranean Forum for Science, Development and Peace: The ‘Clash of Civilizations’ will not take place” held at UNESCO Headquarters from 17 to 19 January 2004. Preparations have been initiated for a summit level conference on the dialogue among civilizations in Eurasia, to be jointly organized with Kyrgyzstan and scheduled to be held in Bishkek on 12 and 13 June 2004. Consultations have also advanced with ISESCO and ALECSO to identify concrete projects to advance the dialogue among civilizations in a practical manner.

403. The global (electronic, Internet-based) network, involving competent organizations and research institutions as well as individual researchers, philosophers and intellectuals is actively functioning with participants from all regions. Finally, to UNESCO's “Dialogue Series” of publications were added the proceedings of “The New Delhi International Ministerial Conference on the Dialogue among Civilizations – Quest for New Perspectives”, shortly to be issued, “The UNESCO/UNU Conference on Globalization with a Human Face – Benefiting All”, and “The Ohrid Regional Forum on the Dialogue among Civilizations”. All publications in the Dialogue series are available online at <http://www.unesco.org/dialogue/en/publications.html>.

404. The **UNESCO DaimlerChrysler partnership initiative** called “Mondialogo”, which was concluded in June 2003 to promote intercultural dialogue in a concrete manner involving young people, had an exceedingly successful start. For the International School Contest some 1,500 teams registered, involving more than 21,000 students from 120 countries. Some 97% of the participating schools are ASPnet schools. An international jury is currently being established with a view to evaluating the submissions of the school contest. The implementation of Mondialogo’s two other pillars is proceeding equally well. At present, the Mondialogo Engineering Award has been announced to 6,000 engineering schools and institutions, and the Mondialogo Internet Portal www.mondialogo.org is fully operational and is attracting numerous participants to an ongoing, online dialogue. The portal has recently launched the online *Mondialogo Magazine*, which focuses on a special dialogue-related topic each month.

405. As a contribution to UNESCO’s preparations for the United Nations World Summit on the Information Society (WSIS), the Bureau organized the “**UNESCO High-Level Symposium on Building Knowledge Societies – from Vision to Action**”, which was hosted by the Director-General, in coordination with all concerned sectors. The two-day event on the eve of the World Summit brought together eminent political and intellectual world leaders, among them four heads of State (Latvia, Mozambique, Nigeria, the Former Yugoslav Republic of Macedonia) to debate main implications and challenges for the construction of knowledge societies. The results were transmitted to the Summit through a summary of the debates by UNESCO’s Director-General. Summary, speeches and more information are available in English and French at <http://www.unesco.org/wsis/symposium/>. More detailed information on the results of the WSIS and UNESCO’s related activities are provided in document 169 EX/5.

406. As regards **gender mainstreaming**, the Section for **Women and Gender Equality** in the Bureau of Strategic Planning (BSP/WGE) consolidated its network of gender focal points at Headquarters, in Field Offices as well as in the National Commissions for UNESCO. Among other documents, the activity report *Fizi Women’s Voice for Peace and Development (Lavofepade)* of the International Fellowship of Reconciliation (IFOR) was forwarded to all gender focal points in the programme sectors. The preparations for the first gender training workshop, held from 19 to 22 January 2004, for the gender focal points from Headquarters and field offices were initiated.

407. With a financial contribution of the Ministry for Foreign Affairs of Finland, UNESCO’s *Gender Mainstreaming Implementation Framework for 2002-2007*, which provides the Organization with a road map to effectively integrate a gender perspective in policy planning, programming, implementation and evaluation activities in all areas of UNESCO’s competence, was printed in English, French and Spanish and widely distributed including at the 32nd session of the General Conference. The fourth version of the *Passport to Equality*, which contains the **Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)**, was translated into Arabic. UNESCO was the co-manager, with ITU and FAO, of the taskforce on ICTs of the Inter-Agency Network on Women and Gender and the section contributed to the World Summit on the Information Society with the paper on *Gender and the information society*.

408. Partnerships with the private sector and intersectoral collaboration were enhanced through the organization of the HIV/AIDS Forum on the occasion of World AIDS Day on 1 December 2003. The aim of the forum was to highlight the importance of including a gender perspective in the forethought of AIDS prevention and promote gender equality perspectives in all of UNESCO’s AIDS related work. Finally, Mr Titouan Lamazou, UNESCO’s Artist for Peace, travelled to Afghanistan and to the United Arab Emirates in order to continue the *Portraits of women of the world* that gathers information on the situation of women in the world and seeks to reinforce visibility for the need to empower women .

409. The major activity of the Section for Youth, within the framework of the mainstreaming process of the needs and concerns of youth, was the preparation of the third **UNESCO Youth Forum**, held at Headquarters, from 26 to 28 September 2003, immediately preceding the 32nd session of the General Conference. The unprecedented number of youth delegates (187 including representatives from 22 youth NGOs) from the largest yet number of Member States (104 plus one observer State), in addition to the high relevance of the three major topics of the event: (1) *Education for sustainable development, in particular freshwater management*; (2) *Youth and AIDS: preventive education*; and (3) *UNESCO and young people: ways and means of communication and cooperation*, ensured a very successful Youth Forum. Its final report was presented by its President and Rapporteur to the opening plenary meeting of the General Conference. In this document the young delegates presented their views on the essential role that UNESCO must play to raise awareness and promote mutual understanding, and to propose steps to strengthen collaboration between youth and UNESCO. Resolution 82, making the Youth Forum a permanent feature of future sessions of the General Conference was unanimously adopted by the General Conference at its 32nd session. The Youth Forum Report is available at: <http://unesdoc.unesco.org/images/0013/001318/131814e.pdf>. The General Conference resolution is available at: <http://unesdoc.unesco.org/images/0013/001320/132038e.pdf>.

410. UNESCO, in collaboration with the World Bank, has produced a CD-ROM on HIV/AIDS-related stigma, discrimination and the related human rights issues based on highlights of the World AIDS Day Youth Debate conducted through video-conferencing from 1 to 5 December 2002. The CD-ROM aims at helping youth organizations in their fight against HIV/AIDS. It also contains web-links, documents and activities generated by sectors and field offices. The CD-ROM was officially launched during the third UNESCO Youth Forum. It will be followed by regional launches around the world in order to share the views and experiences of **young people regarding HIV/AIDS**. The first regional launch took place in the Caribbean (22 October 2003, Kingston, Jamaica) with the help of the Kingston Office, then on 2 December 2003 (Baku, Azerbaijan), in cooperation with the Moscow Office. Further regional launches will follow in 2004 in Mozambique, Brazil, Colombia, Morocco, Bosnia and Herzegovina, Viet Nam, India, Kenya and Cameroon. More information on these launches and the youth debates can be found at www.unesco.org/youth&aids.

411. As regards UNESCO's **collaboration with youth-led and youth-servicing NGOs**, the following activities have been carried out. Since the signing of the Memorandum of Understanding between UNESCO and the International Youth Hostel Federation (IYHF) on 1 April 2003, a pilot project has been launched under the banner of the Campaign for Peace and International Understanding to develop Learning Centres for Peace in 11 youth hostels worldwide. In mid-2003, under the banner of the International Decade for a Culture of Peace and non-Violence (2001-2010), UNESCO and IYHF brought together 11 young volunteers (from Canada, Chile, Croatia, France, Germany, Hungary, Korea, Japan, Portugal, Thailand and the United States) for training in Verdun, France, before sending each of them to one of the designated Learning Centres for Peace where they are to pilot programmes and activities promoting intercultural dialogue and exchange between youth hostellers. UNESCO participated in an international event "Scouting, a Way to Peace" (Yamoussoukro, Côte d'Ivoire, 20-24 December 2003), organized by the Association of Catholic Scouts of Côte d'Ivoire (ASCCI) in partnership with *Les Scouts de France*, with a view to deepening the concepts of peace, reconciliation and non-violence in the non-formal education of young people.

412. In connection with the **Youth Forum on the Ethics of Science and Technology** (Rio de Janeiro, Brazil, 3 December 2003) held during the third session of COMEST, the Section for Youth, ensured the participation of the International Federation of Medical Students (IFMSA); the

International Association of Agricultural Students (IAAS); the International Pharmaceutical Student Federation (IPSF) and the International Forest Students Association (IFSA), which allowed the presentation of youth perceptions of ethics of science and technology.

413. In collaboration with the Coordinating Committee for International Voluntary Service (CCIVS), UNESCO organized, from 3 to 11 December 2003 at UNESCO Headquarters, on the occasion of the **International Day of Voluntary Service** (5 December) a photo exhibition on voluntary service, focusing on local development and active citizenship. At the **International Conference of NGOs** maintaining official relations with UNESCO (Paris, France, 17-19 December), the Section for Youth took part in the workshop “Public good and future generations – which role for youth?” which aimed to identify the roles of young people in the context of “global public goods”.

414. A youth-friendly version of the Universal Declaration on Cultural Diversity has been prepared in collaboration with the Culture Sector and the International Youth Parliament (IYP), and will be widely distributed in 2004 at numerous regional youth events, initiated, organized or supported by UNESCO. The Section also prepared the publication of “Empowering youth through national policies: UNESCO’s agenda”, a document on **youth policies** which is intended to support Member States’ initiatives in this domain and to be used as a guide to answering the sort of questions that will be asked when governments consider creating a credible youth policy. This document contains recommendations on monitoring and evaluation indicators designed to give government the possibility to follow policy progress.

415. In the last six months of the 2002-2003 biennium, the activities of the **culture of peace coordination service** consisted in strengthening existing networks and initiating new cooperation. The members of the High-Level Committee on Programmes (HLCP) were therefore invited to designate focal points to participate in drawing up the mid-term report on the **International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)** that the Secretary-General of the United Nations will submit to the United Nations General Assembly in 2005.

416. On the occasion of the celebration of **International Day of Peace**, a round table was held on 8 September 2003 on the culture of peace and the foundations of reconciliation, chaired by the Director-General, at which the guests of honour were Mr Emile Shufani and Ms Yolande Mukagasana, who were awarded the **UNESCO Prize for Peace Education** and the honourable mention of the Prize respectively on that same day. Furthermore, in October 2003 a questionnaire was sent to all members of the culture of peace network who had published a project on the International Decade’s website to ascertain the progress achieved under the various projects and to re-establish contact with those actors. It also enabled information to be gathered on the use of website and the various needs of those organizations.

Field management and coordination

417. A report on decentralization is being submitted to the 169th session of the Executive Board in document 169 EX/6 (Report by the Director-General on the reform process) Part III.

External relations and cooperation

418. During the period under consideration, **relations with Member States** were enhanced at various levels and have led to significant results, including in particular a reinforcement of

cooperation, the conclusion of agreements and a Memorandum of Understanding in all UNESCO's areas of competence, and the furthering of regional and subregional cooperation.

419. In the **Asia and the Pacific region**, the Director-General paid official visits to: Indonesia (2-6 July 2003) on the occasion of the Fourth International Experts' Meeting on Borobudur (4-8 July 2003) which marked the twentieth anniversary of the closing of the Borobudur Safeguarding Campaign; Timor-Leste (6-7 July 2003) the Organization's 189th and newest Member State, just over one year after it attained independence (20 May 2002); India, first, from 9 to 11 July 2003, on the occasion of the International Ministerial Conference "Dialogue among Civilizations: Quest for New Perspectives" and, from 9 to 13 November 2003, on the occasion of UNESCO's Third Meeting of the High-Level Group on Education for All hosted in New Delhi; Bangladesh (13-17 November 2003) where he signed a Plan of Operations for a Technical and Vocational Training project; Bhutan (17-20 November 2003) – this being the first visit by a Director-General since the country joined the Organization in 1982. During the period under consideration, the Director-General also received the credentials of six new Ambassadors Permanent Delegates.

420. The Director-General made the following visits to the **Arab States region**: to Qatar (11-12 October 2003) where, with the Chairperson of the Qatar Foundation for Education, Science and Community Development, he signed an agreement establishing the International Fund for Higher Education in Iraq; Egypt, from 19 to 22 December 2003 where he took part in the Conference of Education Ministers of the Nine High-Population Countries (E-9) and then again from 25 to 28 December for the signature of a cooperation agreement with the Bibliotheca Alexandrina; and Sudan (22-24 December), where he signed a joint communiqué on cooperation. On 17 October 2003 agreement was signed between the Government of the United Arab Emirates and the United Nations Educational, Scientific and Cultural Organization (UNESCO) on the establishment of the regional centre for educational planning in the United Arab Emirates. Two new ambassadors presented credentials during the period under consideration.

421. This period was characterized by the increased participation of the States of the Arab region in the Organization's activities, which took the form, in particular, of larger financial contributions to UNESCO programmes and more frequent recourse to its expertise. In addition, information and awareness-raising sessions on the situation in Iraq and the Middle East and on UNESCO's action in the region were held for Permanent Delegates.

422. In the **Europe and North America region**, the Director-General paid official visits to Bulgaria (26-28 August 2003), where, in particular, he signed an operational plan for the project "Conservation of Monuments in the Ancient Plovdiv Reserve, Bulgaria", and the former Yugoslav Republic of Macedonia (28-30 August 2003), where, with President Trajkovski, he co-chaired the Regional Forum on the Dialogue among Civilizations, in Ohrid (29-30 August 2003). During the Forum, the Director-General held bilateral talks with five heads of State of countries of the region (Serbia and Montenegro, Slovenia, Bosnia and Herzegovina, Croatia and Albania). During his stay in Struga, he opened the international poetry festival and signed a joint communiqué on the establishment of cooperation between UNESCO and the international festival "Struga Poetry Evenings". At the invitation of President Putin, the Director-General went to the Russian Federation (24-26 November 2003), where, on 25 November, in Moscow, he took part in the meeting of the Presidential Council for Culture and the Arts. During the period under review, three new ambassadors presented credentials and information meetings were held with the Permanent Delegates of the Member States of South-East Europe.

423. The Director-General is to pay official visits to three Member States of the **Latin America and the Caribbean region** in March 2004: Dominican Republic, Panama and Guatemala. Six new ambassadors presented credentials during the latter half of 2003.

424. Since September 2003, efforts have continued to focus on the reinforcement of the original mandate of **National Commissions** as stated in their 1978 Charter, namely, outreach to and involvement of civil society in relation to UNESCO's mission. This requires action to stimulate new and innovative alliances between National Commissions and these partners, which may also have complementary projects with the UNESCO Secretariat. During the last six months of the biennium, these objectives continued to be met through the development of different actions and activities, including an advocacy campaign directed at the Member States, the publication and updating of key documents and information materials, the provision of manifold communication and information services, the organization of training seminars and the equipment of National Commissions with updated office equipment and Internet connection, etc.

425. In July 2003, the Director-General sent a circular letter (CL/3679) to all Member States, summarizing the main results with regard to the capacity-building of National Commissions and calling for more actions in this area. Circular letters, together with all texts adopted so far in this respect, served as a reminder and clear reference for all forms of action that the Organization is taking towards enhancing the operational capacities of National Commissions, as requested by its governing bodies. They had an active impact on Member States' efforts in this area.

426. On the initiative of several National Commissions' Presidents/Chairpersons, a second meeting of this group was held during the 32nd session of the General Conference. It aimed at encouraging the Presidents/Chairpersons, who are often Ministers or outstanding personalities in their country, to further contribute to enhancing the status and capacities of National Commissions. As part of an effort for promoting UNESCO and National Commissions' partnerships with civil society, meetings were held during the General Conference with the Inter-Parliamentary Union (IPU) and representatives of the private sector. On this occasion, the Director-General and the President of IPU announced the establishment of a joint IPU-UNESCO coordination mechanism.

427. The following **documents and communication materials** were published and widely disseminated: a "Compendium of Best Practices of National Commissions for UNESCO"; "National Commissions for UNESCO and their Key Partners" (CD-ROM); "Updated Directory of National Commissions for UNESCO"; "Relations with National Commissions" (flyer); "Media relations: A Handbook for National Commissions and UNESCO's partners" (in cooperation with BPI). In addition, planning for a new "Practical Guide for National Commissions for UNESCO", first published in 1995, started in autumn 2003 with the help of some experienced National Commissions. It will be completed in the course of the current biennium. Meanwhile, progress has been made in the finalization of the "Guidelines for the establishment of functional relations between field offices and National Commissions". In this regard, a meeting was held in late January at Headquarters, being attended by a group of Secretaries-General of National Commissions and Directors of field offices to review the first draft. It was agreed that the revised version of these guidelines would be circulated to all National Commissions and field offices for further consultation.

428. Since late 2003 the responsible units and services have been working to plan the Director-General's **consultations with National Commissions on the preparations of draft document 33 C/5 and quadrennial conferences** for three of the five regions, which will be combined with the former. These meetings will be convened in May-June 2004 according to the following schedule:

- Latin America and the Caribbean region – Consultation and 13th Quadrennial Conference, Oranjestad, Aruba (3-7 May 2004);
- Africa region – Consultation and thematic debate, Maputo, Mozambique (14-18 May 2004);
- Asia and the Pacific region – Consultation and 14th Quadrennial Conference, Wellington, New Zealand (22-27 July 2004);
- Europe region – Consultation and 13th Quadrennial Conference, Zurich, Switzerland (19-23 June 2004);
- Arab States region – Consultation and thematic debate, Sana'a, Yemen (28 June-1 July 2004).

429. The following **training seminars and workshops** for new Secretaries-General and other officials of National Commissions were held since summer 2003: (i) national training event in Beijing, China; (ii) cluster training workshops in Gaborone, Botswana; in Tehran, Islamic Republic of Iran; in Yaoundé, Cameroon; in Moscow, Russian Federation, Riga, Latvia, in the Seychelles for the Dar es Salaam cluster; (iii) regional training seminars in United Arab Emirates; in Bamako, Mali and in Bangkok, Thailand; and (iv) interregional training seminar at Headquarters.

430. A total of 160 officials coming from more than 100 National Commissions benefited from this training. Through these learning and training practices, they got better acquainted with key issues such as UNESCO's reform, the Medium-Term Strategy and programme decentralization, the function of National Commissions, partnerships with civil society, relations with the media, and they increased their capacities and skills in communication, project management, outreach to partners and fund-raising. Study visits and short-term internship/fellowship programmes for staff of National Commissions continued to be implemented under the Participation Programme (Algeria, Azerbaijan, Bangladesh, Bhutan, Burkina Faso, Democratic Republic of the Congo, Ecuador, Gambia, Georgia, Guinea-Bissau, Islamic Republic of Iran, Kuwait, Lebanon, Malawi, Mali, Pakistan, Qatar, Republic of Korea, etc.).

431. In order to support the Member States' efforts to **enhance the infrastructure of their National Commissions**, UNESCO has allocated US \$660,000 for computers, other office equipment and Internet connection under the Participation Programme 2002-2003 and from the budget savings of the biennium. More than 62 out of 190 National Commissions (33%) around the world benefited from this allocation. As of December 2003, about 170 National Commissions (89%) are connected to the Internet, and more than 60 (32%) have created a website.

432. The strengthening of the **communication capacity** continued through the expansion of the UNESCO sub-portal (UNESCO's Communities), launched in summer 2003. Other initiatives included an ongoing development of the databases in order to offer a wider range of services for National Commissions and their partners, the inclusion of communication-related topics at training seminars (Bangkok, Riga, Dar es Salaam cluster), the distribution of the CD-ROM for National Commissions, a new brochure on "Skills for Handling the TV Media" and the creation of a website template for National Commissions, the publication of the fourth and fifth editions of the newsletter *NCP Synergy*.

433. It is encouraging to note that the outreach of National Commissions to their partners continues to be better understood with an evidently accelerated demand for training in key areas of outreach. Moreover, inside the UNESCO Secretariat, efforts to involve National Commissions and their partners in programme execution are intensifying. National Commissions continue to pilot

innovative materials as a way of strengthening their capacities. It will now be important to assess the cooperation between cluster offices and the National Commissions in the implementation of programme activities through the application of the guidelines which are currently being prepared. It should also be noted that through the efforts of the Informal Working Group of National Commission Presidents, action has commenced to gauge the status and resources given to National Commissions by their governments, thus allowing them to act with authority and creativity.

434. IT tools and services continue to occupy an ever-growing role in terms of empowering National Commissions to facilitate their outreach role and to encourage their contribution to cluster activities within the Field Office Network. However, the IT work culture for more interactive and participatory management needs to be more actively promoted if local projects are to be an effective complement to international and interregional activities. Furthermore, given the United Nations initiatives under way in the area of civil society, the aims and cooperation modalities of a wider range of these partners need to be taken into account and integrated into the methods of work, both by National Commissions and by the UNESCO Secretariat.

435. Relations with the **UNESCO Clubs Movement** have continued throughout the period under consideration. Support has been provided to a range of international activities of UNESCO Clubs in line with the objectives of the UNESCO's Medium-Term Strategy 2002-2007: International Camp organized by the UNESCO Clubs of France and Senegal (August 2003, Senegal), International Summer University of Clubs (10-16 August, Belarus); "Réunion sur le dialogue interculturel dans la région des Grands Lacs" (November 2003, Gabon); first encounter of "Youth Peace-Building" (9-16 November 2003, Manresa); "Journée des droits de l'homme" of the French Federation of UNESCO Clubs (6-7 December 2003, Paris). Efforts were continued to link the UNESCO Clubs Movement with other relevant networks such as the Associated Schools Network Project – including the participation of UNESCO Clubs to the ASPnet 50th Anniversary International Congress (2-3 August 2003, Auckland) – and the UNITWIN/UNESCO Chairs, for example, through the training of National Commissions. A new *Directory of the UNESCO Clubs, Centres and Associations* has been published.

436. Efforts for a new approach to cooperation with the World Federation of UNESCO Clubs and Associations (WFUCA) were also continued in order to animate the UNESCO Clubs Movement, following the Executive Board decision (164 EX/Decision 7.3) to renew official relations with this NGO for two years and to subsequently review its management modalities. In order to further advance UNESCO's efforts to help the WFUCA strengthen its management capacities and thereby the UNESCO Clubs Movement as a whole, the Director-General appointed a "Chargé de mission", and a meeting in Paris was organized on 15-16 December 2003, with 17 leaders of the UNESCO Clubs Movement reflecting on its current situation and its future. The meeting agreed upon the need to reinvigorate WFUCA as the international NGO to coordinate the UNESCO Clubs Movement at a global level, and suggested the establishment of an ad hoc committee to take the initiative in the renewal of WFUCA, including the preparation of a revised constitution. A complete report on this matter is featured in document 169 EX/31.

437. **Cooperation with parliamentarians** was reinforced at several levels. The Ottawa Declaration adopted at the Conference for the Promotion of Relations between UNESCO and Parliamentarians, held in June 2003 and organized by UNESCO and the Canadian authorities, was widely disseminated. The meeting was intended to prepare for the launch of the cooperation network between UNESCO and the **Inter-Parliamentary Union (IPU)** at the national level. Since then, IPU has requested all its member parliaments to designate a parliamentary focal point for UNESCO who would liaise with the National Commission. The main role of the focal points will be to provide information and guidance to parliaments, field offices, National Commissions and IPU on national and international parliamentary initiatives relating to UNESCO activities and

programmes and on the national implications of the implementation of UNESCO's Medium-Term Strategy.

438. The UNESCO/IPU institutional cooperation network was launched officially during the 32nd session of the General Conference at a joint meeting that was attended by 350 parliamentarians and representatives of National Commissions and Permanent Delegations. At the end of 2003, some 50 focal points had already been designated. Lastly, a guide to parliamentary practice produced by IPU for the National Commissions for UNESCO was published.

439. The Organization took part in the twenty-ninth session of the Parliamentary Assembly of the Francophonie (APF) (Niger, July 2003), at which a resolution calling for greater collaboration between UNESCO and parliamentary associations was adopted. The Director-General responded to APF's request by proposing to consider the signature of a cooperation agreement between the two organizations. UNESCO was also represented at the 49th Conference of the Commonwealth Parliamentary Association (CPA) (Bangladesh, October 2003). Continued support was given to the Forum of African Parliamentarians for Education (FAPED) and, on the proposal of India, UNESCO will support the establishment of an Asian forum of parliamentarians for education. Lastly, training modules on the establishment of partnerships with UNESCO Clubs, parliamentarians and the private sector were organized for the National Commissions. New communication documents describing UNESCO's cooperation with UNESCO Clubs, parliamentarians and the private sector were published.

440. In close cooperation with the programme sectors, ongoing **partnerships with the private sector** were further developed with Hewlett-Packard (with CI: supply of IT equipment to exhibition on knowledge societies at the 32nd session of the General Conference and to the WSIS; with the Education Sector: start of the implementation of alleviation of brain drain in South-East Europe and preparation of a new brain drain project in Africa; with World Heritage Centre: preparation of new project for print-on-demand technology); with Natural Sciences Sector: launch, in over 10 countries, of national scholarships for women in science involving L'Oréal branch offices and UNESCO National Commissions; discussions for renewal of Convention de Partenariat and new joint projects); organization with Suez of a round-table discussion on sciences-related issues; and ongoing efforts with J. Walter Thompson in order to ensure the feasibility of global campaigns with the aim of raising awareness about sustainable development.

441. During the 32nd session of the General Conference, a widely attended meeting was organized to present to representatives of National Commissions four partnership initiatives that have both global and national dimensions: the partnership with L'Oréal for women in science; the Mondialogo partnership with DaimlerChrysler, as well as the partnerships with the World Association of Small and Medium Enterprises (WASME) and Rotary International. Active support and funding were provided to the private sector meeting of the Communication and Information Sector which involved, among other partners, Hewlett-Packard, IBM, Microsoft and the World Economic Forum. Work is being done with the Education Sector in order to develop a partnership strategy for the United Nations Decade for Education on Sustainable Development.

442. A Memorandum of Understanding was concluded with the President of the Japanese public broadcasting company NHK with the objective of creating digital archives on heritage including intangible as well as physical, natural and cultural heritage. Discussions and negotiations were started with a number of new potential partners such as Edelman, McGraw-Hill, Scholastics, Merck from the United States and Total Essilor from France. Regular consultations took place with the United Nations Global Compact Office, which indicated its readiness to contribute to a multi-stakeholder meeting to be hosted by UNESCO. These consultations aimed at developing basic principles for UNESCO's partnerships with civil society, especially with the private sector.

443. In the context of **relations with international organizations**, UNESCO took part in the Economic and Social Council's (ECOSOC) general debate on humanitarian affairs (Geneva, 11-15 July 2003) devoted to special economic, humanitarian and disaster relief assistance and the strengthening of the coordination of United Nations humanitarian assistance. At the end of the general debate, ECOSOC adopted a resolution on the strengthening of the coordination of emergency humanitarian assistance of the United Nations. UNESCO was also represented at the second regular session of 2003 of the United Nations System Chief Executives Board for Coordination (CEB), held in New York on 31 October and 1 November 2003.

444. The Organization participated in the substantive session of the Economic and Social Council for 2003, held in Geneva from 30 June to 25 July 2003. This session, as usual, was held in five segments during which a great number of resolutions and decisions were adopted, including a Ministerial Declaration on the theme of its High-Level Segment "Promoting an integrated approach to rural development in developing countries for poverty eradication and sustainable development" which contains policy guidance and recommendations for action. The Assistant Director-General of the Africa Department chaired a Ministerial Breakfast Round Table on "Culture and Rural Development" and represented the Director-General in the High-Level Segment. A number of interventions were made by the Organization on the themes of bioethics, social development, information and communication technologies, as well as the outcomes of and follow-up to major United Nations conferences and summits.

(124 EX/Decision 6.1 and 167 EX/Decision 4.2) – Recent decisions and activities of the organizations of the United Nations system of relevance to the work of UNESCO

445. The Organization also participated in the fifty-eighth session of the United Nations General Assembly (16 September-23 December 2003). The tragic world events of the past year and the devastating terrorist attack on the United Nations Headquarters in Baghdad on 19 August 2003 set the stage for this fifty-eighth session of the General Assembly and posed a serious challenge for the United Nations and its governing bodies. In their statements, most Member States stressed the need for the revitalization of the United Nations to enable it to effectively address critical issues such as sustainable development, poverty reduction, human rights, terrorism as well as United Nations reform, HIV/AIDS, peace and security, weapons of mass destruction and nuclear proliferation. As an answer to this call, the Secretary-General announced the creation of a panel of eminent personalities. This "High-level panel on threats, challenges and change", will primarily focus on threats to peace and security, but also examine other global challenges. The Secretary-General has nominated Mr Anand Pnyarachum, former Prime Minister of Thailand, to head this Panel, composed of 16 members.

446. One of the major events for UNESCO was the address of the Director-General to the plenary of the General Assembly on 31 October 2003 on the occasion of the presentation of the follow-up to the United Nations Year for Cultural Heritage. The regular session of the General Assembly had 173 items on its agenda and adopted 280 resolutions. Twenty-eight of them are of direct relevance and importance to UNESCO's priorities and programmes. It should be noted that in the following 12 resolutions, specific actions are requested to UNESCO by the General Assembly: resolution 58/5: Sport for peace and development: International Year of Sport and Physical Education; resolution 58/6: Building a peaceful and better world through sport and the Olympic ideal; resolution 58/11: Culture of Peace; resolution 58/12: University of Peace; resolution 58/17: Return or restitution of cultural property to the countries of origin; resolution 58/124: United Nations Year for Cultural Heritage; resolution 58/128: Promotion of religions and cultural understanding, harmony and cooperation; resolution 58/167: Human rights and cultural diversity; resolution 58/181: United Nations Decade for Human Rights Education, 1995-2004; resolution 58/156: The girl child; resolution 58/210: Promotion of new and renewable sources of

energy, including the implementation of the world solar programme 1996-2005; resolution 58/219: United Nations Decade of Education for Sustainable Development. Texts of the above-mentioned resolutions can be consulted on the United Nations website <http://www.un.org> or can be made available upon request by the Division of Relations with International Organizations. A compendium of resolutions of interest and importance to UNESCO is being sent to programme sectors for appropriate follow-up and action.

447. The year 2004 is the International Year of Rice (A/RES/57/162 of 16 December 2002) and International Year to Commemorate the Struggle against Slavery and its Abolition (A/RES/57/195 of 18 December 2002). The observance of one new **International Day**, two International Years and one International Decade has been decided upon by the United Nations system: 7 April 2004 as the International Day of Reflection on the Genocide in Rwanda (A/RES/58/234 of 23 December 2003); 2005 as the International Year for Sport and Physical Education (A/RES/58/5 of 3 November 2003); 2006 as the International Year of Deserts and Desertification (A/RES/58/211 of 23 December 2003) and 2005-2015 as the International Decade for Action, “Water for life” (A/RES/58/217 of 23 December 2003).

448. The following **major conferences, summits and General Assembly special sessions** are foreseen for 2004 and later. The World Summit on the Information Society – Second Phase – will take place in Tunis, hosted by the Government of Tunisia, from 16 to 18 November 2005. The first phase (Geneva, 10-12 December 2003) addressed the broad range of themes concerning the Information Society and adopted a Declaration of Principles and Plan of Action (see also document 169 EX/5). The World Conference on Disaster Reduction will take place in Kobe, Hyogo, hosted by the Government of Japan, from 18 to 22 January 2005. The Conference will conclude the review of the Yokohama Strategy and its Plan of Action, with a view to updating the guiding framework on disaster reduction for the twenty-first century. The sixth International Conference on New Restored Democracies will take place from 13 to 15 November in Doha (Qatar).

449. In regard to **cooperation with intergovernmental organizations**, on 3 July 2003 the Assistant Director-General for External Relations and Cooperation held a meeting with Mr Mohamed Bennouna, Chairman for the Group of 77 (New York Chapter) in the presence of the then Chairperson of the Executive Board, Ms Aziza Bennani. The meeting focused on the preparation of the High-Level Conference on South-South Cooperation (Marrakesh, 15-19 December 2003) and UNESCO’s contribution to it. Support was provided to ISESCO in the preparation of the Fifth Coordination Meeting of Education Ministers of the Organization of the Islamic Conference Member States held at UNESCO Headquarters, on 2 October 2003. Within the framework of the agreement between UNESCO and ISESCO, signed in 1984, the eighth UNESCO-ISESCO Joint Committee Meeting was held at UNESCO Headquarters from 9 to 12 December 2003. The purpose of the meeting was to examine ways and means to strengthen the partnership between the two organizations, and to draw up a new Programme of Cooperation for 2004-2005. UNESCO was represented at the eighth session of the General Conference of ISESCO held in Tehran, Islamic Republic of Iran, from 22 to 29 December 2003. The Organization also participated in the tenth session of the Islamic Summit Conference in Putrajaya (Malaysia, 16-18 October 2003).

450. In the field of cooperation with **non-governmental organizations, foundations and other similar institutions**, efforts focused on updating the document on sectoral strategies for cooperation in the light of the priorities set out in the Medium-Term Strategy for 2002-2007 (31 C/4) and in the Programme and Budget for 2004-2005 (32 C/5), in accordance with the Directives concerning UNESCO’s relations with non-governmental organizations and pursuant to 166 EX/Decision 9.2. A list of NGOs (other than those maintaining formal relations with the Organization) and foundations that wished to send observers to the 32nd session of the General Conference was drawn up for the Executive Board at its 167th session (167 EX/27 and Add.).

451. A report was produced on changes in the classification of NGOs pursuant to decisions adopted by the Executive Board in the last two years. In conjunction with the NGO-UNESCO Liaison Committee, an information meeting was held on 29 September 2003 for NGOs attending the General Conference.

452. In the context of strengthening the partnership between NGOs and the National Commissions, a contribution was made to the UNESCO-ISESCO training seminar for new members of National Commissions (Abu Dhabi, 5-7 July 2003). Support was provided for the holding of a subregional workshop for the development of initial basic education capacity-building tools for NGOs (Kati, Mali, (5-9 August 2003). The Organization also supported the launch and coordination of a pilot programme on basic education capacity-building for NGOs in six African countries (Burkina Faso, Guinea, Mali, Niger, Chad and Senegal). Those activities further strengthened UNESCO's cooperation with local NGOs through the provision of technical and financial support for the establishment of national groupings, especially in Africa.

453. Cooperation arrangements between UNESCO and NGOs were outlined at the workshop held as part of the fifty-sixth Annual Conference of Non-Governmental Organizations (NGOs), "Human Security and Dignity: Fulfilling the Promise of the United Nations" (United Nations, New York, 8-10 September 2003), and an exhibition on UNESCO was staged on the occasion of the Conference. The Organization also took part in the meeting of NGO focal points of organizations of the United Nations system chaired by Mr F. Cardoso, Chairperson of the Panel of Eminent Persons set up by the United Nations Secretary-General to assess the relations between the United Nations and the components of civil society (Geneva, 15 December 2003); a meeting with two representatives of the Panel was held in Paris on 17 December 2003. Financial support was also given to the Non-Governmental Liaison Service of the United Nations (NGLS).

454. In addition to its participation in meetings of the NGO-UNESCO Liaison Committee – in particular those concerning preparations for the 32nd session of the General Conference and the International Conference of NGOs (17-19 December 2003) – and the meetings of the joint programme commissions, the Secretariat continued to respond to requests for information from a rising number of NGOs, in particular national and local NGOs. Gathering and analysing relevant data was moreover continued with a view to updating the computerized database on NGOs.

455. The International Conference of NGOs maintaining formal relations with UNESCO afforded the Organization's NGO partners an opportunity to express their intention of contributing during the current biennium to the following programmes and fields of action: human rights education; science and ethics; education for sustainable development in urban settings; dialogue among cultures for peace; poverty eradication and, in particular, extreme poverty reduction; communication; information and communication technologies; International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010); education for all and literacy; and the "youth" follow-up group. With regard to cultural diversity, NGOs expressed the wish to be involved in the preparatory work for the preliminary draft of an international convention, requested by the General Conference at its 32nd session.

456. Among the difficulties encountered, it should be noted that some NGOs wishing to enter into formal relations with UNESCO consider that the Directives governing those relations should be more flexible. Greater attention should moreover be paid to the numerous requests of national NGOs wishing to work more actively with UNESCO by strengthening their links with the National Commissions and the national branches of international NGOs maintaining formal relations with the Organization. The relevance of close cooperation between organizations of the United Nations system and local NGOs in the field was moreover acknowledged by the Panel of Eminent Persons appointed by the Secretary-General of the United Nations to examine relations with civil society.

457. Progress towards **enhancing UNESCO's extrabudgetary activities** continued during the last semester of the 2002-2003 biennium. Recent developments show that UNESCO continues to receive extrabudgetary funding at a satisfactorily high level. It is also noteworthy that cooperation has been initiated with a number of new funding sources, both from the public and private sector, in keeping with UNESCO's commitment to diversify its extrabudgetary funding sources.

458. Further efforts have been carried out to improve the coherence between the regular budget activities and those funded from extrabudgetary resources. While overall compliance must be deemed satisfactory, it is true that extrabudgetary activities remain influenced by the geographical and substantive priorities indicated by the various funding sources. UNESCO is therefore still engaged in consultations, both within the Secretariat, and with the major funding sources, on modalities that on the one hand would further improve overall compatibility between regular programme and extrabudgetary activities, but that at the same time would take due account both of the priorities of the funding sources, and of the changing needs of the potential beneficiaries.

459. A further training course on extrabudgetary activities was carried out in December 2003, this time benefiting staff of UNESCO's field offices in the French-speaking countries of Africa. In the context of the five courses carried out during the biennium worldwide, and the numerous other related training and capacity-building activities, the training material has been further adapted, and training has been provided in a more interactive way. A comprehensive "Guide to UNESCO's Extrabudgetary Activities" has also been prepared and made available throughout UNESCO during the last quarter of 2003 in English, French, Arabic and Spanish. The printed version is expected in all four languages during the first months of 2004 and will be made available also to interested National Commissions and Permanent Delegations. Further training courses, both for UNESCO staff and for interested National Commissions will be carried out during 2004 and 2005 in the context of UNESCO's overall training programme.

460. A great deal of time and effort has been spent on discussions with the External Auditors in the context of their major review of the policies and procedures for UNESCO's extrabudgetary activities. These discussions have helped identify several problems, as well as the ways and means to overcome them. Remedial action is under way, and expected to further improve both the quality and the quantity of UNESCO's extrabudgetary activities. Furthermore, a number of measures are envisaged with a view to enhancing synergy among the various funding sources, and to reinforcing UNESCO's operational activities at the country level. Special emphasis in this context has been placed on promoting public/private partnerships in UNESCO's fields of competence.

461. Comprehensive discussions have continued throughout the biennium with UNESCO's major funding sources, aimed at refining the cooperation strategies, and improving synergy. While UNESCO will continue to derive most of its extrabudgetary funding from bilateral Member States, increasing efforts are made to balance these contributions through greater access to the multilateral sources, mainly the United Nations funds and programmes, the multilateral development banks, and the European Commission. In this context, particular emphasis is being put on a redefinition of UNESCO's cooperation with the major MDBs and with the European Commission. A revised cooperation agreement between UNESCO and the EC will be signed in February 2004.

Participation Programme

462. During the 2002-2003 biennium and in accordance with the objectives set in 31 C/ Resolution 36, there were significant developments under the Participation Programme, which may be summarized as follows: the budget provision allocated to Member States, Associate Members and international non-governmental organizations (INGOs) amounted to \$22 million; a total of

2,068 requests representing a total amount of \$77,576,022 were received; in all 1,312 requests were approved by the Director-General (including those coming under emergency assistance) for the 176 Member States, Associate Members and other Territories that submitted requests under the Programme, and for 65 international non-governmental organizations; in addition, 44 Member States requested emergency assistance.

463. The breakdown of requests and funds is set out in the table below:

Participation Programme			
Source	Number of requests		Amount approved (in United States dollars)
	approved	not approved	
Member States, Associate Members and territories (176)	1,187	96	19,656,832
International non-governmental organizations (65)	65	7	988,000
Emergency assistance			
Member States, Associate Members and territories (44)	60	6	1,469,000

464. The overall activity of the Participation Programme during the 2002-2003 biennium gave a higher profile to UNESCO and its action in the Member States, Associate Members and Territories and a number of the Organization's partners.

465. There was also greater transparency in the implementation of activities. Requests are now linked more clearly to the priorities set by the governing bodies, thanks to the evaluation carried out by the UNESCO programme sectors and services concerned. Training and information sessions for new Secretaries-General and various partners also strengthened local and national capacities for the formulation, planning and implementation of requests.

Fellowships Programme

466. UNESCO continued its action under the Fellowships Programme whose primary goal is to respond to the expressed needs of Member States to strengthen and support the Organization's capacity-building programmes as defined in the Approved Programme and Budget (31 C/5). It is expected that through the management and administration of fellowships, impetus will be given to the sharing of information, knowledge and experience among countries, thereby enabling Member States to upgrade skills and enhance capacities in a number of priority areas and programmes.

467. During the period under review, a total of 121 fellowships (Africa: 46; Arab States: 13; Asia and the Pacific: 32; Europe: 12; and Latin America and the Caribbean: 18) were awarded to beneficiaries, duly endorsed by their respective National Commissions, in priority areas of UNESCO programmes (in conformity with 161 EX/Decision 3.6.3). The gender distribution of the fellowships awarded was 49% to men and 51% to women (the average in favour of women achieved by the United Nations and sister agencies is 26%). The total value of the 121 fellowships under both the regular programme and extrabudgetary projects (including the contributions-in-kind under the Co-Sponsored Fellowships Scheme) is estimated at over \$1,833,728 of which

- (i) the bulk of awards, i.e. 72%, were in support of the Natural Sciences: capacity-building was enhanced in the biological sciences and biotechnologies and in technologies related to sustainable development and the sound management of the environment (with special attention to the programmes on water resources and their associated ecosystems). The African Bank for Development, the UNESCO/L'Oréal Co-Sponsored Fellowships for Young Women in Life Sciences, the UNESCO/Israel Co-Sponsored Fellowships Programme in Science and Technology (and Water Science) financed by Israel's Council of Higher Education Planning and Budgeting Committee, the UNESCO/Keizo Obuchi Research Fellowships Programme funded by Japan, and the UNESCO/China (The Great Wall) Co-Sponsored Fellowships Programme have contributed to strengthening capacities in these priority areas;
- (ii) the remaining 28% of awards were in support of the following major programmes: 9% for Education; 8% for Social and human sciences; 8% for Culture; and 3% for Communication and information. Human resources were therefore enhanced in the following areas: the formulation of educational policy, planning and management; the social and human sciences, on issues relating to the "Ethics of Science and Technology", to knowledge societies, and ways of participating in the democratic process; the collection and conservation of cultural heritage with a view to protecting cultural diversity and promoting cultural pluralism and intercultural dialogue; the training of librarians, archivists, computer and media specialists so as to enable them to make full use of ICTs. The UNESCO regular Programme and Budget and Co-Sponsored Fellowships Programmes managed in joint cooperation with the Czech Republic and Japan contributed to enhancing capacities in these priority programme areas.

468. With a view to ensuring transparency on the results of the Fellowships Programme, a *Directory of UNESCO Fellows: 2002-2003* (covering the period from 1 January 2002 to 31 July 2003) was distributed to all delegations at the 32nd session of the General Conference. An updated version for the full biennial exercise is under preparation and will be distributed to all National Commissions and Permanent Delegations during the first half of 2004. Work continued towards the launching of new web pages concerning the UNESCO Fellowships (<http://www.unesco.org/fellowships>).

Human Resources Management

469. During the last six months of the biennium, the Bureau of Human Resources Management (HRM) completed the development of the Human Resources Policy Framework in support of the reform process of the Organization, which included the following activities:

- The completion of the consultations with the Advisory Council of Personnel Policies (ACPP) on the following policies: performance assessment, learning and development and anti-harassment.
- The development of information materials and tools, including an IT tool (PerfoWeb) with the assistance of DIT, in preparation of the implementation of the performance assessment policy.
- Preparations for the implementation of the learning and development policy, including the set up of the “Learning and Development Centre”.
- The implementation of the integrated policy on recruitment, rotation and promotion. Implementation steps included a series of information sessions for staff, the diffusion of a rotation questionnaire with an encouraging response rate, and the identification of staffing needs with sectors/bureaux, in preparation of the vacancy bulletin.

470. During that period, the new seven-level classification standard for GS posts at Headquarters was implemented, and all General Service staff at Headquarters were informed of the results of the conversion accordingly. More details on the implementation of the human resources policy reform are presented in document 169 EX/6 Part I.

Administration and renovation of Headquarters premises

471. The **Plan for the Restoration and Improvement of UNESCO Headquarters** (Fontenoy site), drawn up by the honorary architect of France, Mr J. Belmont, and approved by the General Conference at its 30th session (30 C/Resolution 76), is made up of three separate phases of work to be implemented as and when funding is available: the first phase concerned urgent work to bring the buildings into line with fire safety regulations; the second phase concerns the modernization of offices and technical installations, and the third proposes the architectural improvements to UNESCO House in the context of redevelopment of the Place de Fontenoy. By 32 C/Resolution 74, the General Conference noted with satisfaction the progress of work under Phase 1 of the Belmont Plan, and authorized the contracting of an interest-free loan of €79.9 million (value as at January 2004) in cooperation with the host country in order to execute the work under Phase 2 of the Belmont Plan. In this respect, a loan agreement was signed by the Director-General at the end of February 2004.

472. The **work under Phase 1** begun in 2001 should be completed at the end of March 2004 for a total of \$24.4 million. Its objective was to bring the Fontenoy site into line with current safety and fire-fighting standards (fire detection, compartmentalization, electricity, and so on). It has also enabled a range of operations to be carried out such as the renovation of façade sunbreakers; renovation of the worst affected waterproofing; installation of air-conditioning in the smaller meeting rooms, and bringing the kitchens of the seventh floor restaurant into line with standards. Lastly, the first phase included in its programme of work the start of a **Headquarters Security Plan** pursuant to 164 EX/Decision 6.6, 165 EX/Decision 8.8 and 166 EX/Decision 8.6 of the Executive Board (cost: \$1.5 million). One of the main features of the Plan is the construction at the entrance to the **Miollis-Bonvin site** of a new outside, centralized control post equipped with surveillance and an anti-intrusion system.

473. **Phase 2 of the Belmont Plan** provides for the restoration of buildings and improvement of the working conditions of their occupants. It involves principally the completion of the process of bringing the buildings into line with safety standards, the replacement of glass façades, installation

of air-conditioning and modernization of offices (including the thorough overhaul of technical networks and interior finishings and improvement of sound insulation) and the rehabilitation of reception areas. The work should be carried out over a five-year period (from 2004 to 2008) according to a comprehensive, two-stage schedule of work: the construction of temporary offices (operational end 2004) to rehouse staff during the work, and the work itself. The part of the work planned between 2005 and 2007 involves the modernization wing by wing of the main building, one wing per year, and for 2008 involves the modernization of Building IV (underground building).

474. Pursuant to 31 C/Resolution 62 of the General Conference, a technical and financial report has been drawn up on the buildings of the **Miollis-Bonvin site**. The work on the site is costed at €63.2 million, including €5.7 million (value as at September 2002) for work to be carried out as an absolute priority. Pending a solution enabling all the renovation work on the site to be funded, partial financing will be provided for the execution of other priority work identified by Mr Belmont in his report. At its 32nd session, the General Conference invited the Director-General to explore all appropriate ways and means for financing this work in connection with the renovation of the Miollis/Bonvin site and to submit corresponding proposals to the Executive Board at its 170th session. These proposals are being developed in conjunction with the Headquarters Committee.

475. With regard to safety of individuals and buildings, funds were already raised in 2003, with the assistance of the Headquarters Committee (extrabudgetary resources), to finance the execution of priority work such as making the buildings more secure by means of redeveloping entrances, fitting high-security locks on the office doors of all the Permanent Delegations, refurbishment of all the sanitary facilities in Building V, and so on.

Hundred and sixty-ninth Session

169 EX/4
Part I Add.
PARIS, 9 April 2004
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Item 3.1 of the provisional agenda

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

PART I

ADDENDUM

This addendum containing (i) the status of budgetary execution by subprogramme under Part II.A of document 31 C/5 Approved as well as (ii) the chapter on budgetary and financial matters, complements the document "Report on the main results achieved during the last six months of the 2002-2004 biennium" (169 EX/4 Part I).

(31 C/5 Approved)

Status as at 31 December 2003
(Unaudited)

1. The figures set out in this document reflect final amounts as at the closing of accounts on 31 December 2003. The following information, usually included in document EX/4 Part I on the basis of preliminary estimates, has been prepared and presented separately in order to reflect the final data, which were only available after the official closure of the 2002-2003 accounts on 31 March 2004. Pending the final audit, this addendum presents the status of the budgetary execution in line with the closed accounts as at 31 December 2003:

- (i) Status of the budgetary execution by subprogramme under Part II.A of document 31 C/5 Approved as at 31 December 2003;
- (ii) Chapter "Budgetary and financial matters" of document 31 C/5 Approved as at 31 December 2003.

STATUS OF THE BUDGETARY EXECUTION BY SUBPROGRAMME

Part II.A	Programme / Subprogramme	Work plan allocations	Expenditures	Expenditure vis-à-vis allocation
		2002-2003 \$	as at 31.12.2003 \$	at 31.12.2003 %
I	EDUCATION			
I.1	Basic education for all: meeting the commitments of the Dakar World Education Forum			
I.1.1	Coordinating the follow-up of the Dakar Framework for Action	9 875 479	9 580 079	97.0
I.1.2	Strengthening inclusive approaches to education and diversifying delivery systems	11 466 016	11 092 099	96.7
	Total I.1	21 341 495	20 672 178	96.9
I.2	Building knowledge societies through quality education and a renewal of education systems			
I.2.1	Towards a new approach to quality education	5 427 564	5 242 328	96.6
I.2.2	Renewal of education systems	4 704 162	4 557 497	96.9
	Total I.2	10 131 726	9 799 825	96.7
II	NATURAL SCIENCES			
II.1	Science and technology: capacity-building and management			
II.1.1	Follow-up to the World Conference on Science: policy-making and science education	1 914 237	1 882 542	98.3
II.1.2	Science and technology capacity-building	4 550 927	4 390 672	96.5
	Total II.1	6 465 164	6 273 214	97.0
II.2	Sciences, environment and sustainable development			
II.2.1	Water interactions: systems at risk and social challenges	4 574 019	4 508 535	98.6
II.2.2	Ecological sciences	2 629 043	2 545 573	96.8
II.2.3	Cooperation in earth sciences and natural hazards reduction	1 178 086	1 177 349	99.9
II.2.4	Towards sustainable living in coastal regions and on small islands	1 025 382	956 274	93.3
II.2.5	UNESCO Intergovernmental Oceanographic Commission	2 861 100	2 883 580	100.8
	Total II.2	12 267 630	12 071 310	98.4
III	SOCIAL AND HUMAN SCIENCES			
III.1	Ethics of science and technology	2 212 600	2 221 205	100.4
III.2	Promotion of human rights, peace and democratic principles	2 860 649	2 771 245	96.9
III.3	Improvement of policies relating to social transformations and promotion of anticipation and prospective studies	3 801 720	3 762 402	99.0
IV	CULTURE			
IV.1	Reinforcing normative action in the field of culture			
IV.1.1	Promotion of the Convention for the Protection of the World Cultural and Natural Heritage	1 068 900	1 078 035	100.9
IV.1.2	Meeting new demands in the area of standard-setting	1 309 706	1 243 032	94.9
	Total IV.1	2 378 606	2 321 067	97.6
IV.2	Protecting cultural diversity and promoting cultural pluralism and intercultural dialogue			
IV.2.1	Safeguarding and revitalization of the tangible and intangible cultural heritage	3 313 510	3 341 811	100.9
IV.2.2	Promotion of cultural pluralism and intercultural dialogue	3 241 511	3 194 468	98.5
	Total IV.2	6 555 021	6 536 279	99.7
IV.3	Strengthening links between culture and development	2 343 513	2 295 660	98.0
V	COMMUNICATION AND INFORMATION			
V.1	Promoting equitable access to information and knowledge, especially in the public domain			
V.1.1	Formulating principles, policies and strategies to widen access to information and knowledge	1 580 257	1 544 451	97.7
V.1.2	Development of infrastructure and building capabilities for increased participation in the knowledge society	3 378 143	3 286 440	97.3
	Total V.1	4 958 400	4 830 891	97.4
V.2	Promoting freedom of expression and strengthening communication capacities			
V.2.1	Freedom of expression, democracy and peace	1 644 850	1 625 337	98.8
V.2.2	Strengthening communication capacities	3 064 098	2 996 876	97.8
	Total V.2	4 708 948	4 622 212	98.2
	Projects relating to cross-cutting themes			
o	Eradication of poverty, especially extreme poverty	5 934 582	5 698 504	96.0
o	The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	5 660 262	5 539 986	97.9
	Total, Projects relating to cross-cutting themes	11 594 844	11 238 490	96.9

(Activity costs as at 31st December 2003)

BUDGETARY AND FINANCIAL MATTERS

2. The 2002-2003 **regular budget** approved by the General Conference at its 31st session amounted to **\$544,367,250**. As of 31 December 2003, this had been increased by:

- (i) the carry over of the unspent balance of **\$8,005,346** arising from the Approved 2001-2002 regular budget, in accordance with the decision of the 164th session of the Executive Board (164 EX/Decision 6.2), and
- (ii) donations and special contributions amounting to **\$3,769,082**, in accordance with the Appropriation Resolution (31 C/Resolution 73, paragraph A(b)),

resulting in an adjusted appropriation of **\$556,141,678**. The Director-General expresses his gratitude to the governments, institutions and individuals for their generous donations and contributions.

3. As of 31 December 2003, the total expenditure was \$554,031,752, or 99.6% of the adjusted appropriation of \$556,141,678, therefore resulting in an unspent balance of \$2,109,926.

4. With regard to the **staff costs**, the budget allocation as at 31 December 2003 amounted to \$330,727,700 including the reserve for reclassifications. The actual **expenditure on staff costs** as at 31 December 2003 amounted to \$318,411,707, which is \$12.3 million lower than the allocated budget. This indicates that the absorption requirement of \$10.4 million has been met within the staff cost budget.

5. Under the **Participation Programme**, 2002 requests representing a total amount of \$77,576,022 have been received for the biennium 2002-2003 at the deadline of submission (28 February 2002), of which 1,311 requests amounting to \$ 21,993,312 have been approved as of 31 December 2003. This includes 59 requests approved under the emergency assistance programme (\$1,444,000).

6. With regard to the **extrabudgetary resources** for 2002-2003 biennium, total expenditure for the implementation of activities amounted to **\$517.7 million**, the breakdown of which is shown in the table below.

Funding source	Implementation expenditure 2002-2003		Increase/ (Decrease) in 2002-2003 compared to 2000-2001
	2000-2001 \$M	2002-2003 \$M	
United Nations sources			
UNDP	16.5	11.9	(4.6)
UNFPA	5.8	2.3	(3.5)
UNOIP (Iraq)	38.7	110.5	71.8
Other United Nations sources	13.7	23.8	10.1
Other sources			
World Bank	1.5	4.6	3.1
Regional Banks and funds	5.0	8.0	3.0
Brazil	161.4	182.3	20.9
Self-benefiting funds-in-trust	6.7	9.0	2.3
Donated trust funds	68.2	99.1	30.9
Associate Experts, Special Accounts and Voluntary contributions	49.0	66.2	17.2
Grand Total	366.5	517.7	151.2

It should be noted that 56% of the expenditure is attributed to two main programmes: UNESCO cooperation with Brazil (\$182.3 million or 35% of total expenditure) under self-benefiting funds-in-trust and the Iraq “Oil for Food” Programme (representing \$110.5 million or 21% of total expenditure).

Hundred and sixty-ninth Session

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PARIS, 9 April 2004
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Item 3.1 of the provisional agenda

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

PART II

Management Chart for Programme Execution in 2002-2003

(31 C/5 Approved)

No. 33

Status as at 31 December 2003
(Unaudited)

TABLE OF CONTENTS

I. INTRODUCTION

II. PRESENTATION OF THE PROGRAMME AND BUDGET FOR 2002-2003

- Chart 1 UNESCO regular budget from 1981 to 2003 (nominal growth and real growth)
- Chart 2 Distribution of regular budget resources for 2002-2003
- Chart 3 Total budget 2002-2003 by staff costs and activities, and by programme, support for programme execution and direction/administration
- Chart 4 Regular budget 2002-2003 by staff costs and activities, and by programme, support for programme execution and direction/administration

III. REGULAR PROGRAMME EXECUTION

- Table 1 Regular programme execution by principal appropriation line (including staff costs and Participation Programme)
- Table 2 Programme execution on travel in 2002-2003
- Table 3A Programme execution by principal appropriation line (excluding staff costs and Participation Programme)
- Table 3B Execution of the 2000-2001 carry-over funds
- Table 4 Execution of decentralized funds
- Table 5 Participation Programme
- A. Execution by region
- B. Execution by nature of expenditure
- Table 6 Situation of posts and staff costs

IV. PRESENTATION OF EXTRABUDGETARY OPERATIONAL PROGRAMMES

- Chart 5 Extrabudgetary operational programmes for 2002-2003 by funding source and by major programme
- Chart 6 Extrabudgetary operational programmes for 2002-2003: allocations vs. expenditure

V. EXTRABUDGETARY OPERATIONAL PROGRAMME EXECUTION

- Table 7 Execution of extrabudgetary programmes by funding source
- Table 8 Execution of extrabudgetary programmes by region
- Table 9 Execution of extrabudgetary programmes by sector

ANNEX I Detailed status report on the regular budget as at 31 December 2003

ANNEX II Report on the operating costs by object-of-expenditure of the 32nd session of the General Conference and of the sessions of the Executive Board incurred in 2003

ANNEX III Status of contributions and cash flow situation as at 29 February 2004 and 31 December 2003

I. INTRODUCTION

1. The “Management Chart for Programme Execution” is a technical document intended to facilitate examination and assessment by the Executive Board of the budgetary aspects of the approved regular budget and extrabudgetary programmes. Since the 165th session of the Executive Board, the format of the document has progressively been restructured with a view to facilitating the interpretation of the charts and tables, accompanied by explanations and comments when appropriate.
2. This Management Chart relates to the 31 C/5 Approved budget including the carry-over funds from 2000-2001 biennium and the adjustments made thereon as approved by the Executive Board. However, a separate Table 4B is provided specifically for the implementation of the carry-over from 2000-2001 biennium, amounting to \$8,005,346.
3. This Management Chart, which relates to the programme execution of the entire biennium 2002-2003, is based on the data resulting from the official closure of the accounts, which was finalized on 31 March 2004. It should be noted, nevertheless, that the figures have not yet been reviewed by the External Auditor.
4. The FABS system does not currently permit an easy analysis of programme execution by object of expenditure without recourse to time-consuming analysis and manual adjustments. Due to the short time available between the official closing of accounts and this session of the Executive Board it was therefore impossible to provide a comprehensive analysis of programme implementation by object of expenditure. However, given the interest expressed by Member States at previous sessions on expenditures under Mission Travel, this item has been more fully reviewed, and the results are set out in Table 2.
5. Following the decision of the Executive Board concerning the methods of work of the governing bodies (166 EX/Decision 5.2, para. 12), a report on the operating costs expenditures by object-of-expenditure of the 32nd session of the General Conference and of the sessions of the Executive Board incurred in 2003 is provided in Annex II to this Management Chart.
6. Finally, as is the custom for the first session of the Executive Board of a biennium, a status of contributions and cash flow situation as at 29 February 2004 and 31 December 2003 are provided in Annex III.

II. PRESENTATION OF THE PROGRAMME AND BUDGET FOR 2002-2003

CHART I

UNESCO REGULAR BUDGET FROM 1981 TO 2003 (Nominal growth and real growth)

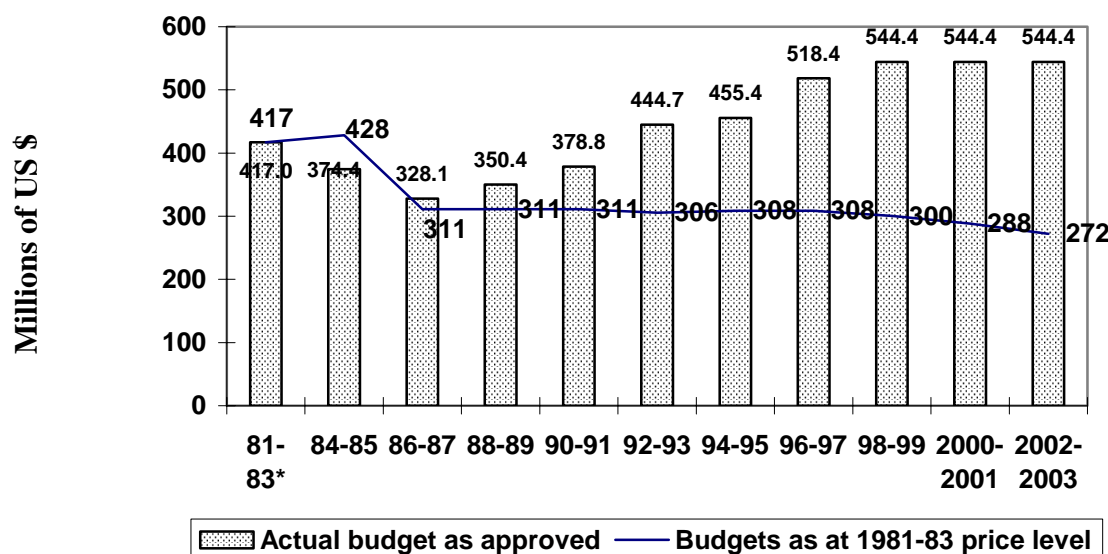


Chart 1 enables a comparison of budget trends over more than 10 biennia in terms of **nominal value** (or the approved budget ceiling) and **real value** corresponding to the amount of resources actually available for implementation of the programme of work, taking into account the loss of purchasing power due to inflation.

In contrast to the previous set of statistics, in which the year 2000 was taken as a base, the period 1981-1983 is used here as a basis for comparison (i.e. the theoretical starting-point). This choice of base period does not modify in any way the annual trend towards a reduction in purchasing power of the budget, which had already begun during the 1981-1983 period. This presentation is, however, more logical and easier to interpret visually.

Comments:

Despite a trend towards growth in the budget's **nominal value**, that is, in dollars (cf. the rising series of columns), resources are in reality substantially declining in **real value**, that is, in volume of activities. The Organization is in fact witnessing a decrease in the volume of resources actually available for the implementation of its programme of work (cf. the downward curve).

* Two thirds of the three-year budget.

CHART 2

**DISTRIBUTION OF REGULAR BUDGET
RESOURCES FOR 2002-2003**

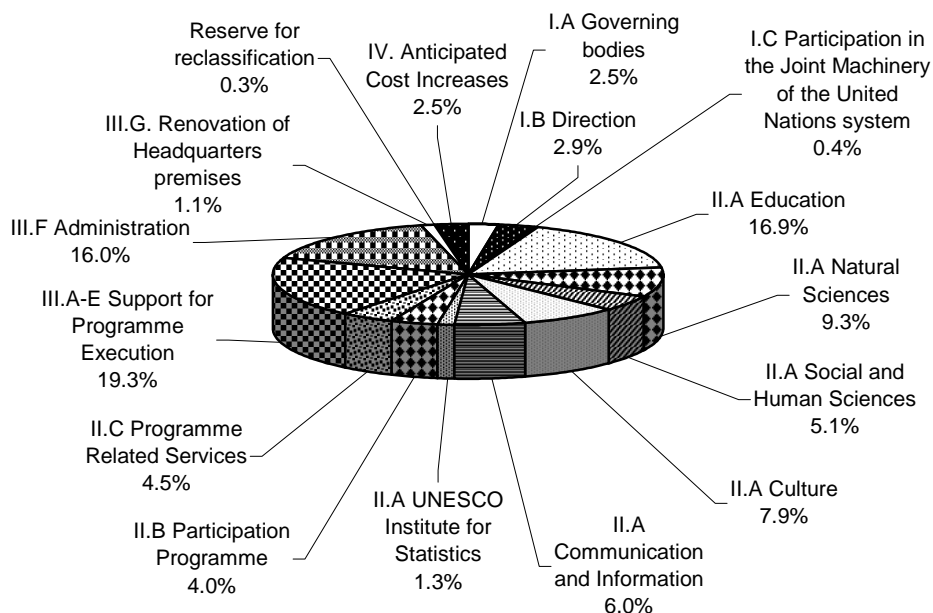
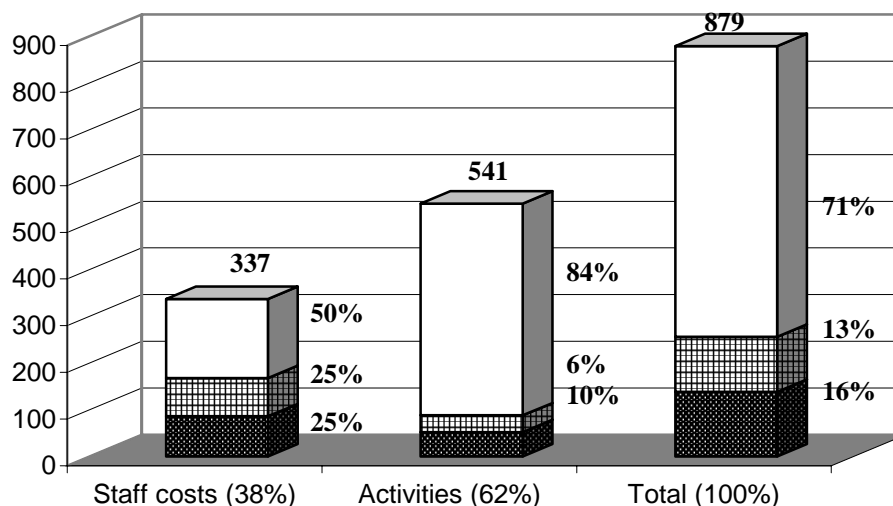


Chart 2 shows the distribution of the regular budget by parts of the budget in accordance with document 31 C/5 Approved (ref. page XXIII).

CHART 3

**TOTAL BUDGET 2002-2003
(REGULAR BUDGET AND EXTRABUDGETARY FUNDS)
BY STAFF COSTS AND ACTIVITIES AND BY PROGRAMME,
SUPPORT FOR PROGRAMME EXECUTION AND DIRECTION/ADMINISTRATION**



□ Programmes (Part II. A: Programmes, B: Participation Programme, C: Programme Related Services)
 ▒ Support for programme execution (Part III. A: BSP, B:BB, C:BFC, D: ERC, E: HRM, G: Renovation of HQ premises)
 ■ Direction and Administration (Part I: General policy & Direction and Part III.F: ADM)

The total budget (regular budget and extrabudgetary funds) is split into staff costs and activity costs, which are represented by the first two columns. Each of the three columns is broken down into “programme”, “support for programme execution” and “direction/administration”.

This analysis includes Part IV of the budget and takes into account the \$11 million adjustment to the regular budget (\$544.4 million) decided by the General Conference (31 C/Resolution 73). With regard to extrabudgetary funds, the analysis is based on the level of resources anticipated in document 31 C/5 Approved (\$334.2 million). For both types of funds, staff costs cover only the costs of established posts.

Comments:

This chart shows that the relative share of established posts within the total budget (regular budget and extrabudgetary funds) is 38%, compared to 62% for activities.

The relative share of “direction/administration” and “support for programme execution” is 29% of the total budget, while the relative share of “direction/administration”, strictly speaking, represents 16% of the total budget.

CHART 4

**REGULAR BUDGET 2002-2003
BY STAFF COSTS AND ACTIVITIES AND BY PROGRAMME, SUPPORT FOR
PROGRAMME EXECUTION AND DIRECTION/ADMINISTRATION**

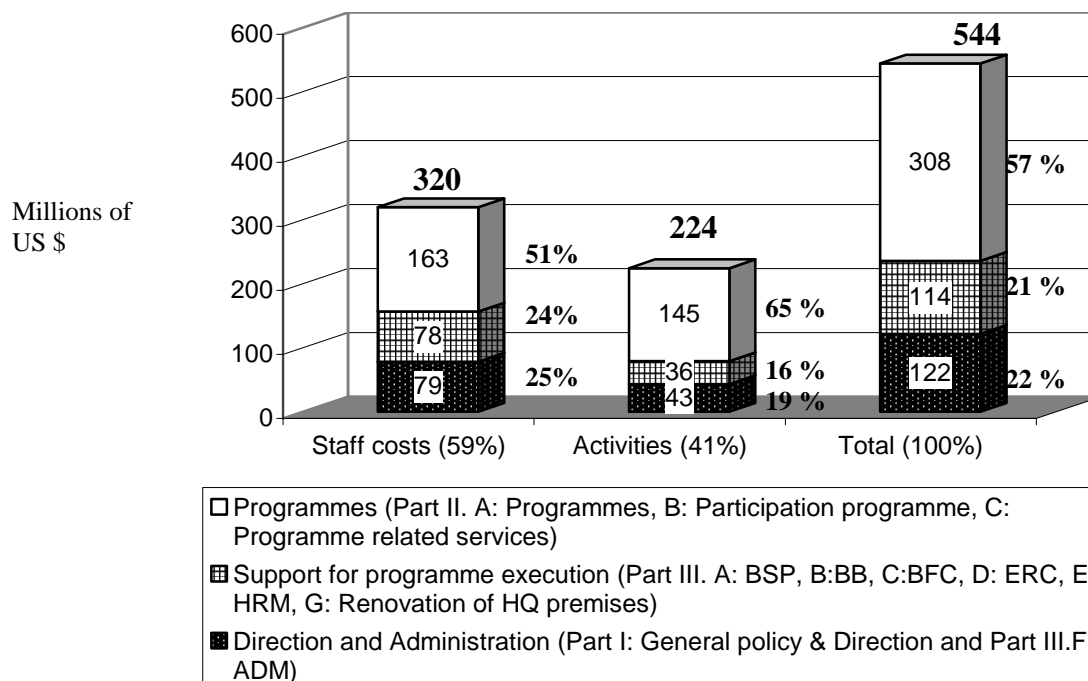


Chart 4 concerns the regular budget only. The regular budget is split into staff costs and activity costs, which are represented by the first two columns. Each of the three columns is broken down into “programme”, “support for programme execution” and “direction/administration”.

This analysis includes Part IV of the budget and takes into account the \$11 million adjustment to the regular budget (\$544.4 million) decided by the General Conference (31 C/Resolution 73). Staff costs are limited strictly to the costs of established posts.

Comments:

The categories “direction/administration” and “support for programme execution” account for a relatively higher share of the regular budget, representing 43% (Chart 4), as compared with 29% of the total budget (Chart 3). This results from the fact that administrative services are financed under the regular budget, but they support both regular programme activities and extrabudgetary projects. Nevertheless, extrabudgetary resources also help finance programme support and administrative costs through funds collected under support costs.

III. REGULAR PROGRAMME EXECUTION

TABLE 1

REGULAR PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE

**(Expenditures including staff costs and Participation Programme
as at 31 December 2003)**

Table 1 shows the execution of the regular programme by principal appropriation line.

The Table includes Part IV (Anticipated Cost Increases) and takes into account the transfers made therefrom to the other Parts of the budget that have already been approved by the Executive Board.

The difference between the columns “31 C/5 Approved” and “Work plan allocation” represents the amounts transferred from Part IV and donations additionally appropriated up to 31 December 2003.

Comments:

The overall implementation rate as at 31 December 2003 is 99.6%. This global implementation rate takes into account the \$11 million absorption decided by the General Conference (31 C/Resolution 73). However, since the \$11 million absorption is shown as a separate line and is not deducted from each appropriation line, the implementation rate shown under each line is slightly underestimated. The corresponding overall rate of implementation at the end of the previous biennium was 98.6%.

TABLE 1
REGULAR PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE
(Expenditures including staff costs and Participation Programme)
as at 31 December 2003

Appropriation Line	31 C/5 Approved	Work plan* allocation	Expenditure (delivered/ unliquidated) as at 31 December 2003	Implementation rate
	\$	\$	\$	%
PART I GENERAL POLICY AND DIRECTION				
A. Governing bodies				
1. General Conference	6 292 400	6 412 500	5 912 551	92.2
2. Executive Board	7 839 400	7 903 100	7 367 055	93.2
Total, Part I.A	14 131 800	14 315 600	13 279 606	92.8
B. Direction				
3. Directorate	2 282 100	2 329 000	2 040 184	87.6
4. Office of the Director-General	6 437 700	6 680 800	7 161 681	107.2
5. Internal oversight	4 671 600	4 772 700	3 771 122	79.0
6. International Standards and Legal Affairs	2 795 000	2 901 400	2 640 466	91.0
Total, Part I.B	16 186 400	16 683 900	15 613 453	93.6
C. Participation in the Joint Machinery of the United Nations System	2 153 000	2 489 300	2 502 657	100.5
TOTAL, PART I	32 471 200	33 488 800	31 395 716	93.7
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES				
A. Programmes				
I Education	94 091 700	99 321 471	94 948 217	95.6
II Natural sciences	51 867 600	53 812 083	50 933 932	94.7
III Social and human sciences	28 582 200	29 755 869	28 274 136	95.0
IV Culture	43 849 900	46 522 378	44 737 769	96.2
V Communication and information	33 064 600	34 570 654	32 639 907	94.4
UNESCO Institute for Statistics	7 320 000	7 320 000	7 317 753	100.0
Total, Part II.A	258 776 000	271 302 455	258 851 714	95.4
B. Participation Programme	22 000 000	22 000 000	21 934 789	99.7
C. Programme Related Services				
1. Coordination of action to benefit Africa	2 647 700	2 755 400	2 688 825	97.6
2. Fellowships Programme	1 962 400	2 002 700	1 913 106	95.5
3. Public Information	20 354 400	21 045 400	18 289 068	86.9
Total, Part II.C	24 964 500	25 803 500	22 890 999	88.7
TOTAL, PART II	305 740 500	319 105 955	303 677 503	95.2
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION				
A. Strategic planning and programme monitoring	6 128 000	6 723 142	5 974 041	88.9
B. Budget preparation and monitoring	4 244 900	4 360 700	3 650 939	83.7
C. Field management and coordination	48 954 500	52 309 331	51 062 124	97.6
D. External relations and cooperation	22 008 800	22 626 100	24 394 597	107.8
E. Human resources management	25 684 800	26 361 000	25 956 028	98.5
F. Administration	88 685 500	93 394 900	99 476 773	106.5
G. Renovation of Headquarters premises	6 292 500	8 182 500	8 342 500	102.0
TOTAL, PART III	201 999 000	213 957 673	218 857 000	102.3
TOTAL, PARTS I - III	540 210 700	566 552 428	553 930 220	97.8
Reserve for reclassifications	1 500 000	1 300	-	-
Absorption of expenditure relating to the previous biennium	-	-	101 532	-
PART IV ANTICIPATED COST INCREASES	13 690 850	-	-	-
TOTAL, PARTS I - IV	555 401 550	566 553 728	554 031 752	97.8
**LESS: Amount to be absorbed during the execution of the programme and budget within the limits of the approved total budget	(11 034 300)	(10 412 050)	-	-
TOTAL	544 367 250	556 141 678	554 031 752	99.6

* "Work plan allocation" includes the carryover funds from 2000-2001, appropriation of donations received and transfers from Part IV to Parts I - III as already reported to the Executive Board.

** The initial amount of absorption requirement of \$11,034,300 has been reduced to \$10,412,050 in accordance with the decision of the 167th session of the Executive Board to utilize the balance of \$622,250 under the Part IV of the Budget for this purpose.

TABLE 2
PROGRAMME EXECUTION BY OBJECT-OF-EXPENDITURE
TRAVEL
AS AT 31 DECEMBER 2003

As explained in the introduction with regard to the execution of the programmes by object-of-expenditure, a thorough and time-consuming verification and analysis is currently required using FABS. Due to the very short time between the finalization of the account closure and this session of the Executive Board, it was impossible to provide a comprehensive situation on the programme implementation for all object-of-expenditure items. However, detailed information is presented in Table 2 on the expenditures under mission travel.

Table 2 shows the actual expenditures for mission travel by principal appropriation line and allows comparison of these expenditures with both 31 C/5 Approved budget and updated work plan allocations. It also provides details on three categories of travel: Participants' travel, travel of the Executive Board Members and staff travel, and shows relative weight of travel expenditure of each principal appropriation line in the global 31 C/5 activity budget envelope.

Table 2
Expenditure on mission travel by sector

AS AT 31 DECEMBER 2003

Regular budget 2002-2003						
Principal Appropriation Line	Participants' travel	Travel of the Members of the Executive Board	Staff travel	Total travel	Total work plan budget	% of travel expenditure vis-à-vis total budget
	\$	\$	\$			
PART I						
GENERAL POLICY AND DIRECTION						
A. Governing bodies						
31 C/5 Approved	-	2 181 700	-	2 181 700	14 131 800	
Work plans allocations	-	2 181 700	12 700	2 194 400	14 315 600	
Expenditure as at 31 December 2003	-	1 600 426	2 433	1 602 859	13 279 606	12.07%
B. Direction						
31 C/5 Approved	-	-	655 000	655 000	16 186 400	
Work plans allocations	-	-	467 000	467 000	16 683 900	
Expenditure as at 31 December 2003	59 640	-	484 182	543 822	15 613 453	3.48%
C. Participation in the Joint Machinery of the United Nations System						
31 C/5 Approved	-	-	-	-	2 153 000	
Work plans allocations	-	-	-	-	2 489 300	
Expenditure as at 31 December 2003	-	-	-	-	2 502 657	-
TOTAL, PART I, 31 C/5 Approved		2 181 700	655 000	2 836 700	32 471 200	
TOTAL, PART I, Work plans allocations		2 181 700	479 700	2 661 400	33 488 800	
Expenditure as at 31 December 2003	59 640	1 600 426	486 615	2 146 681	31 395 716	6.84%
PART II						
PROGRAMMES AND PROGRAMME RELATED SERVICES						
A. Programmes						
I. Education						
31 C/5 Approved	1 750 000	-	1 320 000	3 070 000	94 091 700	
Work plans allocations	3 000 000	-	2 500 000	5 500 000	99 321 471	
Expenditure as at 31 December 2003	3 841 969	-	3 056 710	6 898 679	94 948 217	7.27%
II. Natural sciences						
31 C/5 Approved	1 220 100	-	1 196 900	2 417 000	51 867 600	
Work plans allocations	2 686 928	-	1 683 248	4 370 176	53 812 083	
Expenditure as at 31 December 2003	2 482 906	-	1 905 012	4 387 917	50 933 932	8.61%
III. Social and human sciences						
31 C/5 Approved	898 400	-	393 300	1 291 700	28 582 200	
Work plans allocations	1 900 000	-	800 000	2 700 000	29 755 869	
Expenditure as at 31 December 2003	1 430 536	-	847 213	2 277 749	28 274 136	8.06%
IV. Culture						
31 C/5 Approved	800 000	-	675 000	1 475 000	43 849 900	
Work plans allocations	956 700	-	800 000	1 756 700	46 522 378	
Expenditure as at 31 December 2003	1 100 833	-	862 405	1 963 237	44 737 769	4.39%
V. Communication and information						
31 C/5 Approved	465 800	-	1 296 100	1 761 900	33 064 600	
Work plans allocations	1 510 000	-	1 270 000	2 780 000	34 570 654	
Expenditure as at 31 December 2003	1 192 039	-	1 145 743	2 337 782	32 639 907	7.16%
UNESCO Institute for Statistics						
31 C/5 Approved	100 000	-	25 000	125 000	7 320 000	
Work plans allocations	35 000	-	21 000	56 000	7 320 000	
Expenditure as at 31 December 2003	27 327	-	38 104	65 431	7 317 753	0.89%
Total, Part II.A as approved	5 234 300	-	4 906 300	10 140 600	258 776 000	
Total, Part II.A based on work plans	10 088 628	-	7 074 248	17 162 876	271 302 455	
Expenditure as at 31 December 2003	10 075 610	-	7 855 187	17 930 796	258 851 714	6.93%
B. Participation Programme						
31 C/5 Approved	-	-	-	-	22 000 000	
Work plans allocations	-	-	-	-	22 000 000	
Expenditure as at 31 December 2003	-	-	-	-	21 934 789	-
C. Programme Related Services						
1. Coordination of action to benefit Africa						
31 C/5 Approved	-	-	134 600	134 600	2 647 700	
Work plans allocations	700	-	123 580	124 280	2 755 400	
Expenditure as at 31 December 2003	663	-	81 316	81 979	2 688 825	3.05%
2. Fellowships Programme						
31 C/5 Approved	-	-	5 000	5 000	1 962 400	
Work plans allocations	-	-	1 373	1 373	2 002 700	
Expenditure as at 31 December 2003	2 133	-	1 318	3 451	1 913 106	0.18%
3. Public Information						
31 C/5 Approved	66 900	-	318 300	385 200	20 354 400	
Work plans allocations	31 400	-	207 100	238 500	21 045 400	
Expenditure as at 31 December 2003	27 338	-	183 787	211 125	18 289 068	1.15%
Total, Part II.C as approved	66 900	-	457 900	524 800	24 964 500	
Total, Part II.C based on the work plans	32 100	-	332 053	364 153	25 803 500	
Expenditure as at 31 December 2003	30 134	-	266 421	296 555	22 890 999	1.30%
TOTAL PART II 31 C/5 APPROVED	5 301 200	-	5 364 200	10 665 400	305 740 500	
TOTAL PART II Work plans allocations	10 120 728	-	7 406 301	17 527 029	319 105 955	
Expenditure as at 31 December 2003	10 105 744	-	8 121 608	18 227 351	303 677 503	6.00%

Regular budget 2002-2003

Regular budget 2002-2003						
Principal Appropriation Line	Participants' travel	Travel of the Members of the Executive Board	Staff travel	Total travel	Total work plan budget	% of travel expenditure vis-à-vis total budget
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION						
A. Strategic Planning and Programme Monitoring						
31 C/5 Approved	-	-	300 000	300 000	6 128 000	
Work plans allocations	18 000	-	241 358	259 358	6 723 142	
Expenditure as at 31 December 2003	72 902	-	178 189	251 092	5 974 041	4.20%
B. Budget Preparation and Monitoring						
31 C/5 Approved	-	-	5 300	5 300	4 244 900	
Work plans allocations	-	-	6 600	6 600	4 360 700	
Expenditure as at 31 December 2003			8 230	8 230	3 650 939	0.23%
C. Field Management and Coordination						
31 C/5 Approved	120 000	-	48 000	168 000	48 954 500	
Work plans allocations	7 900	-	219 000	226 900	52 309 331	
Expenditure as at 31 December 2003	349 670	-	1 164 915	1 514 585	51 062 124	2.97%
D. External Relations and Cooperation						
31 C/5 Approved	650 000	-	620 400	1 270 400	22 008 800	
Work plans allocations	1 106 571	-	665 065	1 771 636	22 626 100	
Expenditure as at 31 December 2003	910 845	-	571 468	1 482 312	24 394 597	6.08%
E. Human Resources Management						
31 C/5 Approved	-	-	101 800	101 800	25 684 800	
Work plans allocations	6 890	-	535 064	541 954	26 361 000	
Expenditure as at 31 December 2003	202 821	-	674 724	877 544	25 956 028	3.38%
F. Administration						
31 C/5 Approved	-	-	134 100	134 100	88 685 500	
Work plans allocations	-	-	80 000	80 000	93 394 900	
Expenditure as at 31 Decemeber 2003	14 651	-	71 121	85 773	99 476 773	0.09%
G. Renovation of Headquarters premises						
31 C/5 Approved	-	-	-	-	6 292 500	
Work plans allocations	-	-	-	-	8 182 500	
Expenditure as at 31 December 2003	-	-	-	-	8 342 500	-
TOTAL, PART III Approved	770 000	-	1 209 600	1 979 600	201 999 000	
TOTAL, PART III based on the work plans	1 139 361	-	1 747 087	2 886 448	213 957 673	
Expenditure as at 31 December 2003	1 550 889	-	2 668 647	4 219 536	218 857 000	1.93%
TOTAL, PARTS I - III Approved	8 252 900	-	7 228 800	15 481 700	540 210 700	
TOTAL, PARTS I - III based on the work plans	3 321 061	-	2 226 787	5 547 848	566 552 428	
Write off of expenditure of previous biennium	3 603	-	2 210	5 813	101 532	-
Expenditure as at 31 December 2003	11 719 876	1 600 426	11 279 080	24 599 382	554 031 752	4.44%

TABLE 3A
PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE
(Expenditures excluding staff costs and Participation Programme
as at 31 December 2003)

Table 3A presents the implementation status of **programme activities** by principal appropriation line, excluding staff costs and Participation Programme.

The table includes Part IV (Anticipated cost increases) and takes into account the transfers made therefrom to the other parts of the budget that have already been approved by the Executive Board at its 164th, 166th and 167th sessions.

Comments:

The overall implementation rate of 99.9% is superior to the overall implementation rate of the previous biennium (97.3%).

TABLE 3A

**PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE
(Expenditures excluding staff costs and Participation Programme)**

as at 31 December 2003

Appropriation Line	31 C/5 Approved	Work plan* allocation	Expenditure (delivered/unliquidated) as at 31 December 2003	Implementation rate
	\$	\$	\$	%
PART I GENERAL POLICY AND DIRECTION				
A. Governing bodies				
1. General Conference	5 491 200	5 594 700	5 139 188	91.9
2. Executive Board	6 531 800	6 531 800	5 976 586	91.5
Total, Part I.A	12 023 000	12 126 500	11 115 774	91.7
B. Direction				
3. Directorate	458 500	458 500	462 613	100.9
4. Office of the Director-General	399 500	399 500	397 662	99.5
5. Internal oversight	567 600	567 600	559 281	98.5
6. International standards and legal affairs	203 100	203 100	201 533	99.2
Total, Part I.B	1 628 700	1 628 700	1 621 089	99.5
C. Participation in the Joint Machinery of the United Nations System	2 153 000	2 489 300	2 502 657	100.5
TOTAL, PART I	15 804 700	16 244 500	15 239 520	93.8
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES				
A. Programmes				
I Education	47 382 700	51 142 871	50 167 851	98.1
II Natural sciences	21 829 900	22 781 083	22 367 937	98.2
III Social and human sciences	11 426 600	12 060 769	11 969 837	99.2
IV Culture	12 312 900	13 924 978	13 666 551	98.1
V Communication and information	14 278 000	15 201 654	14 956 946	98.4
UNESCO Institute for Statistics	7 320 000	7 320 000	7 317 753	100.0
Total, Part II.A	114 550 100	122 431 355	120 446 876	98.4
C. Programme Related Services				
1. Coordination of action to benefit Africa	419 600	419 600	425 763	101.5
2. Fellowships Programme	1 018 600	1 018 600	957 633	94.0
3. Public Information	4 868 000	5 008 000	4 989 112	99.6
Total, Part II.C	6 306 200	6 446 200	6 372 507	98.9
TOTAL, PART II	120 856 300	128 877 555	126 819 383	98.4
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION				
A. Strategic planning and programme monitoring	984 100	1 399 442	1 373 737	98.2
B. Budget preparation and monitoring	70 000	70 000	65 818	94.0
C. Field management and coordination	12 638 700	15 103 631	15 617 107	103.4
D. External relations and cooperation	4 396 500	4 406 500	4 291 023	97.4
E. Human resources management	10 702 100	10 718 600	10 663 678	99.5
F. Administration	26 925 100	28 823 300	31 170 959	108.1
G. Renovation of Headquarters premises	6 292 500	8 182 500	8 342 500	102.0
TOTAL, PART III	62 009 000	68 703 973	71 524 821	104.1
TOTAL, PARTS I - III	198 670 000	213 826 028	213 583 723	99.9
PART IV ANTICIPATED COST INCREASES	3 827 450	-	-	-
Absorption of expenditure relating to the previous biennium	-	-	101 532	-
TOTAL, PARTS I - IV	202 497 450	213 826 028	213 685 255	99.9
TOTAL	202 497 450	213 826 028	213 685 255	99.9

* "Work plan allocation" includes carryover funds from 2000-2001, appropriation of donations received and transfers from Part IV to Parts I - III as already reported to the Executive Board.

TABLE 3B

EXECUTION OF 2000-2001 CARRY OVER FUNDS

(Activity expenditures in the field as at 31 December 2003)

As explained in the introduction, this separate **Table 3B** reports on the implementation of the carry-over funds from the unspent balance of the resources from 2000-2001 biennium, amounting to \$8,005,346.

Comments:

The overall implementation rate of execution for the carry over funds is 96.5%.

TABLE 3B
EXECUTION OF THE 2000-2001 CARRY-OVER FUNDS
as at 31 December 2003

Principal Appropriation Line	Work plan allocation	Expenditure (delivered/ unliquidated) as at 31 December 2003	Implementation rate
	\$	\$	%
PART I GENERAL POLICY AND DIRECTION			
A. Governing bodies			
1. General Conference	-	-	-
2. Executive Board	-	-	-
Total, Part I.A	-	-	-
B. Direction			
3. Directorate	-	-	-
4. Office of the Director-General	-	-	-
5. Internal oversight	-	-	-
6. International standards and legal affairs	-	-	-
Total, Part I.B	-	-	-
C. Participation in the Joint Machinery of the United Nations System	-	-	-
TOTAL, PART I	-	-	-
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES			
A. Programmes			
I Education	2 414 306	2 317 232	96.0
II Natural sciences	326 150	318 149	97.5
III Social and human sciences	535 000	528 314	98.8
IV Culture	1 224 142	1 155 631	94.4
V Communication and information	695 000	694 390	99.9
UNESCO Institute for Statistics	-	-	-
Total, Part II.A	5 194 598	5 013 717	96.5
C. Programme Related Services			
1. Coordination of action to benefit Africa	-	-	-
2. Fellowships Programme	-	-	-
3. Public Information	140 000	139 998	100.0
Total, Part II.C	140 000	139 998	100.0
TOTAL, PART II	5 334 598	5 153 715	96.6
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION			
A. Strategic planning and programme monitoring	400 000	392 332	98.1
B. Budget preparation and monitoring	-	-	-
C. Field management and coordination	1 170 748	1 096 509	93.7
D. External relations and cooperation	-	-	-
E. Human resources management	-	-	-
F. Administration	1 100 000	1 083 205	98.5
G. Renovation of Headquarters premises	-	-	-
TOTAL, PART III	2 670 748	2 572 046	96.3
TOTAL	8 005 346	7 725 761	96.5

TABLE 4
EXECUTION OF DECENTRALIZED FUNDS
(Staff costs and activity expenditures in the field
as at 31 December 2003)

Table 4 shows the budget implementation in the field as of 31 December 2003 for Part II (Programme and Programme Related Services) and Part III (Support for Programme Execution and Administration).

Comments:

The overall implementation rate of execution for the decentralized funds is 96.5%, against 96.2% realized in the previous biennium.

TABLE 4
EXECUTION OF DECENTRALIZED FUNDS
as at 31 December 2003

Principal Appropriation Line	Allocation for all field units	Expenditure (delivered/unliquidated) as at 31 December 2003	Implementation rate
	\$	\$	%
PART I GENERAL POLICY AND DIRECTION			
A. Governing bodies			
1. General Conference	-	-	-
2. Executive Board	-	-	-
Total, Part I.A	-	-	-
B. Direction			
3. Directorate	-	-	-
4. Office of the Director-General	-	-	-
5. Internal oversight	-	-	-
6. International standards and legal affairs	-	-	-
Total, Part I.B	-	-	-
C. Participation in the Joint Machinery of the United Nations System			
	-	-	-
TOTAL, PART I	-	-	-
PART II PROGRAMMES AND PROGRAMME RELATED SERVICES			
A. Programmes			
I Education*	53 571 528	50 777 492	94.8
II Natural sciences	17 110 919	14 920 443	87.2
III Social and human sciences	6 317 940	5 722 944	90.6
IV Culture	10 751 113	10 394 427	96.7
V Communication and information	11 271 524	10 436 358	92.6
UNESCO Institute for Statistics	7 315 600	7 313 353	100.0
Total, Part II.A	106 338 624	99 565 018	93.6
B. Participation Programme			
	22 000 000	21 934 789	99.7
C. Programme Related Services			
1. Coordination of action to benefit Africa	-	-	-
2. Fellowships Programme	-	-	-
3. Public Information	276 900	446 077	161.1
Total, Part II.C	276 900	446 077	161.1
TOTAL, PART II	128 615 524	121 945 885	94.8
PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION			
A. Strategic planning and programme monitoring			
	38 205	38 205	100.0
B. Budget preparation and monitoring			
	-	6 903	-
C. Field management and coordination			
	47 653 366	46 852 082	98.3
D. External relations and cooperation			
	2 625 780	3 745 025	142.6
E. Human resources management			
	-	-	-
F. Administration			
	-	-	-
G. Renovation of Headquarters premises			
	-	-	-
TOTAL, PART III	50 317 351	50 642 215	100.6
TOTAL	178 932 875	172 588 100	96.5

* The figures for Education includes the UNESCO institutes as a part of decentralization. The rate of execution excluding the institutes is 94.9 %.

TABLE 5A
PARTICIPATION PROGRAMME
AS AT 31 DECEMBER 2003

5A EXECUTION BY REGION

Table 5A shows the execution of the Participation Programme by region as at 31 December 2003, together with the status of implementation of requests approved for international NGOs and under emergency assistance.

Comments:

The overall implementation rate is 99.7%. A detailed report by the Director-General on the implementation of the Participation Programme and Emergency Assistance is presented in document 169 EX/26. Under the Participation Programme, 2002 requests representing a total amount of \$77,576,022 were received for the biennium 2002-2003 at the deadline of submission (28 February 2002), of which 1,311 requests amounting to \$21,993,312 were approved as of 31 December 2003. This includes 59 requests approved under the emergency assistance programme (\$1,444,000).

TABLE 5A
PARTICIPATION PROGRAMME
EXECUTION BY REGION
as at 31 December 2003

Region	Allotment issued	Expenditure (delivered / unliquidated) as at 31 December 2003	Implementation rate
	\$	\$	%
AFRICA	5 658 950	5 656 032	99.9
ASIA AND THE PACIFIC	4 383 250	4 371 250	99.7
ARAB STATES	2 092 950	2 050 900	98.0
EUROPE 1 (Western Europe, United States, Canada)	920 150	918 852	99.9
EUROPE 2 (Eastern and Central Europe)	2 414 250	2 414 250	100.0
LATIN AMERICA AND THE CARIBBEAN	4 160 582	4 160 327	100.0
INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS	919 180	919 178	100.0
EMERGENCY ASSISTANCE PROGRAMME	1 444 000	1 444 000	100.0
UNALLOTTED BALANCE	6 688	-	-
TOTAL	22 000 000	21 934 789	99.7

TABLE 5B
PARTICIPATION PROGRAMME
AS AT 31 DECEMBER 2003

5B EXECUTION BY NATURE OF EXPENDITURE

Table 5B shows the execution of the Participation Programme broken down by “Financial contributions” and “Material and technical assistance provided by UNESCO”.

Comments:

Expenditures under “Financial Contributions” represent 88.0% of the total expenditure of the Participation Programme. Most of the allotments issued were destined for the financing of conferences and meetings, followed by acquisition of supplies and equipment.

A detailed report by the Director-General on the implementation of the Participation Programme and emergency assistance is presented in document 169 EX/26.

TABLE 5B
PARTICIPATION PROGRAMME
EXECUTION BY NATURE OF EXPENDITURE
as at 31 December 2003

Nature of expenditure	Allotment issued	Expenditure (delivered / unliquidated) as at 31 December 2003	Implementation rate
	\$	\$	%
A. FINANCIAL CONTRIBUTIONS			
Conferences, meetings	6 079 080	5 954 028	97.9
Consultants	2 409 991	2 410 691	100.0
Fellowships, study grants	503 046	555 046	110.3
Publications, translations, reproduction	2 057 983	2 085 933	101.4
Supplies and equipment	5 669 438	5 496 738	97.0
Training seminars or courses	2 601 624	2 804 024	107.8
Subtotal	19 321 162	19 306 460	99.9
B. MATERIAL AND/OR TECHNICAL ASSISTANCE PROVIDED DIRECTLY BY UNESCO			
Conferences, meetings	500 100	565 650	113.1
Consultants	435 400	365 184	83.9
Fellowships, study grants	212 450	272 242	128.1
Publications, translations, reproduction	153 715	137 215	89.3
Supplies and equipment	582 485	684 214	117.5
Training seminars or courses	788 000	603 824	76.6
Subtotal	2 672 150	2 628 329	98.4
UNALLOTTED BALANCE	6 688	-	-
GRAND TOTAL	22 000 000	21 934 789	99.7

TABLE 6
SITUATION OF POSTS AND STAFF COSTS
AS AT 31 DECEMBER 2003

Table 6A shows the monthly evolution of the net savings in terms of posts from January 2002 to December 2003. The posts shown in this table correspond to the posts that are budgetarily vacant, and hence those that generate savings, after deduction of those used to finance temporary assistance. It is therefore not directly comparable with data that may be published by HRM, which relate to vacant posts open to recruitment.

Table 6B presents a summary of the overall staff cost expenditures as at 31 December 2003 by Headquarters and the field offices.

Comments:

The budget is prepared on the basis of a lapse factor of 3%. The 2002-2003 staff costs situation was very closely monitored by the Bureau of the Budget in order to fully achieve the required absorption of \$11 million within the overall staff costs budget. From 1 January 2002 to 31 December 2003 the average number of posts budgetarily vacant was 140. The actual staff costs expenditure at 31 December 2003 amounted to \$318,411,707. Compared with the total staff costs allocation of \$330,727,700, this expenditure represents a saving of \$12.3 million. This saving has covered the absorption requirement of \$10.4 million,¹ thus resulting in a final surplus of \$1.9 million under the staff cost budget.

¹ The amount of absorption requirement has been reduced to \$10,412,050 in accordance with the decision of the Executive Board at its 167th session (167/Decision 7.1) to utilize \$622,250 under Part IV of the budget for this absorption purpose.

TABLE 6
POSTS SITUATION AND STAFF COSTS

A. Monthly breakdown of posts budgetarily vacant from January 2002 to December 2003

YEAR/ MONTH	31 C/5 Approved Total number of posts	Filled posts			Vacant posts					Variation vis-à-vis the vacancy requirement of the lapse factor (3% = 60 posts)
		HQ	Field	TOTAL	HQ		Field		TOTAL	
					P	GS	P	L		
2002										
January	1 983	1 303	471	1 774	57	57	71	24	209	149
February	1 983	1 307	473	1 780	56	54	50	43	203	143
March	1 983	1 308	481	1 789	56	53	47	38	194	134
April	1 983	1 308	479	1 787	56	53	49	38	196	136
May	1 983	1 321	472	1 793	52	44	50	44	190	130
June	1 983	1 331	478	1 809	40	46	45	43	174	114
July	1 983	1 327	478	1 805	54	36	45	43	178	118
August	1 983	1 337	486	1 823	44	36	40	40	160	100
September	1 983	1 349	483	1 832	39	29	42	41	151	91
October	1 983	1 353	475	1 828	41	23	49	42	155	95
November	1 983	1 358	508	1 866	31	28	28	30	117	57
December	1 983	1 350	490	1 840	31	36	39	37	143	83
2003										
January	1 983	1 348	487	1 835	36	33	40	39	148	88
February	1 983	1 355	494	1 849	25	37	33	39	134	74
March	1 983	1 359	499	1 858	21	37	31	36	125	65
April	1 983	1 360	495	1 855	22	35	35	36	128	68
May	1 983	1 374	495	1 869	8	35	35	36	114	54
June	1 983	1 379	529	1 908	11	27	17	20	75	15
July	1 983	1 357	515	1 872	22	38	26	25	111	51
August	1 983	1 365	503	1 868	11	41	34	29	115	55
September	1 983	1 352	516	1 868	20	45	46	4	115	55
October	1 983	1 366	533	1 899	14	37	30	3	84	24
November	1 983	1 373	545	1 918	14	30	21	0	65	5
December	1 983	1 365	549	1 914	16	36	17	0	69	9
Average	1 983	1 346	497	1 843	32	39	39	30	140	80

B. Cumulative situation of staff costs as at 31 December 2003

	Allocation \$	Expenditure \$	%
HEADQUARTERS	253 282 300	248 460 276	98.1%
FIELD	77 444 100	69 951 432	90.3%
Reserve for reclassifications	1 300	-	-
TOTAL	330 727 700 *	318 411 707	96.3%

* The total allocation takes account of transfers from Part IV already approved by the Executive Board.

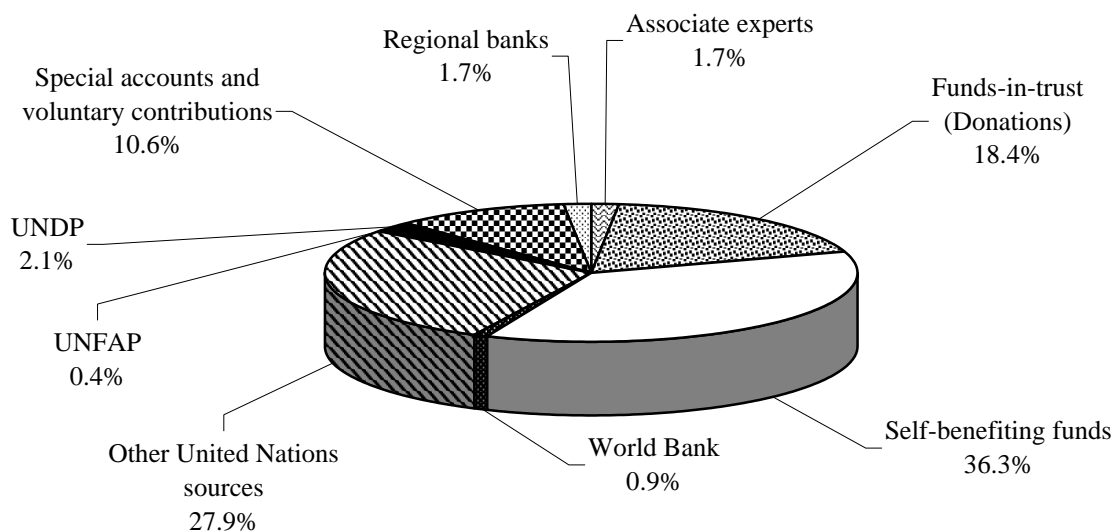
IV. PRESENTATION OF EXTRABUDGETARY OPERATIONAL PROGRAMMES

CHART 5

**EXTRABUDGETARY OPERATIONAL PROGRAMMES FOR 2002-2003
BY FUNDING SOURCE AND BY MAJOR PROGRAMME**

ALLOCATIONS AS AT 31 DECEMBER 2003

TOTAL: US \$676.4 MILLION



Amounts in millions of US \$

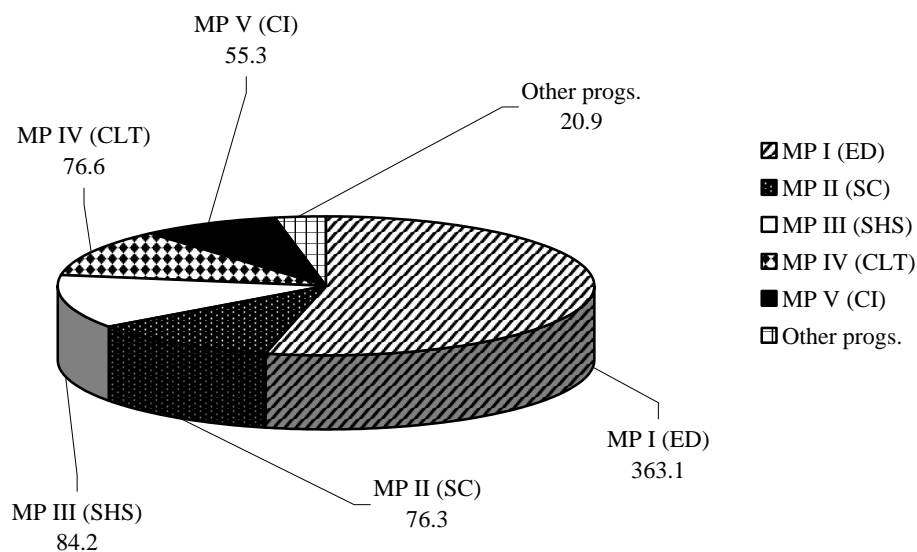


Chart 5 gives the allocations for extrabudgetary programmes as at **31 December 2003**, by **funding source** and by **major programme**.

The predominance of other United Nations sources (27.9% of allocations) and self-benefiting funds (36.3% of allocations) is due to the scale of the Oil-for-Food Programme for Iraq and the projects implemented in Brazil respectively. The Education Sector holds the bulk of the resources with **\$363.1 million** in allocations, i.e. **53.7%** of the total allocation of **\$676.4 million**. It is worth mentioning, however, that out of this \$363.1 million, **\$223.6 million** come respectively from the Oil-for-Food Programme (**\$160.3 million**) and from the cooperation programme with Brazil (**\$63.3 million**).

CHART 6
EXTRABUDGETARY OPERATIONAL PROGRAMMES
ALLOCATIONS VS. EXPENDITURE
AS AT 31 DECEMBER 2003

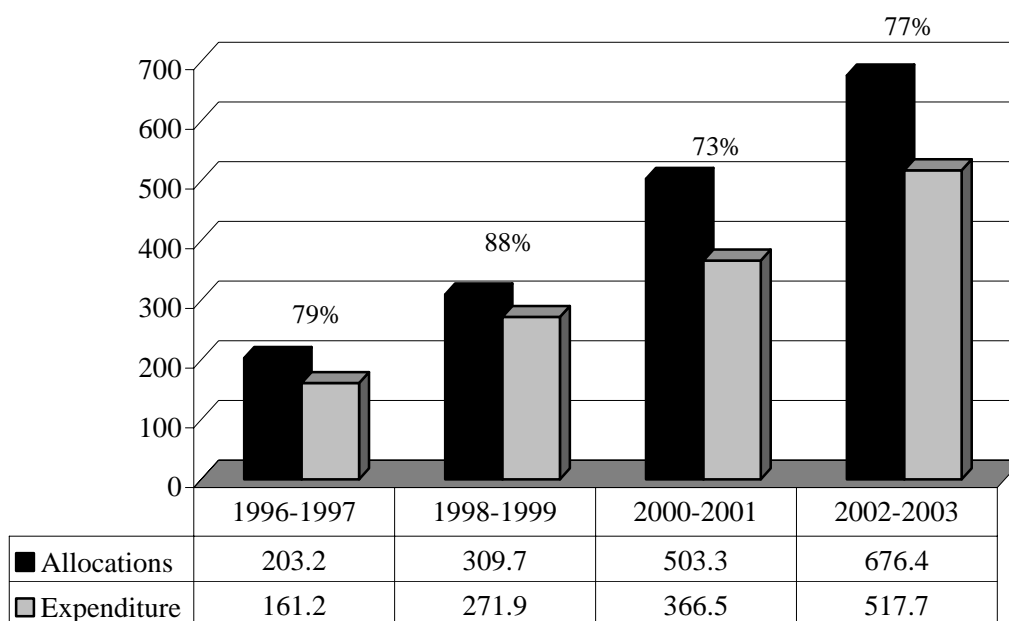


Chart 6 shows how the allocations and expenditures have evolved over the last four biennia. Mention must be made of the strong progression in extrabudgetary funds from 1996 to 2003. It should be kept in mind, however, that the Oil-for-Food Programme ended in 2003, which means that source of funding will no longer be available.

Tables 7, 8 and 9 give a more detailed analysis by **funding sources**, the **sectors** implementing the extrabudgetary programmes, and the **regions** benefiting from these resources.

Japan, Italy, the Netherlands and Norway are the major donors with **\$80.8 million** in contributions to UNESCO programmes in the form of funds-in-trust.

TABLE 7
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE
1 JANUARY 2002 TO 31 DECEMBER 2003

(in millions of US \$)

SOURCE OF FUNDS	2002-2003			2000-2001		
	Allocations	Expenditure	Rate of expenditure %	Allocations	Expenditure	Rate of expenditure %
United Nations sources						
UNDP	14.0	11.9	85	26.1	16.5	63
UNFPA	3.0	2.3	77	6.6	5.8	88
Other United Nations sources						
UNOIP	160.3	110.5	69	71.2	38.7	54
UNFIP	9.5	7.6	80	6.6	3.6	55
WHO/UNAIDS	9.5	8.2	86	4.1	3.5	85
UNEP	4.9	4.7	96	0.8	0.5	63
UNICEF	0.7	0.5	71	0.4	0.2	50
UNHCR	0.5	0.4	80	0.8	0.8	100
WFP	0.6	0.6	100	0.9	0.7	78
Others	2.4	1.8	75	4.7	4.4	94
Subtotal United Nations sources	205.4	148.5	72	122.2	74.7	61
OTHER PROGRAMMES						
World Bank	6.1	4.6	75	2.0	1.5	75
Regional Banks and Funds	11.7	8.0	68	12.3	5.0	41
Donated funds-in-trust*						
Japan	46.8	37.6	80	10.1	6.4	63
Italy	18.8	13.4	71	6.2	5.1	82
Netherlands	8.0	7.1	89	7.4	6.2	84
Norway	7.2	6.0	83	9.1	8.9	98
Denmark	4.1	4.0	98	1.9	1.4	74
Flanders	3.4	3.1	91	2.2	2.0	91
Germany	3.8	2.4	63	2.4	1.4	58
Saudi Arabia	0.6	0.4	67	3.5	3.0	86
European Commission	6.1	5.1	84	5.4	4.4	81
Private funds	5.4	3.7	69	9.7	6.0	62
Others	20.2	16.3	81	30.4	23.4	77
Self-benefiting funds-in-trust						
Brazil	232.5	182.3	78	208.8	161.4	77
Others	13.2	9.0	68	9.6	6.7	70
Associate Experts, Special Accounts and Voluntary Contributions	83.1	66.2	80	60.1	49.0	82
Subtotal other programmes	471.0	369.2	78	381.1	291.8	77
Total	676.4	517.7	77	503.3	366.5	73

*The amount of the funds allocated under the heading "Donated funds-in-Trust" does not include the contribution of certain donors to Institutes (not covered by this report) and other UNESCO programmes which may be covered under other headings. For instance, Italy has contributed \$42.5 million to the Abdus Salam International Centre for Theoretical Physics (ICTP) and \$1.3 million to the Third World Academy of Sciences (TWAS), the latter amount being taken into account under the heading "Associate experts, special accounts and voluntary contributions" in the same table. The Italian contribution for the period 2002-2003 under extrabudgetary funds amounts to \$65 million.

TABLE 8
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY REGION

1 JANUARY 2002 TO 31 DECEMBER 2003

(in millions of US \$)

SOURCE OF FUNDS	Total	AFRICA	ARAB STATES	ASIA AND THE PACIFIC	EUROPE AND NORTH AMERICA	LATIN AMERICA AND THE CARIBBEAN	INTERREGIONAL AND GLOBAL
United Nations sources							
UNDP	11.9	7.0	2.7	0.5	0.3	1.4	
UNFPA	2.3	0.1		0.4			1.8
Other United Nations sources							
UNOIP (Iraq)	110.5		110.5				
UNFIP	7.6	2.4		0.8		1.9	2.5
UNAIDS	8.2	0.5	0.1	0.8	0.1	0.5	6.2
UNEP	4.7	0.5					4.2
UNICEF	0.5	0.3		0.2			
UNHCR	0.4	0.4					
WFP	0.6						0.6
Others	1.8	0.5		0.7			0.6
Subtotal United Nations sources	148.5	11.7	113.3	3.4	0.4	3.8	15.9
OTHER PROGRAMMES							
World Bank	4.6	0.2	2.5	0.3		1.3	0.3
Regional Banks and Funds	8.0	5.3	0.4	1.2		1.1	
Donated funds-in-trust							
Japan	37.6	3.0	1.4	16.4	0.5	1.8	14.5
Italy	13.4	2.8	0.5	1.3	5.7	1.3	1.8
Netherlands	7.1	1.3				3.4	2.4
Norway	6.0	0.3	0.2	1.6			3.9
Denmark	4.0	1.2	0.1	0.6		0.1	2.0
Flanders	3.1	1.8	0.7		0.1	0.2	0.3
Germany	2.4	0.4		0.8	0.2		1.0
Saudi Arabia	0.4		0.3		0.1		
European Commission	5.1	2.2	0.3	0.1	0.6	0.4	1.5
Private funds	3.7	0.2	0.1	0.5	0.4	1.2	1.3
Others	16.3	2.6	7.3	1.9	0.3	0.8	3.4
Self-benefiting funds-in-trust							
Brazil	182.3					182.3	
Others	9.0		6.0			2.7	0.3
Associate Experts, Special Accounts and Voluntary contributions	66.2	3.6	3.4	3.5	10.7	1.0	44.0
Subtotal other programmes	369.2	24.9	23.2	28.2	18.6	197.6	76.7
Total	517.7	36.6	136.5	31.6	19.0	201.4	92.6

TABLE 9
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR
1 JANUARY 2002 TO 31 DECEMBER 2003
(in millions of US \$)

Sector	2002-2003			2000-2001		
	Allocations	Expenditure	Rate of expenditure %	Allocations	Expenditure	Rate of expenditure %
ED	363.1	271.8	75	227.8	152.2	67
SC	76.3	61.8	81	53.1	42.3	80
SHS	84.2	68.5	81	117.7	97.5	83
CLT	76.6	62.0	81	57.5	43.4	75
CI	55.3	38.2	69	34.8	21.6	62
Others	20.9	15.4	74	12.4	9.5	77
Total	676.4	517.7	77	503.3	366.5	73

ANNEX I

**DETAILED STATUS REPORT ON THE REGULAR BUDGET
AS AT 31 DECEMBER 2003 (PROVISIONAL)**

Annex I shows the execution of the regular programme by main line of action as indicated in the Annex of document 31 C/5 Approved.

Based on the discussions held during the previous sessions of the Executive Board concerning the rationality of analysing the staff costs by main line of action, the method of presentation has been improved. Accordingly since the 166th session of the Executive Board, allocations and expenditures of staff costs have been shown at the level of the principal appropriation line, while those for activity costs are shown at the level of the main line of action. This table includes Part IV (Anticipated Cost Increases), and takes into account the transfers made therefrom to the other Parts of the Budget that have been already approved by the Executive Board.

ANNEX I
DETAILED STATUS REPORT ON THE REGULAR BUDGET
as at 31 December 2003

Appropriation Line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	\$	\$	%	\$	\$	%
PART I	GENERAL POLICY AND DIRECTION					
A. Governing bodies						
1. General Conference	5 594 700	5 139 188	91.9	817 800	773 363	94.6
2. Executive Board	6 531 800	5 976 586	91.5	1 371 300	1 390 469	101.4
Total, I.A	12 126 500	11 115 774	91.7	2 189 100	2 163 832	98.8
B. Direction						
3. Directorate	458 500	462 613	100.9	1 870 500	1 577 571	84.3
4. Office of the Director-General	399 500	397 662	99.5	6 281 300	6 764 019	107.7
5. Internal Oversight	567 600	559 281	98.5	4 205 100	3 211 842	76.4
6. International Standards and Legal Affairs	203 100	201 533	99.2	2 698 300	2 438 933	90.4
Total, I.B	1 628 700	1 621 089	99.5	15 055 200	13 992 364	92.9
C. Participation in the Joint Machinery of the United Nations System	2 489 300	2 502 657	100.5			
TOTAL, PART I	16 244 500	15 239 520	93.8	17 244 300	16 156 197	93.7
PART II	PROGRAMMES AND PROGRAMME RELATED SERVICES					
A. Programmes						
I EDUCATION						
I.1 Basic education for all: meeting the commitments of the Dakar World Education Forum						
I.1.1 Coordinating the follow-up of the Dakar Framework for Action						
1 Policy research, monitoring and information dissemination in regard to Education for All	1 916 750	1 876 935	97.9			
2 National and regional education strategies and EFA action plan	6 054 699	5 856 895	96.7			
3 EFA activities in the E-9 countries	1 106 760	1 073 541	97.0			
4 Forging EFA partnerships and coordinating the EFA global initiative	797 270	772 709	96.9			
I.1.2 Strengthening inclusive approaches to education and diversifying delivery systems						
1 Strengthening formal education through inclusive and innovative approaches	5 737 227	5 573 174	97.1			
2 Promoting literacy and non-formal education through the diversification of delivery systems	5 728 789	5 518 925	96.3			
Total, I.1	21 341 495	20 672 178	96.9			
I.2 Building knowledge societies through quality education and a renewal of education systems						
I.2.1 Towards a new approach to quality education						
1 Education for a culture of peace and human right	2 137 460	2 069 954	96.8			
2 Education for a sustainable future	928 767	892 528	96.1			
3 Promoting science and technology education	596 200	585 088	98.1			
4 Preventive education in response to the HIV/AIDS pandemic	865 887	834 986	96.4			
5 Promoting the use of information and communication technologies for education	899 250	859 771	95.6			
I.2.2 Renewal of education systems						
1 Reorienting general secondary education	296 400	283 800	95.7			
2 Technical and vocational education and training for citizenship and the world of work	1 121 687	1 093 451	97.5			
3 Reform, innovation and internationalization in higher education	1 746 775	1 664 848	95.3			
4 Improving teacher education and the status of teacher	1 267 140	1 248 454	98.5			
5 Development of new norms and standards	272 160	266 945	98.1			
Total, I.2	10 131 726	9 799 825	96.7			
UNESCO education institutes						
UNESCO International Bureau of Education (IBE)	4 591 000	4 590 500	100.0			
UNESCO International Institute for Educational Planning (IIEP)	5 100 000	5 100 000	100.0			
UNESCO Institute for Education (UIE)	1 900 000	1 900 000	100.0			
UNESCO Institute for Information Technologies in Education (IITE)	1 100 000	1 099 999	100.0			
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 200 000	2 199 999	100.0			
UNESCO International Institute for Capacity-Building in Africa (IICBA)	1 500 000	1 457 233	97.1			
Total, UNESCO education institutes	16 391 000	16 347 731	99.7			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	595 000	600 333	100.9			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	1 281 776	1 265 566	98.7			
Total, Projects relating to cross-cutting themes	1 876 776	1 865 899	99.4			
General Operating Expenses						
A. ADG's Indirect Costs	636 600	634 346	99.6			
B. Programme support costs	134 474	132 664	98.7			
C. Common charges	630 800	715 210	113.4			
Total, General Operating Expenses	1 401 874	1 482 219	105.7			
Staff Costs						
Total, Major Programme I	51 142 871	50 167 852	98.1	48 178 600	44 780 366	92.9

Appropriation Line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	\$	\$	%	\$	\$	%
II NATURAL SCIENCES						
II.1 Science and technology: capacity-building and management						
II.1.1 Follow-up to the World Conference on Science: policy-making and science education	1 914 237	1 882 542	98.3			
II.1.2 Science and technology capacity-building:						
1 Capacity-building in mathematics, physics and chemistry	2 409 150	2 364 573	98.1			
2 Capacity-building in the biological sciences and biotechnology	1 128 250	1 087 341	96.4			
3 Capacity-building in engineering sciences and technological research and their applications to developmental issues	1 013 527	938 758	92.6			
Total, II.1	6 465 164	6 273 214	97.0			
II.2 Sciences, environment and sustainable development						
II.2.1 Water interactions: systems at risk and social challenge						
1 Water resources and related ecosystems: assessments and sustainable management at different scales	2 705 238	2 667 745	98.6			
2 Water interactions and security	955 383	948 940	99.3			
3 Land-water interactions: towards sustainable management	841 098	819 590	97.4			
4 Evaluation of the Fifth Phase of the IHP (1996-2001)	72 300	72 260	99.9			
II.2.2 Ecological sciences						
1 Biosphere reserves: the ecosystem approach in action	1 455 089	1 408 058	96.8			
2 Capacity-building in ecosystem science and management	1 173 954	1 137 515	96.9			
II.2.3 Cooperation in earth sciences and natural hazards reduction						
1 International cooperation in earth science:	927 669	927 536	100.0			
2 Natural disaster preparedness and prevention:	250 417	249 812	99.8			
II.2.4 Towards sustainable living in coastal regions and on small island						
1 Enhancing sustainable living in coastal regions and on small islands: mainstreaming integrated approaches and intersectoral cooperation	846 632	778 323	91.9			
2 Advance actions on priority areas of Small Island Developing States and effective contribution to implementing Barbados+5 and other multilateral agreements and action plans	178 750	177 951	99.6			
II.2.5 UNESCO Intergovernmental Oceanographic Commission						
1 Reducing scientific uncertainties about coastal and global ocean processes in the context of marine ecosystems	1 012 000	1 009 916	99.8			
2 To further develop, within the Global Ocean and Global Climate Observing Systems (GOOS and GCOS), the monitoring and forecasting capabilities needed for the management and sustainable development of the open and coastal ocean	1 062 000	1 086 727	102.3			
3 To further develop and strengthen the IODE (International Oceanographic Data and Information Exchange) system as a global mechanism to ensure open and full access to ocean data and management of relevant information for all	787 100	786 937	100.0			
Total, II.2	12 267 630	12 071 310	98.4			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	1 682 189	1 617 566	96.2			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	670 000	632 330	94.4			
Total, Projects relating to cross-cutting themes	2 352 189	2 249 896	95.7			
General Operating Expenses						
A. ADG's Indirect Costs	251 500	251 275	99.9			
B. Programme support costs	600 500	600 500	100.0			
C. Common charges	844 100	921 742	109.2			
Total, General Operating Expenses	1 696 100	1 773 517	104.6			
Staff Cost				31 031 000	28 565 995	92.1
Total, Major Programme II	22 781 083	22 367 937	98.2	31 031 000	28 565 995	92.1
III SOCIAL AND HUMAN SCIENCES						
III.1 Ethics of science and technology						
1 Ethics of science and technology and bioethic	2 212 600	2 221 205	100.4			
2 Human sciences and philosophy						
Total, III.1	2 212 600	2 221 205	100.4			
III.2 Promotion of human rights, peace and democratic principles						
1 Promotion of human rights and struggle against discrimination	2 860 649	2 771 245	96.9			
2 Promotion of peace and democratic principle						
Total, III.2	2 860 649	2 771 245	96.9			
III.3 Improvement of policies relating to social transformations and promotion of anticipation and prospective studies						
1 Social transformations and development	3 801 720	3 762 402	99.0			
2 Social science research, training and knowledge sharing						
3 Promotion of UNESCO's role as a forum of anticipation and future-oriented thinking						
Total, III.3	3 801 720	3 762 402	99.0			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	1 785 000	1 770 745	99.2			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	795 000	794 941	100.0			
Total, Projects relating to cross-cutting themes	2 580 000	2 565 686	99.4			
General Operating Expenses						
A. ADG's Indirect Costs	145 100	145 057	100.0			
B. Programme support costs	22 000	22 000	100.0			
C. Common charges	438 700	482 242	109.9			
Total, General operating expenses	605 800	649 299	107.2			
Staff Cost				17 695 100	16 304 299	92.1
Total, Major Programme III	12 060 769	11 969 838	99.2	17 695 100	16 304 299	92.1

169 EX/4 Part II
Annex I – page 4

Appropriation Line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	\$	\$	%	\$	\$	%
IV CULTURE						
IV.1 Reinforcing normative action in the field of culture						
IV.1.1 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage	1 068 900	1 078 035	100.9			
IV.1.2 Meeting new demands in the area of standard-setting:						
1 Draft convention concerning the protection of the underwater cultural heritage	162 600	158 306	97.4			
2 Preparatory work for the implementation of the Second Protocol to the Hague Convention and follow-up of the implementation of the UNESCO and UNIDROIT Conventions (1970 and 1954)	703 896	654 287	93.0			
3 Establishment of a conceptual and legal framework for a normative instrument on the intangible heritage	158 860	156 379	98.4			
4 UNESCO conventions and recommendations in the field of copyright and neighbouring rights: follow-up of the implementation of the Florence Agreement and adaptation of the concept of "fair use" to the digital environment	284 350	274 061	96.4			
Total, IV.1	2 378 606	2 321 067	97.6			
IV.2 Protecting cultural diversity and promoting cultural pluralism and intercultural dialogue						
IV.2.1 Safeguarding and revitalization of the tangible and intangible cultural heritage						
1 Safeguarding of the tangible cultural heritage	2 162 142	2 223 633	102.8			
2 Safeguarding and revitalization of the intangible cultural heritage	1 151 368	1 118 178	97.1			
IV.2.2 Promotion of cultural pluralism and intercultural dialogue						
1 Construction of cultural pluralism and strengthening of action in favour of indigenous peoples	669 486	661 818	98.9			
2 Encouraging intercultural dialogue for the promotion of universal value	1 896 825	1 857 501	97.9			
3 Promotion of cultural diversity in cultural goods and services and support of cultural industries	675 200	675 149	100.0			
Total, IV.2	6 555 021	6 536 279	99.7			
IV.3 Strengthening links between culture and development						
1 Assistance to Member States for the formulation of their cultural policies	997 635	973 084	97.5			
2 Promotion of arts and crafts	1 251 378	1 217 951	97.3			
3 Contribution of culture to the implementation of the Dakar Plan of Action: promotion of reading and art education	94 500	104 625	110.7			
Total, IV.3	2 343 513	2 295 660	98.0			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	1 472 393	1 309 206	88.9			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	-	-	-			
Total, Projects relating to cross-cutting themes	1 472 393	1 309 206	88.9			
General Operating Expenses						
A. ADG's indirect costs	215 700	209 273	97.0			
B. Programme support costs	507 545	543 198	107.0			
C. Common charges	452 200	451 867	99.9			
Total, General operating expenses	1 175 445	1 204 338	102.5			
Staff Costs				32 597 400	31 071 218	95.3
Total, Major Programme IV	13 924 978	13 666 550	98.1	32 597 400	31 071 218	95.3
V COMMUNICATION AND INFORMATION						
V.1 Promoting equitable access to information and knowledge, especially in the public domain						
V.1.1 Formulating principles, policies and strategies to widen access to information and knowledge						
1 Establishing an international framework for narrowing the digital divide through the "Information for All" programme	214 993	214 132	99.6			
2 Addressing ethical and societal challenges of the information society	623 235	612 117	98.2			
3 Global portals and tools	742 029	718 203	96.8			
V.1.2 Development of infrastructure and building capabilities for increased participation in the knowledge society						
1 Promoting wider access to information in the public domain and Memory of the World	1 245 632	1 211 785	97.3			
2 Strengthening public broadcasting	238 837	237 061	99.3			
3 Reinforcing the role of libraries, archives, information services and networks and community multimedia centre	831 285	799 365	96.2			
4 Developing human resources and capabilities	1 062 389	1 038 229	97.7			
Total, V.1	4 958 400	4 830 891	97.4			
V.2 Promoting freedom of expression and strengthening communication capacities						
V.2.1 Freedom of expression, democracy and peace						
1 Freedom of expression, media and democracy	1 258 093	1 247 581	99.2			
2 Media for peace and tolerance	386 757	377 756	97.7			
V.2.2 Strengthening communication capacities						
1 Strategies and projects for the development of communication and information and promotion of endogenous production	2 253 293	2 211 363	98.1			
2 Improving professional training in communication and in information technologies	810 805	785 513	96.9			
Total, V.2	4 708 948	4 622 212	98.2			
Projects relating to cross-cutting themes						
o Eradication of poverty, especially extreme poverty	400 000	400 654	100.2			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	2 913 486	2 847 149	97.7			
Total, Projects relating to cross-cutting themes	3 313 486	3 247 803	98.0			
Funds earmarked for other direct programme purposes ^a						
Mobilization of extrabudgetary resources	323 364	313 506	97.0			
Total	323 364	313 506	97.0			
General Operating Expenses						
A. ADG's Indirect Costs	209 200	208 615	99.7			
B. Programme support costs	1 103 056	1 148 728	104.1			
C. Common charges	585 200	585 191	100.0			
Total, General operating expenses	1 897 456	1 942 534	102.4			
Staff Cost				19 369 000	17 682 960	91.3
Total, Major Programme V	15 201 654	14 956 946	98.4	19 369 000	17 682 960	91.3

Appropriation Line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	\$	\$	%	\$	\$	%
UNESCO Institute for Statistics	6 820 000	6 820 000	100.0			
Project relating to cross-cutting theme	500 000	497 753	99.6			
Total, UNESCO Institute for Statistics	7 320 000	7 317 753	100.0			
Total, IIA	122 431 355	120 446 876	98.4	148 871 100	138 404 839	93.0
B. Participation Programme	22 000 000	21 934 789	99.7			
C. Programme Related Services						
1. Coordination of action to benefit Africa	419 600	425 763	101.5	2 335 800	2 263 062	96.9
2. Fellowships Programme	1 018 600	957 633	94.0	984 100	955 474	97.1
3. Public Information	5 008 000	4 989 112	99.6	16 037 400	13 299 956	82.9
Total, IIC	6 446 200	6 372 507	98.9	19 357 300	16 518 492	
TOTAL, PART II	150 877 555	148 754 172	98.6	168 228 400	154 923 331	92.1
PART III	SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION					
A. Strategic Planning and Programme Monitoring	1 399 442	1 373 737	98.2	5 323 700	4 600 304	86.4
B. Budget Preparation and Monitoring	70 000	65 818	94.0	4 290 700	3 585 121	83.6
C. Field Management and Coordination	15 103 631	15 617 107	103.4	37 205 700	35 445 016	95.3
D. External Relations and Cooperation	4 406 500	4 291 023	97.4	18 219 600	20 103 575	110.3
E. Human Resources Management	10 718 600	10 663 678	99.5	15 642 400	15 292 350	97.8
F. Administration						
1. Administrative coordination and support	7 211 300	7 243 236	100.4	3 181 018	2 741 144	86.2
2. Accounting and financial control	1 712 200	1 711 854	100.0	7 852 162	9 763 067	124.3
3. Information systems and telecommunication	3 741 300	3 753 408	100.3	8 862 770	9 269 351	104.6
4. Procurement	72 500	69 576	96.0	2 802 850	2 398 266	85.6
5. Conferences, languages and document	3 686 000	3 836 544	104.1	25 563 600	25 900 510	101.3
6. Common services, maintenance and security	12 400 000	14 556 347	117.4	16 309 200	18 233 478	111.8
Total, IIIF	28 823 300	31 170 959	108.1	64 571 600	68 305 814	105.8
G. Renovation of Headquarters premises	8 182 500	8 342 500	102.0			
TOTAL, PART III	68 703 973	71 524 821	104.1	145 253 700	147 332 180	101.4
TOTAL, PARTS I - III	235 826 028	235 518 513	99.9	330 726 400	318 411 707	96.3
Reserve for reclassifications	-	-	-	1 300	-	-
Absorption of expenditure relating to the previous biennium	-	101 532	-	-	-	-
PART IV	ANTICIPATED COST INCREASES					
TOTAL, PARTS I - IV	235 826 028	235 620 045	99.9	330 727 700	318 411 707	96.3
LESS: Amount to be absorbed during the execution of the programme and budget within the limits of the approved total budget *	-	-	-	(10 412 050)	-	-
TOTAL	235 826 028	235 620 045	99.9	320 315 650	318 411 707	99.4

* The entire amount of the revised absorption requirement of \$10,412,050 (\$11,034,300 - Transfer of \$622,250 from Part IV approved by the 167th session of the Executive Board) is shown here under the staff cost budget.

ANNEX II

**REPORT ON THE OPERATING COSTS BY OBJECT-OF-EXPENDITURE
OF THE 32nd SESSION OF THE GENERAL CONFERENCE AND OF THE SESSIONS
OF THE EXECUTIVE BOARD INCURRED IN 2003**

The following information has been prepared in accordance with 166 EX/Decision 5.2, paragraph 12, which invites the Director-General:

- “(a) to report to the Executive Board at its first session in the year following the General Conference on the operating costs of the Conference by item of expenditure;
- (b) to report annually to the first sessions of the Executive Board on the operating costs of the Board during the previous year by item of expenditure.”

OPERATING COSTS OF THE 32nd SESSION OF THE GENERAL CONFERENCE

Budget

During the 2002-2003 biennium, a total amount of \$5,594,700 was allocated for the operating costs of the General Conference.

Object of expenditure	31 C/5 Approved as adjusted	
	\$	%
External audit fees	653,500	11.7
Interpretation, translation and documentation services	4,822,200	86.2
Other costs relating to the functioning of the Conference	119,000	2.1
Total	5,594,700	100.0

Expenditures incurred during 2002-2003

Object of expenditure	Amount \$
A. External audit fees	653,500
B. Conferences, languages, documentation and other services	
Temporary assistance (<i>including salaries, travel and per diem of the temporary staff during and out of sessions</i>)	2,832,849
Overtime	447,920
Contracts (<i>printing official documentation</i>)	210,783
Supplies, equipment, rental and maintenance	727,976
Communication and freight	40,667
Hospitality	73,756
Purchase of official vehicle for the President of the General Conference	43,853
Total B	4,377,804

Object of expenditure	Amount \$
C. President of the General Conference	
Official missions	22,888
Contracts	690
Overtime	14,770
General operating expenses	30,764
Total C	69,112
D. Secretariat of the General Conference (SCG)	
General operating expenses	11,341
Temporary assistance	9,736
Overtime	4,252
Contracts	53
Missions	2,433
Equipment and supplies	10,957
Total D	38,772
Total 2002-2003 Expenditure (A+B+C+D)	5,139,188

OPERATING COSTS OF THE EXECUTIVE BOARD INCURRED IN 2003

Budget

At its 31st session, the General Conference approved a budget provision of \$6,531,800 for the Executive Board's operating costs during 2002-2003. The breakdown of this amount by object of expenditure is as follows:

Object of expenditure	31 C/5 Approved	
	\$	%
Travel expenses and subsistence allowance of representatives	2,181,700	33.4
Operating expenses	660,000	10.1
Language services and documentation	3,690,100	56.5
Total	6,531,800	100.0

While the above table indicates the provisions for the entire biennium, in line with 166 EX/Decision 5.2, the breakdown by object-of-expenditure below presents details of expenditures incurred during **2003 only**. It should be borne in mind that the expenditures in the second year of the biennium are normally slightly higher than those in the first year as three of the five Board sessions take place in the second year.

Expenditures incurred during 2003

Object of expenditure	Amount \$
A. Travel expenses and subsistence allowance of representatives	
<i>36 representatives not residing in Paris – 22 representatives residing in Paris</i>	
Travel to sessions of representatives not residing in Paris (<i>36 representatives</i>)	211,500
Subsistence allowance during sessions for representatives not residing in Paris (<i>36 representatives</i>)	332,600
Subsistence allowance during session of the General Conference for representatives not residing in Paris (<i>36 representatives</i>)	180,000
Travel for consultations by representatives residing in Paris	35,500
Subsistence allowance during sessions for representatives residing in Paris (<i>on the basis of 22 representatives, of whom an average of 11 donate their subsistence allowance to programmes of their choice</i>)	119,400
Information missions to UNESCO offices by representatives	0
Other official travel on behalf of the Executive Board	5,500
Travel expenses and subsistence allowance for meetings of the Group of Experts on Financial and Administrative Matters (140 EX/Decision 7.1, para. 6)	38,500
Total A	923,000
B. Other operating expenses	
Representation allowance of the Chairperson (<i>Rule 63 of the Rules of Procedure of the Executive Board</i>)	22,500
Insurance of representatives (<i>Paragraph 4 of the Annex to the Rules of Procedure of the Executive Board</i>)	13,331
Office expenses of 58 representatives (<i>Rule 62 of the Rules of Procedure of the Executive Board</i>)	5,664
Hospitality (<i>water, tea, coffee and pastries during the sessions</i>)	34,968
Flowers during the sessions (<i>reception counter of Room X and switchboard, lounge</i>)	1,800
Temporary assistance (<i>Personnel recruited by the Secretariat of the Board to serve during the sessions (room clerks, sound technicians and furniture removers)</i>)	96,613
Overtime (<i>overtime effected by staff of the Secretariat of the Board, the President's driver, sound technicians, electricians, heating technicians and medical staff</i>)	111,489
Telephone and fax communications	2,160
Postage (<i>DHL, pouch and postal charges</i>)	3,279
Photocopies (<i>rental of photocopy machines</i>)	15,493
Office equipment and supplies	8,631
Computer equipment	7,720
Purchase of Chairperson's gavel, medals, publications, etc.	4,057
Other expenses	2,063
Purchase of official vehicle for the Chairperson of the Executive Board	8,746
Total B	338,514

Object of expenditure	Amount \$
C. Language services and documentation	
Interpretation	661,322
Translation	650,789
Documentation	348,364
Other contracts	2,244
Overtime	141,452
Equipment, supplies, hire charges	280,165
Training	3,107
Other expenses	947
Microfilming	14,250
Total C	2,102,640
Total, 2003 expenditure (A+B+C)	3,364,154

ANNEX III

STATUS OF CONTRIBUTIONS AND CASH FLOW SITUATION

(as at 29th February 2004 and 31st December 2003)

Annex III presents the status of contributions at 29 February 2004 (Schedule 1); the detailed status of contributions at 31 December 2003 (Schedule 2), and the monthly cash flow situation of the Organization from January 2002 to February 2004 (Schedule 3).

Comments:

Subsequent to the 164th session of the Executive Board, the Director-General has continued his efforts to collect contributions from Member States. Many Member States made great efforts to pay their outstanding arrears so as to avoid the need to request voting rights at the General Conference. Even so, 24 Member States sent communications to the General Conference invoking the provisions of Article IV.C, paragraph 8(c) of the Constitution in order to obtain permission to take part in the voting at its 32nd session. Voting rights were granted to all of them and 18 new payment plans were approved. The amount of contributions deferred to future years by payment plans has more than tripled, from \$8,887,031 at 31 December 2003 to \$30,491,438 at 29 February 2004.

The cash flow has improved to the extent that external borrowing has not been required since January 2000 and should not be required this biennium if Member States pay their contributions as in the last biennium. There were, however, \$92.2 million of contributions due at 31 December 2003 which is more than three times the level of the working capital fund. Of this amount, \$8.5 million relate to instalments due on payment plans for 2004 and previous years and \$15.8 million due by new Member States. Special letters were sent in February 2004 to all those Member States with payment plans in accordance with 30 C/Resolution 82 reminding them of the commitments they made when requesting the General Conference to accept such plans and the possible consequences of non-observance of those commitments.

SCHEDULE I

STATUS OF CONTRIBUTIONS AT 29 FEBRUARY 2004

Compared with 28 February 2002 and 29 February 2000

	Contributions due	Total due as a percentage of amount assessed for first year of biennium
	\$	
Status at 29 February 2004 (a)		
Contributions for 2004 (b)	220 253 644	72.21
Contributions for previous years	50 014 806	16.40
Instalments for 2004 and previous years under payment plans	8 350 516	2.74
Instalments deferred to future years	30 491 438	10.00
	309 110 404	101.35
Status at 28 February 2002 (a)		
Contributions for 2002	214 474 166	78.80
Contributions for previous years	44 194 118	16.24
Instalments for 2002 and previous years under payment plans	9 115 096	3.35
Instalments deferred to future years	14 249 051	5.24
	282 032 431	103.63
Status at 29 February 2000 (a)		
Contributions for 2000	200 689 366	73.73
Contributions for previous years	46 528 175	17.09
Instalments for 2000 and previous years under payment plans	8 213 149	3.02
Instalments deferred to future years	26 788 838	9.84
	282 219 528	103.68

Notes:

- (a) Contributions due in euro are converted into dollars at the constant rate of exchange of US \$1 = €0.869.
- (b) Including Associate Members.

**SCHEDULE II
STATUS OF CONTRIBUTIONS AS AT 31 DECEMBER 2003**

Member States	Rate for 2003 %	Contributions due as at 31.12.01 plus			UNPAID CONTRIBUTIONS					Date of last payment
		2002-2003 instalments on payments plans \$	Contributions assessed for 2002/2003 \$	Payments & misc. credits received between 1 Jan.02 and 31 December 03 \$	Prior financial periods \$	Annual instalments for 2003 and prior years \$	2002 assessment \$	2003 Assessment \$	TOTAL DUE \$	
Afghanistan	0.01183	314 684	56 695	3 489	141 569	169 626	24 496	32 199	367 890	September 2003
Albania	0.00394	206	21 611	21 817				0	0	July 2003
Algeria	0.09205		506 398	506 398			0	0	0	February 2003
Andorra	0.00526		27 926	27 926				0	0	April 2003
Angola	0.00263		15 324	15 324			0	0	0	April 2003
Antigua and Barbuda	0.00263	401 979	15 325	93	248 869	153 017	8 166	7 159	417 211	October 1987
Argentina	1.51089	8 206 335	8 271 361	3 028	8 203 307		4 158 965	4 112 396	16 474 668	September 2001
Armenia	0.00263	1 097 604	15 325	75 823	562 469	459 312	8 166	7 159	1 037 106	December 2002
Australia	2.13945		11 707 869	11 707 869			0		0	January 2003
Austria	1.24527		6 813 517	6 813 517				0	0	November 2003
Azerbaijan	0.00526	2 467 666	27 926	656 435	347 260	1 463 971	13 609	14 316	1 839 156	August 2003
Bahamas	0.01578		86 500	86 500				0	0	July 2003
Bahrain	0.02367		129 750	129 750					0	March 2003
Bangladesh	0.01315	29 769	71 176	100 945				0	0	July 2003
Barbados	0.01183		64 861	64 861				0	0	May 2003
Belarus	0.02498	277 627	136 037	376 035				37 629	37 629	October 2003
Belgium	1.48459		8 123 565	8 118 051				5 514	5 514	June 2003
Belize	0.00100	2 677	5 444	8 121					0	August 2003
Benin	0.00263		15 324	15 163			0	162	162	October 2003
Bhutan	0.00100	77	5 444	5 521			0	0	0	July 2003
Bolivia	0.01052	30 697	58 574	58 359			2 278	28 634	30 912	August 2003
Bosnia and Herzegovina	0.00526	108 143	27 926	136 069					0	June 2003
Botswana	0.01315		71 176	33 114			2 269	35 793	38 062	January 2003
Brazil	3.14276	13 415 930	16 063 624	13 415 930			7 509 545	8 554 079	16 063 624	October 2003
Bulgaria	0.01709		92 787	92 787					0	June 2003
Burkina Faso	0.00263		15 324	15 324					0	June 2003
Burundi	0.00100	271	5 444	5 715					0	September 2003
Cambodia	0.00263		15 324	15 324			0	0	0	July 2003
Cameroon	0.01183	41 217	64 861	59 324			14 555	32 199	46 754	September 2003

STATUS OF CONTRIBUTIONS AS AT 31 DECEMBER 2003

Member States	Contributions due as at 31.12.01 plus				UNPAID CONTRIBUTIONS					Date of last payment
	Rate	2002-2003	Contributions	Payments & misc.	Prior	Annual	2002	2003	TOTAL DUE	
	for 2003 %	instalments on payments plans \$	assessed for 2002/2003 \$	credits received between 1 Jan.02 and 31 December 03 \$						
Canada	3.36368		18 409 629	18 409 629			0	0	0	December 2002
Cape Verde	0.00100		5 445	5 445			0	0	0	July 2003
Central African Republic	0.00100	222 320	5 445	17 423		204 897	2 723	2 722	210 342	October 2003
Chad	0.00100	265 006	5 445		5 445	259 561	2 723	2 722	270 451	October 1999
Chile	0.27877	707 771	1 431 060	1 523 645				615 186	615 186	July 2003
China	2.01452		11 027 574	11 027 574					0	August 2003
Colombia	0.26431		1 331 822	313 652			298 761	719 410	1 018 171	December 2003
Comoros	0.00100	306 725	5 445	3 029	5 445	298 251	2 722	2 723	309 141	October 2003
Congo	0.00100		5 445	5 445					0	October 2003
Cook Islands	0.00100		5 445	5 445					0	April 2003
Costa Rica	0.02630	59 418	142 352	66 682			63 504	71 584	135 088	April 2003
Côte d'Ivoire	0.01183		64 861	32 765				32 097	32 097	March 2002
Croatia	0.05128	250 408	278 390	528 797			0	0	0	April 2003
Cuba	0.03945		216 249	216 249					0	August 2003
Cyprus	0.04997		272 102	272 102			0	0	0	February 2003
Czech Republic	0.26694		1 344 424	1 344 424			0	0	0	October 2003
Dem. People's Rep. of Korea	0.01183	275 122	64 861	339 983			0	0	0	November 2003
Dem. Republic of the Congo	0.00526	69 279	27 926	82 821			67	14 316	14 383	September 2003
Denmark	0.98491		5 388 991	5 388 991				0	0	February 2003
Djibouti	0.00100	236 689	5 445	10 143	5 445	221 101	2 722	2 723	231 991	March 2002
Dominica	0.00100		5 445	3 046				2 399	2 399	March 2003
Dominican Republic	0.03024	252 029	163 964	227 137	24 892		81 655	82 309	188 856	October 2003
Ecuador	0.03287		179 288	79 673			10 147	89 467	99 614	August 2003
Egypt	0.10651		581 139	581 139					0	August 2003
El Salvador	0.02367		129 750	129 750					0	August 2003
Equatorial Guinea	0.00100	57 487	5 444	62 931			0		0	January 2002

STATUS OF CONTRIBUTIONS AS AT 31 DECEMBER 2003

Member States	Contributions due as at 31.12.01 plus				UNPAID CONTRIBUTIONS					Date of last payment
	Rate	2002-2003	Contributions	Payments & misc.	Prior	Annual	2002	2003	TOTAL DUE	
	for	instalments on	assessed for	credits received						
	2003	payments plans	2002/2003	and 31 December 03	periods	for 2003 and				
%	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Eritrea	0.00100		5 444	5 444					0	May 2003
Estonia	0.01315	236 642	71 176	307 819					0	January 2003
Ethiopia	0.00526		27 926	27 926					0	January 2003
Fiji	0.00526		27 926	27 926					0	May 2003
Finland	0.68641		3 754 529	3 754 529			0		0	January 2003
France	8.50255		46 525 870	46 525 870				0	0	October 2003
Gabon	0.01841	171 623	99 102	135 314	36 309		48 993	50 109	135 411	September 2003
Gambia	0.00100	75 814	5 444	10 975		64 839	2 723	2 722	70 284	August 2003
Georgia	0.00657	2 028 374	36 935	85 906	43 550	1 898 918	19 053	17 882	1 979 403	September 2003
Germany	12.84588		70 291 121	70 291 121			0		0	June 2003
Ghana	0.00657	31 677	36 935	68 612					0	August 2003
Greece	0.70877		3 877 991	3 877 991			0		0	June 2003
Grenada	0.00100	43 681	5 444	45 929			475	2 723	3 198	September 2003
Guatemala	0.03550	102 507	194 611	102 507	0		97 986	96 626	194 612	September 2003
Guinea	0.00394	84 357	21 611	15	43 464	40 878	10 887	10 725	105 954	August 2001
Guinea-Bissau	0.00100	238 965	5 445		5 445	233 520	2 723	2 722	244 410	February 1996
Guyana	0.00100		5 445	5 445			0		0	June 2001
Haiti	0.00263	6 884	15 324	15 150			0	7 059	7 059	June 2002
Honduras	0.00657		31 491	31 491					0	May 2003
Hungary	0.15780		865 000	865 000			0	0	0	February 2003
Iceland	0.04339		237 861	237 861			0		0	January 2003
India	0.44840	20 162	2 456 185	2 251 406				224 941	224 941	December 2003
Indonesia	0.26299	946 982	1 437 103	1 668 812				715 273	715 273	November 2002
Iran, Islamic Republic of	0.35767	1 407 490	1 820 010	3 227 500					0	December 2003
Iraq	0.17884	4 615 472	851 499		4 615 472		364 725	486 774	5 466 971	March 1993
Ireland	0.38660		2 119 222	2 119 223			0	0	0	March 2003
Israel	0.54571		2 985 065	2 985 065			0	0	0	July 2003
Italy	6.65996		36 442 557	36 442 556				0	0	April 2003
Jamaica	0.00526		27 926	27 925				0	0	March 2003
Japan	22.00000		119 760 796	119 760 796			0	0	0	May 2003

STATUS OF CONTRIBUTIONS AS AT 31 DECEMBER 2003

Member States	Contributions due as at 31.12.01 plus				UNPAID CONTRIBUTIONS					Date of last payment
	Rate for 2003 %	2002-2003 instalments on payments plans \$	Contributions assessed for 2002/2003 \$	Payments & misc. credits received between 1 Jan.02 and 31 December 03 \$	Prior financial periods \$	Annual instalments for 2003 and prior years \$	2002 assessment \$	2003 Assessment \$	TOTAL DUE \$	
Jordan	0.01052		58 574	58 573					0	August 2003
Kazakhstan	0.03682	612 799	203 648	612 799			103 430	100 218	203 648	February 2003
Kenya	0.01052		58 574	56 758				1 816	1 816	October 2003
Kiribati	0.00100		5 445	5 445					0	September 2003
Kuwait	0.19330	596	1 056 889	1 057 486			0	0	0	March 2003
Kyrgyzstan	0.00100	593 690	5 445	81 525	24 498	487 667	2 722	2 723	517 610	August 2003
Lao People's Democratic Rep.	0.00100		5 444	5 445			0	0	0	February 2003
Latvia	0.01315		71 176	71 176			0	0	0	July 2003
Lebanon	0.01578		86 500	85 382				1 118	1 118	October 2003
Lesotho	0.00100		5 445	5 445			0		0	September 1997
Liberia	0.00100	104 703	5 445		2 723	101 980	2 723	2 722	110 148	October 2001
Libyan Arab Jamahiriya	0.08810	420 879	479 316	586 468			73 933	239 794	313 727	May 2002
Lithuania	0.02235		120 713	120 713					0	June 2003
Luxembourg	0.10520	135 770	572 130	707 900					0	December 2003
Madagascar	0.00394		21 611	21 611					0	August 2003
Malawi	0.00263	463	15 324	15 788					0	December 2003
Malaysia	0.30902	90 668	1 690 315	1 780 983			0	0	0	December 2003
Maldives	0.00100		5 444	5 444			0		0	February 1997
Mali	0.00263		15 324	15 324				0	0	November 2003
Malta	0.01972		108 112	108 112			0	0	0	August 2003
Marshall Islands	0.00100	3 009	5 444	5 413			318	2 723	3 041	October 2003
Mauritania	0.00100	3 340	5 444	8 785					0	June 2003
Mauritius	0.01446		80 186	80 186			0		0	January 2003
Mexico	1.42805	6 787	7 817 250	7 824 037				0	0	December 2003
Micronesia	0.00100	2 058	5 444	4 532			247	2 723	2 970	September 2003
Monaco	0.00526		27 926	27 926			0	0	0	January 2003
Mongolia	0.00100		5 445	2 722				2 723	2 723	August 2003
Morocco	0.05786		318 073	318 074				0	0	October 2003
Mozambique	0.00100		5 444	5 444			0	0	0	September 2003
Myanmar	0.01315	29 941	71 176	47 506			17 818	35 793	53 611	September 2003

STATUS OF CONTRIBUTIONS AS AT 31 DECEMBER 2003

Member States	Contributions due as at 31.12.01 plus				UNPAID CONTRIBUTIONS					Date of last payment
	Rate for 2003 %	2002-2003 instalments on payments plans \$	Contributions assessed for 2002/2003 \$	Payments & misc. credits received between 1 Jan.02 and 31 December 03 \$	Prior financial periods \$	Annual instalments for 2003 and prior years \$	2002 assessment \$	2003 Assessment \$	TOTAL DUE \$	
Namibia	0.00920		49 538	49 538			0	0	0	July 2003
Nauru	0.00100	3 622	5 445			3 622	2 722	2 723	9 067	October 1999
Nepal	0.00526		27 926	11 215			2 395	14 316	16 711	May 2003
Netherlands	2.28541		12 502 536	12 502 536			0		0	January 2003
New Zealand	0.31691		1 733 565	1 733 565			0	0	0	July 2003
Nicaragua	0.00100		5 445	5 445				0	0	December 2002
Niger	0.00100	179 723	5 445	83 965	10 887	84 871	2 723	2 722	101 203	February 2002
Nigeria	0.08942		444 803	444 803			0	0	0	September 2003
Niue	0.00100	2 723	5 445	8 168					0	October 2003
Norway	0.84947		4 650 175	4 650 175			0		0	January 2003
Oman	0.08021		441 509	441 509			0	0	0	March 2003
Pakistan	0.08021	34 240	436 067	226 678			25 309	218 320	243 629	June 2003
Palau	0.00100	1 942	5 444	6 371				1 015	1 015	October 2002
Panama	0.02367	68 408	129 750	190 058				8 099	8 099	October 2003
Papua New Guinea	0.00789		43 250	12 029			9 745	21 475	31 220	September 2003
Paraguay	0.02104	140 000	114 427			140 000	57 159	57 268	254 427	March 2001
Peru	0.15517	930 681	849 675	930 681			427 327	422 348	849 675	September 2003
Philippines	0.13150	275 133	719 925	367 760			269 376	357 922	627 298	May 2003
Poland	0.49706	1 265 653	2 498 809	2 121 015			290 531	1 352 916	1 643 447	December 2003
Portugal	0.60751		3 324 750	3 324 750				0	0	May 2003
Qatar	0.04471		244 176	244 176				0	0	August 2003
Republic of Korea	2.43400	6 197 621	13 317 944	19 515 565				0	0	July 2003
Republic of Moldova	0.00263	1 428 329	15 325	93	46 270	1 381 966	8 166	7 159	1 443 561	October 2001
Romania	0.07627		419 897	212 995				206 903	206 903	October 2002
Russian Federation	1.57796		8 598 198	8 598 198			0		0	January 2003
Rwanda	0.00100		5 445	5 445			0	0	0	July 2003
Saint Kitts and Nevis	0.00100		5 444	5 444			0		0	March 1997
Saint Lucia	0.00263	8 165	15 324	23 490			0	0	0	September 2003
St Vincent and the Grenadines	0.00100	2 686	5 445	6 186			0	1 945	1 945	February 2003
Samoa	0.00100	60	5 445	5 504			0	0	0	February 2003

STATUS OF CONTRIBUTIONS AS AT 31 DECEMBER 2003

Member States	Contributions due as at 31.12.01 plus				UNPAID CONTRIBUTIONS					Date of last payment
	Rate for 2003 %	2002-2003 instalments on payments plans \$	Contributions assessed for 2002/2003 \$	Payments & misc. credits received between 1 Jan.02 and 31 December 03 \$	Prior financial periods \$	Annual instalments for 2003 and prior years \$	2002 assessment \$	2003 Assessment \$	TOTAL DUE \$	
San Marino	0.00263		15 325	15 325			0	0	0	May 2003
Sao Tome and Principe	0.00100	226 436	5 445		10 867	215 569	2 722	2 723	231 881	October 1997
Saudi Arabia	0.72849		3 988 823	3 988 823				0	0	March 2003
Senegal	0.00657	1 373	36 935	38 308			0	0	0	October 2003
Serbia and Montenegro	0.02630	87 967	142 353	166 564			0	63 756	63 756	October 2002
Seychelles	0.00263		15 324	15 324			0	0	0	August 2003
Sierra Leone	0.00100	93 663	5 445	16 936	76 727		2 723	2 722	82 172	December 2003
Slovakia	0.05654		309 038	309 038			0	0	0	February 2003
Slovenia	0.10651	352 222	581 139	829 409				103 952	103 952	February 2003
Solomon Islands	0.00100	5 445	5 445		5 445		2 722	2 723	10 890	December 1999
Somalia	0.00100	330 431	5 445		330 431		2 723	2 722	335 876	December 1989
South Africa	0.53651		2 932 805	2 932 805				0	0	February 2003
Spain	3.31206		18 127 619	18 127 619			0	0	0	April 2003
Sri Lanka	0.02104	58 528	114 426	172 955					0	December 2003
Sudan	0.00789	71 551	43 250	101 725				13 076	13 076	September 2003
Suriname	0.00263	21 773	15 325	93	21 680		8 166	7 159	37 005	October 1999
Swaziland	0.00263		15 325	11 500			0	3 825	3 825	March 2003
Sweden	1.35014		7 387 445	7 387 445			0	0	0	January 2003
Switzerland	1.67526		9 132 468	9 132 468			0	0	0	May 2003
Syrian Arab Republic	0.10520		577 573	577 573				0	0	May 2003
Tajikistan	0.00100	462 047	5 445	49 500	412 547		2 722	2 723	417 992	December 2003
Thailand	0.38660		1 964 077	1 964 077				0	0	August 2003
The form.Yug.Rep.of Macedonia	0.00789	16 414	43 250	38 161	0		27	21 475	21 502	September 2003
Togo	0.00100		5 444	5 444			0	0	0	October 1999
Tonga	0.00100		5 444	5 444			0	0	0	July 2003
Trinidad and Tobago	0.02104		114 425	112 011			0	2 414	2 414	September 2003
Tunisia	0.03945	200 976	218 972	208 137			104 434	107 377	211 811	February 2003
Turkey	0.57858	67 699	3 167 074	3 234 774					0	December 2003
Turkmenistan	0.00394	722 557	21 612	53 207	32 662	636 688	10 887	10 725	690 962	September 2003
Tuvalu	0.00100		5 444	5 444			0		0	May 2003

STATUS OF CONTRIBUTIONS AS AT 31 DECEMBER 2003

Member States	Contributions due as at 31.12.01 plus				UNPAID CONTRIBUTIONS					Date of last payment
	Rate for 2003 %	2002-2003 instalments on payments plans \$	Contributions assessed for 2002/2003 \$	Payments & misc. credits received between 1 Jan.02 and 31 December 03 \$	Prior financial periods \$	Annual instalments for 2003 and prior years \$	2002 assessment \$	2003 Assessment \$	TOTAL DUE \$	
Uganda	0.00657	677	36 936	36 992				621	621	September 2003
Ukraine	0.06969	985 773	377 492	1 363 264			0	0	0	June 2003
United Arab Emirates	0.26562		1 457 870	1 457 870					0	August 2003
United Kingdom	7.27964		39 835 841	39 835 841				0	0	March 2003
United Republic of Tanzania	0.00526		27 926	27 926				0	0	March 2003
Uruguay	0.10520	446 380	577 574	146 380	300 000		291 236	286 338	877 574	October 2003
Uzbekistan	0.01446	127 450	80 184	127 450			40 827	39 357	80 184	September 2003
Vanuatu	0.00100		5 444	5 444					0	September 2003
Venezuela	0.27351	1 268 427	1 498 399	1 268 427			753 948	744 451	1 498 399	October 2003
Viet Nam	0.02104		103 538	103 538			0	0	0	April 2001
Yemen	0.00789	62 591	45 972	108 563					0	September 2003
Yugoslavia, SFRY		2 766 483			2 766 483				2 766 483	
Yugoslavia, Former FRY		3 669 816			3 669 816				3 669 816	
Zambia	0.00263	8 530	15 324	23 854			0	0	0	August 2003
Zimbabwe	0.01052	29 646	58 574	69 824				18 396	18 396	December 2003
	100.00000	63 736 310	544 367 264	541 682 485	21 999 977	8 520 254	15 274 421	20 626 473	66 421 125	

STATUS OF CONTRIBUTIONS AS AT 31 DECEMBER 2003

Member States	Rate for 2003 %	Contributions due as at 31.12.01 plus		Payments & misc. credits received between 1 Jan.02 and 31 December 03	UNPAID CONTRIBUTIONS				Date of last payment	
		2002-2003 instalments on payments plans	Contributions assessed for 2002/2003		Prior financial periods	Annual instalments for 2003 and prior years	2002 assessment	2003 Assessment		TOTAL DUE
		\$	\$	\$	\$	\$	\$	\$		
Associate Members										
Aruba	.0006		3 268	3 268			0	0	0	November 2002
British Virgin Islands	.0006		3 268	1 645			0	1 623	1 623	October 2002
Cayman Islands	.0006		3 268	3 268			0	0	0	February 2003
Macao	.0006		3 268	3 268			0	0	0	March 2003
Netherlands Antilles	.0006		3 268	3 268			0	0	0	September 2003
Tokelau	.0006	345	3 268	3 613			0	0	0	October 2003
		345	19 608	14 717	0	0	0	1 623	1 623	
New Member States										
Timor-Leste**	0.00100		1 559					1 559	1 559	
United States of America***	22.00000		15 093 141					15 093 141	15 093 141	
			15 094 700					15 094 700	15 094 700	
TOTAL ALL CONTRIBUTORS		63 736 655	559 481 572	541 697 202	21 999 977	8 520 254	15 274 421	35 722 796	81 517 448	
Add:										
Instalments on payments plans deferred to future years									8 887 031	
TOTAL DUE									90 404 479	

*Contributions due in euros are translated at the constant rate of exchange of US\$ 1= €0869.

** UNESCO Member State as from 5 June 2003.

*** UNESCO Member State as from 1 October 2003

SCHEDULE III
CASH POSITION OF THE ORGANIZATION

(expressed in thousands of US dollars)

Year	End of month	Cash surplus (deficit) of regular budget	Cash balance available in Working Capital Fund	Cash surplus (deficit)
		\$	\$	\$
2002	January	503	24 895	25 398
	February	-4 115	24 894	20 779
	March	23 785	24 905	48 690
	April	26 727	24 906	51 633
	May	4 737	24 906	29 643
	June	55 101	24 908	80 009
	July	47 106	24 914	72 020
	August	60 950	24 917	85 867
	September	47 139	24 918	72 057
	October	33 947	24 918	58 865
	November	13 851	24 918	38 769
	December	5 832	24 918	30 750
2003	January	26 621	24 739	51 360
	February	26 063	24 740	50 803
	March	44 260	24 740	69 000
	April	34 284	24 748	59 032
	May	95 060	24 757	119 817
	June	96 530	24 758	121 288
	July	86 096	24 758	110 854
	August	77 112	24 780	101 892
	September	63 245	24 786	88 031
	October	49 715	24 956	74 671
	November	35 610	24 956	60 566
	December	34 968	24 966	59 934
2004	January*	37 160	21 514	58 674
	February*	55 254	21 521	76 775

* Provisional figures