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166 EX/4

Part I

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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.

## MAJOR PROGRAMME I – EDUCATION

### Overall assessment

1. In this period the education programme focused more sharply on the campaign for Education for All (EFA). The *EFA Global Monitoring Report 2002, Education for All: Is the World on Track?* gave new impetus to this trend and the report attracted more press coverage than any UNESCO initiative of recent years. It stimulated the High-Level Group on EFA, which met in Nigeria in November 2002, to address directly the problem that the world is not currently on track to achieve the six Dakar goals that define EFA. The report also provided timely input to a meeting in Cuba of ministers from Latin America and the Caribbean, who launched a new regional project for education, and to MINEDAF VIII, the meeting of African Ministers of Education held in the United Republic of Tanzania. The role of the *EFA Global Monitoring Report* in giving clarity and urgency to discussions and decisions on EFA underscores the old adage that if you can't measure it, you can't manage it.

2. The World Summit on Sustainable Development also helped to focus attention on education for all by broadening the concept of education for sustainable development. The need for environmental education is now embedded within the central challenge of achieving education for all as the basis of sustainable communities. UNESCO has since been charged with the leadership of the United Nations Decade of Education for Sustainable Development that will begin in 2005. The preparations required for the successful launch of the United Nations Literacy Decade (2003-2012) showed that leading another United Nations decade will be a major intellectual and organizational challenge.

3. However, such programmes highlight, in a helpful manner, particular aspects of the EFA agenda. The same is true of the Fast-Track Initiative of the World Bank, which is intended to support rapid movement towards universal completion of primary schooling, and the United Nations Girls' Education Initiative led by UNICEF. The effectiveness of UNESCO's working partnerships with these and other international agencies (e.g. ILO, FAO, WFP) continues to improve steadily.

4. This report also reveals progress in integrating the work of the UNESCO education institutes with that of the wider education programme as requested by the Executive Board. For example, it is encouraging to see the Institute for Information Technologies in Education (IITE), a relatively new UNESCO unit, playing an increasingly useful role in collaboration with other institutes and regional bureaux. The integration of all contributions to the education programme will continue to develop well because collaboration on the preparation of document 32 C/5 has been exemplary.

5. It is good to be reminded that UNESCO's standard-setting function makes a real difference. The Revised Recommendation concerning Technical and Vocational Education (2001) is helping many countries to develop better programmes. A UNESCO document summarizing research on education in multilingual environments makes clear that people learn better if they start formal education in their mother tongue, a conclusion that can now guide the many countries in which various languages coexist. The new Independent High Commission of Education for Afghanistan is fundamentally a standard-setting exercise and UNESCO is proud to support this group of distinguished Afghans as they work to design a school system that will blend modern educational principles with national aspirations.

6. Another UNESCO function is to be a catalyst for international cooperation. The first major meeting of the new Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education showed that the world welcomes the creation of

a universal and impartial forum where a wide range of stakeholders can address topical issues such as the implications for education of the General Agreement on Trade in Services.

7. It is difficult to avoid a somewhat bitty style in these programme implementation reports because they necessarily list numerous and varied events in many countries. But this is an important feature of a decentralized programme and it reminds us that development depends ultimately on the free agency of people. Thus, to take one example, information sharing about good practice in early childhood care and education is empowering people to provide better opportunities in this domain at national and local levels.

8. This account also shows how the Executive Board can influence programme priorities. An initiative to expand and improve teacher training in Africa, taken at the 165th session, is already under way. The Board will face another important choice when it considers the report of the Round Table of Ministers and Senior Officials Responsible for Physical Education and Sport held in January 2003. It suggests that there is an urgent need to address the contradiction between the high importance that ministers attach to physical education and sport in the curriculum and the decreasing time and space being made available for it. However, UNESCO will find it difficult to address this issue effectively if it is also asked to undertake the complex task of leading the development of an anti-doping convention for competitive sport.

9. Finally, at the heart of UNESCO's education programme is the aim of giving effect to the right to education contained in the Universal Declaration of Human Rights. The centrality of this aim requires more attention to the maintenance of an inventory of the constitutional provisions for education in Member States. In the long run embedding the right to education in national constitutions or legislation must help to promote progress towards EFA.

### **Programme I.1:**

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

	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
Subprogramme I.1.1	9,705,816	4,321,187	44.5
Subprogramme I.1.2	10,459,662	3,888,316	37.2
<b>Programme I.1</b>	<b>20,165,478</b>	<b>8,209,502</b>	<b>40.7</b>

#### **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**

10. The EFA Observatory at the UNESCO Institute for Statistics (UIS) continued to expand its activities. Following up on the consultation on the development of new indicators that led to agreed principles and proposals, the Observatory began work on the development of new indicators on early childhood, life skills, quality and literacy. EFA coordinators from every country in the world attended regional statistical workshops with national statisticians to discuss EFA monitoring and indicator development. Reports on country progress and monitoring issues for each of the six Dakar goals were prepared for the *EFA Global Monitoring Report 2002*, as well as data tables for the report's statistical annex.

11. A holistic approach to lifelong learning was promoted by the UNESCO Institute for Education (UIE) through research, dissemination, information and advocacy activities. Research work by the International Institute for Educational Planning (IIEP) helped to strengthen the human and institutional capacities involved in defining policy, particularly in the field of education planning, by means of studies involving education professionals in the Member States. These studies concerned monitoring the quality of education (creation and improvement of software to be used in research on the quality of education and exploitation of SACMEQ data on the quality of education in southern Africa) and Basic Education for All (drafting of a synoptic report on the problems posed by multiple-grade classes in French-speaking Africa and of a study of the impact of educational policies designed to increase the enrolment of girls in schools, and studies of school management in education systems in the process of decentralization). IIEP's project on education in emergency situations is following its course with the completion of a work on education during and after emergency situations and the carrying out of eight case studies and five thematic studies (some in collaboration with the Education Sector and with the active collaboration of the Inter-agency Network on Education in Emergencies (INEE)).

12. With regard to the dissemination of applied research and information, the capacity for evidence-based decision-making in Member States was supported through the dissemination of more than 250,000 documents, including over 10,000 copies of multimedia CD-ROMs and posters (distributed in particular at the World Summit on Sustainable Development, and the Eighth Conference of Ministers of Education of African Member States (MINEDAF VIII), International Literacy Day, and to National Commissions, delegations, Ministers of Education, etc.). The dissemination of information on the education website considerably increased (829,566 page views in December 2002, as compared to 630,232 in June 2002). IIEP disseminated the results and conclusions of its research by publishing 10 studies and two newsletters. It also developed its website providing Member States with information.

**01112**

## **Main line of action 2:**

### **National and regional education strategies and EFA action plans**

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13. UNESCO continued providing support to Member States in the preparation of national EFA plans through in-country technical assistance as well as training seminars provided to groups of countries. In-country and direct support was given at the request of countries having serious technical and methodological difficulties in filling the various policy, capacity and data gaps in the preparation of action plans for EFA (Mozambique, Democratic People's Republic of Korea, Republic of Moldova, etc.). The second type of support involved training workshops and seminars for groups of countries facing similar situations. Over the past recent months, UNESCO organized, in cooperation with Member States and partner agencies, a series of seminars aimed at building the technical capacities of Education Ministries and national specialists in the field of the policy formulation and plan preparation. The regional seminar "Quality Education in a Multi-ethnic Society" (Mukachevo, Ukraine, 22-24 January 2003) brought together participants from Ministries of Education from Hungary, Romania, Slovakia and Ukraine and resulted in a recommendation to establish and implement national mechanisms for carrying out EFA national plans of action. During the second half of 2002, UNESCO organized a survey in order to assess the actual progress made in designing EFA plans. The results provided input for the *EFA Global Monitoring Report 2002*. For further information, see document 166 EX/7, Report by the Director-General on the progress achieved in implementation of and follow-up to the Dakar Framework for Action.

14. UNESCO also reinforced the mobilization of extrabudgetary resources in line with its regular programme in order to address the huge needs for technical support at the country level and to this end developed an EFA-focused extrabudgetary policy and programme for "Technical Services to

Countries Implementing the Dakar Framework for Action”. In the framework of a Norway-funded “Mobile Teams of Experts” project, 16 countries were finally selected for participation. The project budget was almost entirely decentralized to field offices which provided technical support in the areas identified as priority by countries themselves. The approach has proven successful in strengthening in-house cooperation while addressing each country’s specific needs. UNESCO will undertake an end-of-project evaluation.

15. IIEP’s training programmes and study and research activities helped to reinforce the management and administration capacities of Member States’ education systems. The 39th advanced training session is for the first time offering the 31 participants (16 from Africa, one from the Arab States, six from Latin America and six from Asia and the Pacific) the option of taking a master’s degree course. Nine intensive training courses (including three distance courses taken up by 149 participants) have been held, attracting 222 participants. (In all 253 people have benefited from IIEP training courses.) A special effort was made to enable Afghan professionals to take up these courses. Studies on the financing and management of education helped the Member States concerned to improve budgeting procedures and to obtain an overall view of educational resources and costs. IIEP is continuing its efforts to reinforce the capacities of the Afghan education system. A training programme in education planning for managers of higher education institutions was launched at the end of October 2002, and a workshop on financial planning was held at the beginning of February.

16. UNESCO provided support and technical assistance to several countries in crisis and reconstruction, including support for the Government of the Congo in the technical preparation of the *États Généraux* on education and a technical contribution to efforts to prepare for natural disasters (earthquakes) in the Islamic Republic of Iran. The latter took the form of the dispatch of a high-level team and the production of an operational guide to be used in the training of national school building specialists (engineers, architects and maintenance technicians). A special session for countries in crisis and post-conflict reconstruction was held at MINEDAF VIII which led to recommendations relevant to the African continent. A regional programme for the reintegration of young people affected by armed conflicts in Africa involving the Democratic Republic of the Congo, Rwanda and the Great Lakes countries was implemented with the support of the Belgian Government and the World Bank. Priority emergency education projects for 2003 were prepared for Chechnya, Angola, the Sudan, Iraq and Côte d’Ivoire. UNESCO sent a team to Palestine to identify the most pressing need in education and to finalize the special projects scheduled under the carry-over funds. IIEP supported the reconstruction of Afghanistan and participated in several missions and a course on the management of higher education.

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

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17. Preparations for the fifth meeting of the E-9 Ministers of Education, organized by the Ministry of Education in Egypt with support from UNESCO Headquarters, have started and the new dates have been confirmed for December 2003. National case studies on early childhood services provision, provided by the E-9 countries, will serve as background material for a synthesis report which will be the main working document of the meeting. As regards the evaluation of UNESCO’s support to the E-9 countries, the team has been identified and the report is expected to be ready by the autumn of this year. Assistance was provided to China, in close cooperation with UNICEF, for the finalization of the EFA National Plan of Action, which was completed in December 2002.

18. Teacher training was a priority during this period, with major actions carried out in four countries: teacher training at the secondary level on use of ICT took place in Egypt; large teams of trainers were selected and training of trainers for the districts' programme took place using a newly developed supplementary training package in Indonesia; teacher training and development in gender-sensitive guidance and counselling in primary/secondary schools was carried out in Nigeria in collaboration with the Nigerian National Commission for UNESCO and the Federal Ministry of Education; finally, three HIV/AIDS training seminars for teachers were held in Bangladesh. The National Open University and Distance Learning of Nigeria trained resource persons for the development of distance education materials, and developed materials as well. As regards the EFA gender parity/equality goal, a plan of action for girls' education was finalized in November 2002 in Egypt and girls' education was the subject of collaboration with the Federal Ministry of Education, the Nigerian Educational Research and Development Council (NERDC) and the National Commission for Colleges of Education (NCCE). Several IIEP studies concerned the E-9 countries, including a study of the evening classes organized for adolescents in São Paulo (Brazil). IIEP also cooperated with NIEPA in India on the preparation of a training seminar in Bangladesh on Monitoring Education for All, which was organized by the UNESCO Office in Dhaka.

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

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19. In line with its international coordination role, UNESCO organized the third meeting of the Working Group on EFA (UNESCO, Paris, 22-23 July 2002) and the second meeting of the High-Level Group on EFA (Abuja, Nigeria, 19-20 November 2002). UNESCO brought out *An International Strategy to Put the Dakar Framework for Action on Education for All into Operation* and published the *EFA Global Monitoring Report 2002*. Complete details of these meetings and publications and a full description of the progress towards achieving the goals set at Dakar can be found in document 166 EX/7 (Report by the Director-General on the progress achieved in implementation of and follow-up to the Dakar Framework for Action).

20. UIE contributed to the overall monitoring of the Dakar Framework for Action focusing on achievements and exchange of information and experiences on literacy, non-formal education (NFE), adult and lifelong learning. UIE is leading and coordinating an inter-agency working group to promote lifelong learning and preparing for the inclusion of literacy, NFE and adult learning in national EFA plans. The report on its first meeting is on the Web. In close cooperation with Headquarters, the Institute worked on the articulation of the Dakar Framework for Action and the United Nations Literacy Decade, and ways of contributing to their implementation by various stakeholders according to set procedures.

21. The capacities of civil society organizations are being increased in sub-Saharan Africa following the launching of a capacity-building programme in support of EFA at regional level in mid-July 2002. The regional collective consultation of NGOs (Malawi, 30 September-2 October 2002) prepared civil society input to MINEDAF VIII, including the document "The challenge of achieving EFA in Africa: Civil society perspectives and positions". African Ministers of Education and African NGOs were brought together to strengthen policy dialogue, especially concerning the future of EFA, at a special session during MINEDAF VIII. UNESCO joined hands with key civil society partners in education to organize the 2003 annual meeting "Towards Comprehensive Visions and Approaches to Education for All" in Porto Alegre, 19 to 23 January 2003, just before the third World Social Forum and in conjunction with the locally organized World Education Forum. Right after the 2002 deadline for the development of EFA national action plans, 120 NGOs from around the world assessed civil society participation in education planning processes and made proposals on how to strengthen partnership with governments as well as with UNESCO.

Participants provided input to the development of major international initiatives such as the United Nations Literacy Decade and the CONFINTEA V Review on Adult Learning. They suggested new ways of addressing the issue of quality education in the context of developing countries.

### **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**

22. UNESCO continued to support Member States in reforming their primary education systems in order to achieve universal primary education by providing technical assistance in the development of national policies, strategies and programmes. This included feasibility studies concerning a bilingual education system aiming at expanding and improving access to quality primary education for all children in Niger and Chad, and concerning a basic education system appropriate to the multicultural, multi-ethnic, multi-religious and multilingual society of the Sudan. Capacity-building of educational personnel in Member States was facilitated primarily through workshops and seminars such as a regional workshop on environmental education organized jointly with ISESCO (December 2002, Sana'a), a training seminar for educational officers (September 2002, Central Africa) and a workshop for primary education lecturers on the introduction of the programme on creating learning community for children (December 2002, Jakarta). The technical and professional capacity of the personnel was enhanced through the provision of teaching/learning materials to cater for the influx of children and teachers in refugee camps in Angola. Three manuscripts on HIV/AIDS and drug use prevention, violence reduction and self-concept development were produced for literacy promotion among urban youth and prison populations in the Caribbean. A director has now been appointed to the Malawi Guidance, Counselling and Youth Development Centre for Africa. The Centre's Board of Governors, consisting of African Ministers of Education, met in Dar es Salaam on 1 December 2002.

23. A contribution towards capacity-building in Member States for early childhood and family education was made through the establishment of a regional network to promote strengthening family support, through reinforcing Early Childhood Information Management and Networking and through the publication of three issues of *UNESCO Policy Briefs on Early Childhood* and five issues of the *UNESCO Early Childhood and Family Policy* series. Some 100 policy-makers from 19 countries in Asia, Africa and Central Europe were trained in ministerial coordination and integration in early childhood education. UNESCO-OREALC set up a regional network on parent and family education. The 18 winners of the *Draw me peace* contest were selected.

24. As regards efforts to promote gender equality under the United Nations Girls' Education Initiative (UNGEI), UNESCO provided technical assistance to improve national policies and programmes for gender equality in basic education. In collaboration with UNESCO Beijing and Almaty, national in-depth qualitative research studies (Lao People's Democratic Republic, China, Mongolia, Tajikistan) developed policy recommendations on how to increase girls' access to lower secondary education. Decision-makers were better informed about the position of gender equality and equity following the publication of *The Challenge of Achieving Gender Parity in Basic Education: A Statistical Review, 1990-1998* in English and French. UNESCO supported regional cooperation networking and national capacity-building in order to ensure inclusion of gender equality and equity elements in the national EFA plans. Activities included a study visit by nine Asian gender experts selected through the Asian EFA Gender Network to FAWE in August, to learn from FAWE's experiences in African regional networking. The website "Promoting Gender Equality in Education" ([www.unescobkk.org](http://www.unescobkk.org)) was launched containing research reports, best practices and lessons learned, references to resources. The Asian UNGEI regional network is undertaking advocacy in favour of girls' education and promoting networking at national and

regional levels. UNESCO Bangkok and UNICEF's regional office for East Asia (EAPRO) have been co-facilitating the network. An expert meeting (September 2002) prepared the international seminar that will develop a framework for mainstreaming gender issues in literacy and a research methodology (India, mid-2003).

25. The capacity-building programme for civil society organizations in sub-Saharan Africa was launched in support of EFA at regional level in collaboration with the African Network Campaign on Education for All and the Collective Consultation of NGOs on EFA (Dakar, 14-15 July 2002). Training workshops were organized in Mozambique and South Africa on developing applications on lifelong learning for community development. A new EFA Flagship Programme on Education for All and the Rights of Persons with Disabilities: Towards Inclusion was set up with links being established with other Flagships, to date Literacy, FRESH, and Teachers and Quality of Education. Work on a course module for flexible learning over the Internet began late in 2002. Methods and techniques in teaching that support a flexible approach to the needs of children are being promoted and material on curriculum adjustment has been developed and is being field-tested in different regions. Translations of existing materials into Romanian, Portuguese, Chinese, Arabic and Spanish are under way.

**01122**

## **Main line of action 2:**

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

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26. The international launching event of the United Nations Literacy Decade took place at the United Nations Headquarters in New York on 13 February 2003, attended by the Secretary-General of the United Nations and the Director-General of UNESCO. The event consisted of, among others, an inter-agency exhibition and distribution of comprehensive Information Kits which included information on global literacy statistics and country-level good practices. The fifty-seventh session of the United Nations General Assembly approved UNESCO's draft of an International Plan of Action for the United Nations Literacy Decade (2003-2012). An inter-agency working group meeting (14-15 November 2002) at UNESCO Paris, involving concerned United Nations agencies discussed their programmes of relevance to literacy and larger directions for building concerted efforts among agencies. At the annual meeting of the Collective Consultation of NGOs held in Porto Alegre in January 2003 in conjunction with the World Social Forum, a working group session was organized to discuss civil society organizations' roles in the United Nations Literacy Decade. A website was launched in January 2003 with news, documents and resources on literacy. Software and a handbook for establishing a non-formal education management information system have been developed and pilot-tested in selected countries. The Afghan Land literacy and informal education project, initially financed by Japan and included in the programme for the United Nations Literacy Decade (2003-2012) as a flagship project, was launched.

27. International Literacy Day was celebrated at UNESCO Headquarters and in the Member States in all regions. At Headquarters, the literacy prize awarding ceremony was organized on 10 September on the theme, Literacy as Freedom. The celebration was preceded by a two-day round table whose panellists represented governments, NGOs, activists and academics from around the world. The round table presented recommendations on future directions of UNESCO's work within the framework of the United Nations Literacy Decade to the Director-General.

28. UNESCO promoted women's rights through a variety of actions including a national workshop to prepare gender-sensitive materials for women farmers (Harare, Zimbabwe, 19-30 November 2002) that produced 15 illustrated post-literacy materials on land rights, domestic violence, inheritance, HIV/AIDS, agro-technology, cottage industry and women's rights as human rights. In Asia, the production of Chinese post-literacy materials for empowering women farmers as



a follow-up to support has been given to the Yunnan Normal University to organize a workshop for extension workers and farmers, notably women, to produce learning materials on subjects relevant to rural living (March 2003).

29. UNESCO hosted the first meeting of the Independent High Commission of Education for Afghanistan in Paris in December 2002. This meeting was attended by the ministers of education and higher education. The Commission set up seven working groups and will publish its final report after its second meeting, in Kabul, in May 2003.

30. Member States' capacities were strengthened to develop policy and programmes to respond flexibly and efficiently to the socio-economic and educational needs of nomadic children through an IIEP/IICBA pilot project in East Africa. The project focused on indigenous communities and girls, and on targeting scarce existing resources more effectively to improve the basic education and income-earning potential of the nomad population.

31. As regards the programme for the education of children in difficult circumstances, UNESCO promoted improving their access to basic education and ensuring that their basic needs are met as the prerequisite for learning. Five centres for children in difficult circumstances in Bamako (Mali) were supported as a follow-up to the "White Book of our Future" project, launched in Mali in 2001. Awareness-raising activities to sensitize the public to the plight of children in difficult circumstances and to the need to ensure the right to education included a festival of films and documentaries on the field work of NGOs and associations dealing with street children that brought together over 200 people; a brochure on HIV/AIDS and children in difficult circumstances was elaborated for public information and awareness of policy-makers. International visibility of all forms of violence against children and understanding the causes of the problem and its impact on children and societies was ensured through a seminar on the theme of children and violence, organized in collaboration with the University of Nice. Under its Cooperative Programme with the World Food Programme, UNESCO started preparation of a regional school feeding strategy for West Africa in order to tackle hunger and extreme poverty as obstacles to EFA.

32. With a view to promoting institution-building and material development, especially using the new technologies, UIE analysed experiences in Brazil, India, Mali, Nigeria, Senegal, South Africa and Uganda on literate environments in selected cultural contexts with a view to identify characteristic features of a conducive learning environment. International Adult Learners' Week has been an essential part of advocacy work to promote adult and lifelong learning in different settings. UIE has monitored the spread of adult learners' weeks and lifelong learning festivals in the different regions and countries. The "Call to Action" adopted by the Sofia Conference as a policy commitment stressed the need for continued progress on the implementation of EFA, CONFINTEA V and lifelong learning policies, but expressed also the fear that EFA could come to mean education for all except for adults. This was later echoed by the commitment to the revitalization of adult basic and literacy education for democracy and sustainable development in the SADC region and in the African continent in the "Pietmaritzburg Declaration" adopted by 180 adult educators and development practitioners from SADC countries (December 2002).

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

	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
Subprogramme I.2.1	4,655,731	1,846,794	39.7
Subprogramme I.2.2	3,478,652	1,394,387	40.1
<b>Programme I.2</b>	<b>8,134,383</b>	<b>3,241,181</b>	<b>39.8</b>

**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**

33. UNESCO promoted textbook revision to foster international understanding and tolerance by bringing together 60 experts at a meeting on Textbooks and Learning Materials: Components of Quality Education that can Foster Peace, Human Rights, Mutual Understanding and Dialogue (Paris, 12-13 December 2002). The participants welcomed UNESCO's initiative to organize an international conference on textbooks/learning materials revision and recommended that regional consultations be undertaken prior to the conference.

34. In its efforts to increase Member States' awareness concerning multilingualism in education systems, UNESCO achieved international consensus on a set of UNESCO guidelines for language in multilingual education contexts at an international expert group meeting at Headquarters in September. Awareness of the interlinkages between languages and sustainable development was increased through educational materials on *Sharing a World of Diversity: The Earth's Linguistic, Cultural and Biological Diversity* with Terralingua and WWF. A special session on languages held during MINEDAF VIII on the contribution of the use of the mother tongue to improving the quality of education reviewed the past and today's experience in Africa on the mother tongue as the language of instruction and on mother tongue teaching and made recommendations.

35. Education for human rights, peace and non-violence is being enhanced through the "Human Rights and Intercultural Education in Albania" project which is producing an in-service teacher training curriculum, three interactive HRE kits, a network of HRE teacher trainers, and eventually 60 local training seminars for 900 teachers and educational directorate inspectors. IITE contributed to the promotion of international understanding and tolerance through the production of several publications including *International Research on ICTs in History Education, ICTs in Teaching/Learning Foreign Languages and Education, Art and ICTs*. The first meeting of artists with the European coordinators (France, Greece and Italy) of the European Commission/UNESCO project on communication and art was held in Rhodes, Greece, from 20 to 22 September to develop a number of products (CD-ROM, website, video and teaching manual) on education for peace and non-violence through art. *De la non violence en éducation* was published.

36. Within the framework of the overall ASPnet Global Review being conducted by the University of Birmingham (United Kingdom) and in which all Member States have been invited to participate, 16 countries were contracted to undertake an in-depth study and analysis of the implementation of the Network at the country level indicating main results and achievements, challenges encountered, solutions sought, plans for the future and proposals for the future strengthening of ASPnet. Universities in six countries have also been contracted to undertake studies on educational needs and priorities in the twenty-first century and the role of ASPnet in

meeting them. In close cooperation with FAO, two ASPnet Regional Workshops on the FAO educational resource material “Feeding Minds, Fighting Hunger” were held (Bamako, Mali, 29-31 July 2002 and Hyderabad, India, 27-29 August 2002). ASPnet promoted world heritage education through its Special Project “Young People’s Participation in the Preservation and Promotion of World Heritage” bringing ASPnet students from Europe and Central Asia to the 12th World Heritage Youth Forum (Novgorod, Russian Federation, 24-29 August). The second revised edition of World Heritage in Young Hands – An Educational Resource Kit for Teachers was published. As part of the “Breaking the Silence” – Teaching about the Transatlantic Slave Trade (TST), the second volume, *Slave Voyages*, of a trilogy was prepared in cooperation with the University of the West Indies (Jamaica) and sent to ASPnet schools for testing.

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

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37. Following the World Summit on Sustainable Development (WSSD) (Johannesburg, 26 August-4 September 2002) the United Nations General Assembly declared a Decade of Education for Sustainable Development starting in 2005. A key contribution from UNESCO was the inclusion of EFA in the WSSD Implementation Plan and the alignment of the United Nations Decade of Education for Sustainable Development with the EFA dates. UNESCO and the Government of South Africa organized a parallel event on “Education for a Sustainable Future: Action, Commitments and Partnerships”. Three heads of State (Ecuador, Mongolia and Venezuela), four Ministers of Education (South Africa, Prince Edward Island/Canada, Mexico and Scotland) and three heads of United Nations agencies (UNESCO, FAO and WFP) participated. Three Type 2 partnerships were launched at the event: the International Marketing/Communication Initiative for Sustainable Development, the FAO/UNESCO EFA Flagship Programme on Education for Rural People, and the Global Higher Education for Sustainability Partnership Initiative. As lead agency for the Decade, UNESCO has been requested to develop a draft international implementation scheme clarifying the Decade’s relationship with existing educational processes, the Dakar Framework for Action and the United Nations Literacy Decade. A draft statement of the meaning of Education for Sustainable Development and a draft analytical review of the WSSD Plan of Implementation and Political Declaration and their implications for UNESCO have been prepared. One example of UNESCO’s contribution to enhancing the role of education through sustainable development is its support to the non-governmental organization Femme artisans de Madagascar (FAM) to identify the learning needs of the artisans of depressed rural areas who do not have access to basic social services.

38. At the Round Table of Ministers and Senior Officials Responsible for Physical Education and Sport (Paris, 9-10 January 2003), after noting that physical education and sport face “increasing marginalization within education systems”, the ministers committed themselves to “put in place monitoring systems to regularly review the situation of physical education in their countries and revitalize the practice of traditional sports and games, a key expression of cultural identities”. The participating States requested UNESCO to draw attention to the desirability of debating this topic in the General Assembly and to ask for the collaboration of the United Nations and other competent United Nations agencies in the elaboration of an international convention on doping in sport and to transmit to the General Conference of UNESCO at its 32nd session a proposal for the proclamation of an international year for physical education and sport for submission to the United Nations General Assembly. At its meeting in Paris from 4 to 6 November 2002 the Intergovernmental Committee for Physical Education and Sport (CIGEPE) took stock of preparations for the Round Table and decided on CIGEPE’s work schedule for 2003.

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

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39. Policy-makers and curriculum planners are being supported in their work through the Framework for Action, based on the recommendations of the Goa Conference on Science, Technology and Mathematics Education (2001) and a manual on policy guidelines was disseminated to 123 Member States. The Framework is already serving as a valuable guide for the planning of STE activities in several countries, including India, Nigeria, Jamaica, Chile, Nepal and Croatia. The manual on policy guidelines for decision-makers and curriculum developers, reviewed and refined at the Consultation Meeting of STE experts (September 2002), is contributing to the improvement or development of national policies in STE. The project on Integrating Environmental Education in TVE schools in Asia was launched, data collection in countries started and first draft of country surveys developed. Public understanding of science and technology was promoted through the production and dissemination of six thematic educational posters on integrated STE and two interactive CD-ROMs on biotechnology and environmental education. Numerous NGOs such as ICASE, ASE, ASCONA, ILEC are using the posters in local meetings and workshops. Member States such as Turkey, Peru, United Kingdom, Malaysia and Bangladesh, have requested additional copies of the posters for exhibition at schools. As a result of the South Asian STE initiative, a South Asian directory of specialists and specialized institutions in science, technology and environmental education has been developed and is currently facilitating exchange of information and communication between teachers and scientists of the five countries involved in the project.

40. Other activities undertaken include the establishment of the INGOSTE website with 123 Member States for discussion, exchange of information, and sharing of policy issues on STE, and the launching of the Type 2 partnership: Youth Dialogue on Consumption, Lifestyle and Sustainability with UNEP, Consumers International and the German Federation for Consumers. An International survey on the state of STE in Member States has been undertaken and *Connect*, No. 3-4, 2002, published and disseminated in English, French, Spanish, Arabic, Russian and Chinese. An assessment by IICBA is under way regarding upper primary and junior secondary mathematics and science learning involving 12 East and southern African English-speaking countries.

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

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41. Activities under this main line of action covered a wide range of issues: advocacy, impact of HIV/AIDS on education systems, policies and strategies, life skills education, gender and culture sensitive curricula and training and capacity-building (mainly in school health approaches). The modalities ranged from research to the preparation of training modules, on the basis of networking, clearing houses, etc., targeting in- and out-of-school children and youth. There is a considerable degree of intersectorality here. In its HIV/AIDS work (caring for the infected and affected, preventing the spread of the epidemic and protecting the most vulnerable), the Education Sector is joining efforts with the Youth and Gender Units and is participating as well in the promotion of “cultural sensitive” approaches for projects in education. IICBA has been carrying out substantive work on developing teaching and learning materials for use by teacher educators and teachers in the classroom, including the Electronic Library on HIV/AIDS which includes medical, nutrition and values education for teachers as well as lesson plans and four videos for use in classrooms as well as in non-formal educational settings.

42. The inter-agency flagship school health programme – FRESH (Focusing Resources on Effective School Health) – has been instrumental for the organization of a series of workshops in

the framework of the preparation of the EFA national plans. Several UNESCO Offices (Apia, Windhoek, Dakar, Nairobi, Santo Domingo, Almaty and Moscow) implemented regional and national workshops for training of policy- and decision-makers on school-based activities to reduce risk and vulnerability to HIV/AIDS in order to ensure the integration of preventive education in EFA national action plans.

43. IIEP launched its information exchange service, making possible the systematic collection of the most recent documents and research findings on HIV/AIDS for communication to education workers. Activities under IIEP's research programme on the impact of HIV/AIDS on education intensified during the second half of 2002 with its participation in a seminar held in Bangkok by PROAP/UNESCO on the impact of AIDS on the education sector in Asia and with the launching of action research in three countries: Uganda, Malawi and the United Republic of Tanzania.

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

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44. A survey of electronic information services on ICT-assisted learning has been launched to reinforce the capacities of Member States for policy analysis and decision-making in the area of ICTs and education. Dialogue between partners from the private and public sectors on the international dimensions of quality assurance, accreditation and the assessment of learning outcomes in tertiary-level ICT-assisted learning was promoted through the first Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education (Paris, 17-18 October 2002). This Global Forum brought together a wide range of stakeholders of higher education, including ICT-assisted tertiary institutions. National capacities of Member States were strengthened as regards education software development to promote the cost-effective use of ICT-assisted education for all through training workshops and guidelines.

45. IIEP's study on the virtual university identified general policy and planning implications (new teaching and learning methods, new approaches to institutional development). IIEP also undertook research on accreditation in the context of the development of ICTs and the globalization of the education market. An analysis of ways in which these technologies can be adapted to improve primary and secondary education was also undertaken by IIEP.

46. In Africa, IICBA has been strengthening Member States' capacities to utilize information and communication technologies for education in affordable and cost-effective ways through workshops, including three on how to make a CD-ROM and a website in Jinja (Uganda), Addis Ababa and Bamako. Eleven electronic libraries are now available: Primary Mathematics and Primary Science in English, French, Portuguese and Arabic; and Secondary Science, School Management (together with the Commonwealth Secretariat) and an HIV Library in English.

47. IITE carried out international research aimed at enhancing capacities of Member States for the ICT application in education and disseminates their results, including for example, Information and Communication Technologies in Special Education. Supporting the use of ICTs for education IITE organized (October 2002) an international expert meeting and online seminar on Digital Libraries in Education and carried out research on this theme with participation of experts from Germany, Greece, India, Italy, Russian Federation, United Kingdom and the United States. With a view to facilitating exchange of information and sharing best practices in the field of the ICT application in education, four international conferences were held under the auspices of IITE: International Conference New Computer Technology in Education (Moscow, Russian Federation, July); International Forum Issues of Informatization of Education Systems in the CIS Countries (Almaty, Kazakhstan, October); 12th International Conference-Exhibition Information Technologies in

Education (ITE-2002) (Moscow region, Russian Federation, November) and Conference Information Technologies at School (Vilnius, Lithuania, December). A round table International Experience of ICT Usage in Education was organized by IITE in November 2002 with participation of experts from Azerbaijan, Belarus, Germany, Italy, Kazakhstan, Lithuania, Poland, Portugal, Russian Federation, United Kingdom and the United States.

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## **I.2.2: Renewal of education systems**

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

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48. Secondary education reorientation and reform were supported through the holding of an International Conference on Secondary Education for a Better Future (Muscat, Oman, 22-24 December 2002), organized by the Government of Oman in collaboration with UNESCO and attended by 500 practitioners and policy-makers from 32 countries. A youth vision of secondary education was also captured through a questionnaire at the occasion of the 20th World Scout Jamboree (Bangkok, 28 December 2002 – 8 January 2003). Policy dialogue in the field of innovation and research in secondary education reform was enhanced in the Asia-Pacific region and in Latin America through two regional seminars (Bangkok, 26-29 November 2002 and Santo Domingo, April 2003). IIEP launched three studies (India, Chile and OECD countries) on policies and strategies for the development of secondary education. Studies of strategies in Argentina, Brazil and Uruguay for reducing inequalities in access and improving the retention ratio in secondary education were finalized by IIEP; they analyse action undertaken to enhance equality in the context of education policy. The use of ICTs at secondary level were promoted in Eastern Europe in collaboration with IITE through a workshop on multimedia in education in Vilnius (25-29 November 2002). The results of IITE research on Indicators of ICT Usage in Secondary Education were presented at the Consultative Workshop for Developing Performance Indicators for ICT in Education (Philippines, August 2002) and International Conference Secondary Education for a Better Future: Trends, Challenges and Priorities (Oman, December 2002).

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

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49. In the field of technical and vocational education and training (TVET), cooperation with the International Labour Organization was strengthened leading *inter alia* to the mobilization of education and labour policy-makers to implement in their national TVET systems the standards and practices set out in UNESCO's new normative instrument on TVET the Revised Recommendation concerning Technical and Vocational Education (2001) and ILO's policy statement Conclusions concerning Human Resources Training and Development. High-level policy-makers from 11 countries in Asia, including Afghanistan, participated in a UNESCO-ILO subregional seminar (Tokyo, Japan, 24 September-2 October). Access to and the quality of national TVET programmes was enhanced in six East European countries following a subregional seminar (Moscow, October) for education policy-makers. In a separate initiative, the UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC, Bonn) commenced preliminary actions together with ILO towards establishing a TVET regional qualifications framework for southern Africa. IIEP carried out a study of TVET facilities in the private sector in Ghana and Zambia, evaluating the quality of the courses offered and their flexibility and adaptability. It also examined the strategies and decision-making mechanisms used by the governments to create a favourable environment for decentralization and greater institutional autonomy. The UNESCO Office in Beirut together with ILO, UNRWA and ABEGS developed and disseminated in the Arab States an *Educational Guide for the Introduction and Development of*

*Technology Education in General Education* with a view to better orienting education and training to the world of work. IITE organized an international research on ICTs in technical and vocational education and training the results of which are available for dissemination in the form of a final report and an analytical survey.

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

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50. Under this main line of action activities continued to be directed towards ensuring the implementation of the Declaration and the Framework for Priority Action adopted by the World Conference on Higher Education at national, regional and international levels, within the context of contributing to the achievement of the EFA goals. More specifically, UNESCO contributed to the renewal of systems to meet the challenges of globalization and of the learning society and to the strengthening of the cooperation in the field of quality assurance and accreditation through the first Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education (Paris, 17-18 October 2002). The Forum's Action Plan includes guiding principles on ethical challenges posed by globalization, capacity-building in quality assurance and reviewing existing conventions on the recognition of studies to respond to the fast pace of developments brought about by the increase of transborder higher education.

51. The internationalization of higher education and research through new partnerships across the academic community was reinforced by the World Forum of UNESCO Chairs (Paris, 13-15 November 2002), on the tenth anniversary of the UNITWIN/UNESCO Chairs Programme. The meeting assessed the main progress achieved by the programme and adopted a strategy for future development. The Director-General bestowed UNITWIN awards to 17 UNESCO Chairs/Networks.

52. As regards reform and innovation in higher education, IIEP's research programme is analysing developments to help countries define their own institutional policy. Several local research teams have been formed to study institutional restructuring in universities (Asian region), the strengthening of higher education capacity (Kenya, Nigeria, Zimbabwe), and private sector involvement in higher education (Georgia, Kazakhstan, Russian Federation, Uzbekistan, Kenya and Bangladesh).

53. Preparations for the Higher Education Partners' Meeting (WCHE+5), scheduled to take place in June 2003, are well in hand. The eighth NGO Collective Consultation on Higher Education was held in Paris from 13 to 15 January 2003. At the Meeting of the European Regional Committee for the Follow-up of the World Conference on Higher Education (September 2002), UNESCO/CEPES celebrated its thirtieth anniversary. Regional meetings of the global network for innovation in higher education (GUNI) were held in Asia and the Pacific (September 2002) and Europe (October 2002).

54. IITE contributed to reinforcement of national capacities to reform higher education policies through a Seminar for High-Level Experts on Policy Formulation and Practical Usage of ICTs for Higher Distance Education in Countries in Africa (Nairobi, Kenya, October-November) preceded and followed by online seminars. A specialized training course on ICTs in distance education was prepared by IITE and adopted to the needs of the region.

55. Publications in this area included *Globalization and the Market in Higher Education in Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education*; *Higher Education: Its Role and Contribution to our Common Advancement*, UNESCO/CEPES; *The*

*Role of Student Affairs and Services in Higher Education (E/F)*. A database has been established as basis for the revised 32nd edition of *Study Abroad*.

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

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56. UNESCO strengthened Member States' capacities to improve the quality of teaching and increase the number of qualified teachers needed to achieve the EFA goals through promoting the use of ICTs and distance education; strengthening teacher-training institutions in Africa through pro-active assessments of main institutions and resulting plans for improvement; disseminating new policy-oriented indicators; identifying teacher and qualification, shortages, drop-outs, gender inequities; and raising awareness of the importance and professionalism of the teacher profession. IICBA's efforts to promote the improvement of teacher education institutions in a number of Member States relied on degree programmes combining distance education with short face-to-face courses. Over 140 students have been enrolled in Ethiopia, Liberia and Madagascar in the Indira Gandhi National Open University (IGNOU) postgraduate diploma in distance education and the masters in distance education. In Ethiopia 15 students are enrolled in the Teaching of Mathematics Degree and 120 students are enrolled in the educational management course offered by the University of South Africa (UNISA), and support was provided for the École Normale Supérieure, Senegal, for the utilization of African languages (Pulaar, Wolfo and Mandigue) for radio and television programmes in Senegal, to be completed by December 2002. The Teacher Education Discussion Board, part of the Teacher Education Network, is now operational and discussions utilizing the Internet have been initiated within Ethiopia.

57. Encouraging the use of ICTs and distance education, IITE prepared and disseminated in Member States a set of materials on training and retraining of school educators in ICT application in education. A methodological manual on preparation of educational personnel for distance education is being tested out. Other activities included an International expert consultation on the use of distance education and ICTs in teacher education (Paris, October 2002) and a subregional seminar on the use of distance education and ICTs in teacher education, trends, policy and strategy consideration (Kiev, Ukraine, 21-23 November 2002) at which 15 countries in Central and Eastern Europe analysed ongoing trends and policy issues, and exchanged experience and good practice on the impact of new technologies in the teaching profession.

58. World Teachers' Day, 5 October 2002, was the occasion for launching a joint ILO/UNESCO study, a statistical profile of the teaching profession: the need to redress the working conditions which are increasingly repelling teachers out of the profession and suggest fundamental policy shifts that would preclude and reverse this flight. As regards the major carry-over activity in national capacity-building for lead teacher-training institutions in sub-Saharan Africa, 38 of 46 Member States had identified focal points by end December 2002. Consultant reports on the pro-active assessment of institutions are being analysed. Plans were consolidated with the ILO to jointly adapt its new booklet *Code of Practice on HIV/AIDS and the World of Work* as a teacher training guide on HIV/AIDS in the education work place. Publications included: *A Statistical Profile of the Teaching Profession*, ILO/UNESCO (E/F); *Open and Distance Learning: Policy and Strategy Considerations Primary Teachers Count: Ensuring Quality Education for All* (UIS No. 1 – September 2002).



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

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59. Bearing in mind the key importance of constitutional and legislative foundations of the right to education, UNESCO has initiated activities aimed at providing technical assistance in the process of developing and/or modernizing national legislation on education. Such assistance has been provided recently to some countries, namely, Lithuania and Indonesia. In this process, the Organization has interacted with high-level government authorities, so that crucial importance of the basic education for all as a fundamental human right is fully appreciated. Such advisory services and expert assistance must be seen in the implementation of national action plans, foreseen in the Dakar Framework for Action. UNESCO also interacted with the authorities concerned in the process of constitutional reform in Kenya, in order to ensure that State obligations for the right to education especially under UNESCO's instruments receive adequate consideration.

60. During MINEDAF VIII in the United Republic of Tanzania, in December 2002, UNESCO organized the Round Table on Constitutional/Legal Bases of the Right to Education as a Fundamental Human Right. The round table, which brought together ministers of education and high-level government experts, enabled the participants to exchange views and experiences in this field. It resulted in a concrete set of recommendations. These proposed national measures aimed at promoting normative action, while appreciating the legal implications of the Dakar Framework for Action. The main emphasis was on integrating obligations undertaken by governments into national legal systems.

61. In order to advance educational ethics and values as well as access to quality distance education IITE carried out an international research on ethical, psychological and societal problems of application of ICTs in education. Information materials on this issue have been published and disseminated in Member States and an analytical survey is under preparation.

## **MAJOR PROGRAMME II – NATURAL SCIENCES**

### **Overall assessment of the natural sciences programme**

62. During the period under review, the programme in the natural sciences has furthered the implementation of activities falling under the major scientific and environmental programmes including IGCP, IHP, MAB, the programmes of IOC as well as actions towards sustainable living in coastal regions and on small islands. Activities in support of capacity-building in the basic sciences, the life sciences and the engineering sciences have focused on promoting education and training at subregional and national level and enhancing research capacities in various research topics in physics, mathematics, chemistry (especially ecological and water chemistry) and biological sciences and biotechnologies, with the training of hundreds of scientists and specialists, especially women and young researchers. Based on the decision of the Executive Board at its 165th session, follow-up consultations have been continued regarding the feasibility of a possible launching of a new International Programme on Basic Sciences (IPBS). Maintaining and strengthening partnership in the implementation of the scientific programmes has been observed including through the launching of 10 projects reinforcing ICSU/UNESCO cooperation under the Framework Agreement.

63. Assistance to Member States in formulating their national S&T policies has resulted in increased experience in countries in Africa and the Middle East as well as in South America, which benefited from UNESCO's support. The aim was to achieve capacity-building of, and provide advice to, decision-makers to improve the system of S&T indicator measures in their country as

well as to have access to international financing organisms. In this vein, a preliminary study on a new set of S&T indicators was launched in cooperation with the UIS.

64. The first World Science Day for Peace and Development was celebrated worldwide under UNESCO auspices. The celebration involved many partners such as governmental, intergovernmental and non-governmental organizations, UNESCO's National Commissions, scientific and research institutions, professional associations, the media, science teachers and schools.

65. Efforts were particularly made towards the development of human resources geared to promoting sustainable and renewable energies, in order to improve living conditions in rural and remote areas in developing countries, particularly for women. Within the Global Renewable Energy Education and Training (GREET) programme, the implemented activities aimed mainly at the improvement of use, maintenance and management of renewable energy projects and transfer of technological know-how.

66. The World Summit on Sustainable Development, organized by the United Nations in Johannesburg in August/September 2002 was a major focus of activity for the natural sciences programmes during the reporting period. The Director-General established an intersectoral task force, chaired by himself personally, to manage UNESCO's participation in the Summit and assigned the role for house-wide coordination to the Science Sector. Some 29 events of different kinds were organized by UNESCO during the Summit, including five exhibitions. Some 25 new multi-stakeholder partnership initiatives involving UNESCO were launched in Johannesburg as official outcomes of the Summit. Most of these new partnerships concern the natural sciences programmes. The Plan of Implementation of the Summit heavily emphasized water issues, consistent with UNESCO's own priority for the science programmes. The importance of oceans and the IOC was also stressed, as well as renewable energies, biodiversity, natural disasters, and the importance of science and technology in ensuring sound decision-making.

67. Focus has been made in furthering activities regarding the principal priority of the Natural Sciences Sector, "Water resources and ecosystems". UNESCO has intensified its actions through the execution of the Sixth Phase of IHP, by hosting and providing leadership for the World Water Assessment Programme, by being one of the two lead agencies of the United Nations system for the celebration of the International Year of Freshwater 2003, by assuming responsibility for a number of the major sessions foreseen in the Third World Water Forum and through numerous other initiatives. The Theme Advisory Boards of IHP-VI fine-tuned priorities and approaches for the implementation of the programme, reflecting the MDGs and the Plan of Implementation of WSSD. The growing emphasis on water supply, sanitation, shared water management, water-related disasters reduction and in addressing the inherent social challenges already characterize the activities of IHP and WWAP and will be further strengthened. Substantial results were achieved in the area of groundwater assessment and management as well as in arid and semi-arid zones hydrology. IHP's results in addressing water-related conflicts and cooperation in the international context have brought it recognition. UNESCO's actions clearly underline the Organization's intellectual leadership in the international water debate.

68. In the same vein, the ecosystem approach continued to be in action. The development of the World Network of Biosphere Reserves was achieved with the approval of 18 new biosphere reserves, one transboundary biosphere reserve, and four extensions to two existing biosphere reserves. The periodic review of biosphere reserves, endorsed by the MAB Bureau, is expected to continue to serve to improve the functioning of individual sites. The relevance of biosphere reserves to the World Summit on Sustainable Development has been acknowledged during the Summit.

69. UNESCO has confirmed its commitment to the International Year of Mountains (2002) notably during the culminating event, the Bishkek Global Mountains Summit (Bishkek, Kyrgyzstan, 28 October-1 November 2002). The Summit was attended by the Director-General and other UNESCO staff. This focused *inter alia* on a Type 2 partnership through which UNESCO's MAB programme will work with FAO and other partners to promote sciences and capacity-building in mountains.

70. While accelerating the implementation of 39 projects, the International Geological Correlation Programme (IGCP) made research results available for a huge number of scientists in a global scientific context. It served as a platform to promote interdisciplinary cooperation, to exchange scientific research findings and like this enhance communication and networking between scientists globally through a series of focused meetings, workshops and field trips. In the framework of the new "Space Education Project", UNESCO has furthered its contribution in the field of remote sensing and outer space. The enhancement of national and regional capacity in natural disaster reduction was pursued through cooperative projects in the Middle East, South-East Asia and Latin America. The participation of UNESCO in the Asian Conference on Disaster Reduction held in Kobe, Japan, in January 2003 has provided the Organization with the opportunity to underline its commitment to disaster prevention in this geographical area and to the 10-year review process of the Yokohama Strategy and Plan of Action on disaster reduction.

71. Equitable and sustainable management of coastal and small-island resources was advanced through furthering the development of "wise practice agreements for the prevention and management of conflicts over coastal resources and values" at a workshop of the Asia-Pacific region. Advance actions have been taken on priority areas of Small Island Developing States and effective contribution made to implementation of Barbados+5 and other multilateral agreements and action plans. 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.

### ***Overall assessment of the Intergovernmental Oceanographic Commission***

72. The Intergovernmental Oceanographic Commission has received two important endorsements with regard to the programme approved by the General Conference:

- (a) The Partnership Conference of the African Process held in September 2002 at Johannesburg approved a series of regional coastal management projects, which will contribute to the operational phase of the African Process, in the framework of the Environment Component of NEPAD;
- (b) The World Summit of Sustainable Development (WSSD), through its Implementation Plan produced a clear mandate to strengthen the activities of UNESCO/IOC to build national and local capacity in marine science and the sustainable management of oceans and their resources.

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

74. Furthermore, the African Process was included in the Implementation Plan for WSSD (para. 56.i) as follows: “Develop projects, programmes and partnerships with relevant stakeholders and mobilize resources for the effective implementation of the outcome of the African Process for the Protection and Development of the Marine and Coastal Environment”.

75. IOC was fully engaged in promoting the oceans and coasts agenda in the process leading to Johannesburg, joining in this effort a wide coalition of IGOs, NGOs and other partners. This effort generated a series of Type 2 partnerships that were recognized in the Implementation Plan.

76. The Implementation Plan (para. 34.d) approved at WSSD calls on Member States to take action to: “Strengthen the ability of the Intergovernmental Oceanographic Commission of the United Nations Educational, Scientific and Cultural Organization, FAO and other relevant international and regional and subregional organizations to build national and local capacity in marine science and the sustainable management of oceans and their resources”.

77. IOC must play an equally important role coming out of Johannesburg, and these proposals are already integrated into the IOC contribution to draft document 32 C/5.

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

	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
Subprogramme II.1.1	1,865,000	803,757	43
Subprogramme II.1.2	4,432,038	1,563,090	35
<b>Programme II.1</b>	<b>6,297,038</b>	<b>2,366,847</b>	<b>38</b>

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

**02110** 78. Ten projects have been launched in the framework of ICSU/UNESCO cooperation under the Framework Agreement. They cover the relationship between toxic metals, trace elements and their impact on environmental and public health issues; integrative biology and ecological complexity; Latin American capacity-building in biophysics; an international perspective on standards and goals for mathematics education; the promotion of women’s role in physics; an electronic way of sharing scientific information; weather forecasting; genetically modified crops; and establishment of a new framework for ocean research in the earth system science. By the end of November 2002, the International Union for Pure and Applied Chemistry (IUPAC) and the Scientific Committee on Problems of the Environment (SCOPE) had prepared a synthesis and state-of-the-art assessment of existing knowledge on the environmental implications of endocrine active substances and submitted it to an international symposium held in Yokohama (Japan).

79. Assistance to Member States in formulating their national S&T policies continued. Bahrain, Lebanon, Nigeria and Mozambique continued to benefit from UNESCO’s support. The Japanese Government approved a \$500,000 support for the policy formulation exercise in Nigeria. Technical advice to Peruvian Science and Technology System: under the coordination of the Science and Technology National Council the following activities will be carried out: (a) organization of a workshop on science, technology and innovation indicators; (b) development of a document on updating and strengthening of the science, technology and innovation statistical and indicators system in Peru; (c) organization of a workshop for the staff members of the Peruvian Science and

Technology National Council, government organisms and main universities on the formulation and evaluation of projects on science and technology. The aim is to give capacity-building to Peruvian Science and Technology decision-makers to improve the system of S&T indicator measures in their country as well as to have access to international financing organisms.

80. Within the framework of University Industry-Science Partnerships (UNISPAR), assistance is being provided to a number of countries (Bahrain, Saudi Arabia, etc.) for the setting up of technology parks attached to their university systems. Furthermore a Mediterranean project aiming at promoting such partnerships was elaborated in cooperation with ALECSO.

81. S&T Indicators: UNESCO (UIS, SC/AP and SC/MTD) carried out an international review of science and technology statistics and indicators. With the aim of assessing policy information needs in science and technology among the Member States and the international community, in order to identify priority areas for developing cross-national science and technology (S&T) statistics and indicators as well as to assess the feasibility for the Member States to produce these statistics. Other major international organizations are collaborating in the consultation, namely the OECD Division of Science Technology and Industry (DSTI/EAS), EUROSTAT Division of Science and Technology Statistics, RICYT (Ibero-American Network of S&T Indicators). The objectives of this activity fulfil the Millennium Development Goal No. 8: Develop a global partnership for development.

82. Science policy formulation: UNESCO provided technical assistance to Uruguay National Directorate for Science, Technology and Innovation (DINACYT) in the implementation of Technology Development Project – PDT/IADB and is acting as the administrative institution for this extrabudgetary project. The objective of PDT is to help mobilize the country's innovative capacity with the goals of boosting the competitiveness of small and medium-sized enterprises that produce goods and services, improving the conditions for science and technology development. Increased capacity for innovation will be achieved through the generation, use and adaptation of new technologies in production, management and distribution processes and through science and technology activities. The objectives of this activity fulfil the Millennium Development Goal No. 8: Develop a global partnership for development.

83. An international project "Avicenna virtual campus" was approved on 12 September 2002 by the European Union. This project aims at reducing the science and technology gap within the Mediterranean region through the use of ICT by means of developing 14 centres for the production of science and technology courseware. It also has a major component of capacity-building in e-learning.

84. The Encyclopedia of Life Support Systems (EOLSS), the largest body of knowledge relative to sustainable development was successfully launched by the Director-General at WSSD in Johannesburg, South Africa on 3 September 2002. Within the framework of the UNESCO/EOLSS Chair programme, and through the UNESCO Beijing Office, research on industrial clusters innovation has been carried out, including programme investigation, academic exchange and research publications.

85. The first World Science Day for Peace and Development was celebrated worldwide. The celebration involved many partners such as governmental, intergovernmental and non-governmental organizations, UNESCO's National Commissions, scientific and research institutions, professional associations, the media, science teachers and schools. In particular, the United Nations Secretary-General, the President of the Republic of Korea and ministries of science and technology addressed a specific message in order to renew the national, as well as the international commitment to science and to stress the responsible use of science for the benefit of societies. Special lectures in

scientific institutions, actions to sensitization of the general public, especially young people, participation of decision-makers in public debates on science, activities involving science teachers and schools, meetings with the media were organized in several Member States.

86. Women in science: within the framework of the activities of the UNESCO Chair on women, science and technology in Argentina, a distance-learning course on gender equality was conducted for the benefit of science teachers and policy-makers from 10 Latin American countries (December 2002).

87. A second subregional science camp for girls in secondary education, organized by the African network of women scientists with the support of IDB and ISESCO, was held in Ouagadougou, Burkina Faso, from 15 to 30 December 2002.

88. In its capacity as clearing house, in 2002 UNESCO prepared and issued the analytical report to governments and international partners on the follow-up to the WCS. The report entitled “Harnessing science to society” provides a comprehensive survey of the returns of the Conference, the execution of the follow-up and further action to be taken. It is available on the Internet ([www.unesco.org/science/wcs/report\\_wcs.pdf](http://www.unesco.org/science/wcs/report_wcs.pdf)).

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## **II.1.2: Science and technology capacity-building**

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

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89. Enhanced research capacities were achieved in various research topics in physics, mathematics and chemistry (especially ecological and water chemistry) with the training of about 1,000 scientists and specialists, especially women and young researchers, 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).

90. Interdisciplinarity among mathematics, physics and chemistry was encouraged in a workshop involving representatives from the International Mathematical Union (IMU), the International Union for Pure and Applied Physics (IUPAP) and IUPAC. By providing support, the participation of scientists from developing countries was enabled in IUPAP and IAU activities. In particular, women in physics are being enabled to participate in international conferences through the IUPAP Working Group on Women in Physics.

91. Teaching capacities were improved in the interactive trainers’ training of university physics teachers in Sri Lanka through the Asian Physics Education Network (ASPEN) in cooperation with UNESCO field offices in Jakarta and New Delhi. In the framework of UNESCO/US State Department cooperation, and in collaboration with the IUPAC Commission on Chemical Education, an international workshop on microscience experiments and didactical materials was organized in Mozambique.

92. Enhanced public understanding and appreciation of mathematics are expected as partnerships are being explored on the conduct of a feasibility study and conceptualization of a roaming International Mathematics Exhibition.

93. UNESCO is the depository of the Statutes of SESAME (Synchrotron Light for Experimental Science and Applications in the Middle East). During the period under review seven founding members (Bahrain, Egypt, Islamic Republic of Iran, Israel, Jordan, the Palestinian Authority and

Turkey) notified the Director-General of their acceptance of the Statutes and indicated that they are becoming members of SESAME. Since six acceptances were required, it was possible to formally establish the Centre and replace the International Interim Council of SESAME by the permanent Council. This was done in Amman (Jordan) on 6 January 2002 on the occasion of the ninth meeting of the IC that UNESCO helped to organize. Kuwait, in addition, has informed the Director-General that it will be an observer. The Libyan Arab Jamahiriya, which did not belong to the International Interim Council, has informed UNESCO that it will be requesting observer status and other countries are shortly expected to join as members or observers.

94. The ground-breaking ceremony of the building which is to host the SESAME Centre was held in Alaan (Jordan) on 6 January 2002 in conjunction with the ninth IC meeting. His Majesty King Abdullah II Ben Al-Hussein of Jordan and the Director-General were present at the ceremony.

95. UNESCO Jakarta has continued to pay special attention to developing countries, countries in transition and women in science and technology. With respect to the last-mentioned point, a draft summary proposal was prepared for the second phase of the Asia-Pacific Gender Equity in Science and Technology (APGEST) project. That office also supported active learning and IT-based strategies in science education by collaboration with the Asian Physics Education Network (ASPEN) in their Regional Workshop on Adapting Active Learning Methods in Teaching Physics for the Asian Context.

96. Overall, the UNESCO Jakarta Office continued to contribute to capacity-building in mathematics, physics and chemistry by supporting participation in workshops, training courses and symposia and to support the exchange of scientists through the Regional Network for Chemistry of Natural Products.

97. To achieve the aim of EFA by 2015, the Ministry of Education, Youth and Sports (MoEYS) of Cambodia developed a framework under ESSP, which covers all disciplines and all levels of education. The first ESSP review in September 2002 represents an important step in education reform in Cambodia. EST/JAK collaborated with the Higher Education Review Team working on higher education (HE), technical and vocational education and training (TVET) and teacher training and made input towards strategic plan and policy justification; contingency for quality assurance; the need for the formation of a national accreditation mechanism for HE; monitoring of student preparedness for HE as a feedback for school education; defining the role of TVET in the HE sector and the role and funding of private sector HE providers. With regular reviews of ESSP, with input from a wide range of independent external experts, and proper implementation, it is hoped that the Cambodian Government will achieve the laudable aims set out in the programme.

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

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98. For the period under review, focus has centred on capacity-building activities in the biological sciences and biotechnologies. In keeping with the priorities and expected results set out in document 31 C/5, access for young scientists from developing countries, for scientific advancement and to training opportunities in the life sciences has been provided.

99. This has been achieved through the award of 21 research and cost-shared fellowships in joint collaboration with the ASM and IUMS; by supporting the exchange of scientists through networking e.g. the Regional Network for Microbiology and Microbial Biotechnology; the provision of catalytic support for the organization of seven workshops and international training courses, with the direct participation and involvement of national organizations and institutions and

international partners like ICRO, IBRO, provided training of some 148 young researchers from 31 countries worldwide (Arab-3, Asia-10, Europe-4, LAC-7, Africa-7). At least 45 teaching, reference and research facilities from the least developed countries benefited from free journal subscriptions and digital teaching material in collaboration with various partners, ASM, EJB, RIS and WFCC, further enhancing the dissemination of up-to-date scientific information. The signature of a letter of understanding between UNESCO and the International Union for Biochemistry and Molecular Biology (IUBMB) further facilitated international scientific collaboration with this partner in developing new capacity-building initiatives.

100. UNESCO Venice has completed the extrabudgetary project 416 GLO 305615 implemented over some seven years under a UNESCO-CNR (Italian National Research Council) Agreement on cooperation in the field of biomedical research with particular emphasis on AIDS research and prevention.

101. The scientific results attained during this project provided justification of, and scientific background for, a new extrabudgetary project financed by Italy on the elaboration of a paediatric vaccine able to prevent the transmission of HIV from mother to child in Africa. This project is designed for three years with total funds amounting to US \$2 million provided by the Italian Government.

102. UNESCO Jakarta is actively involved in assisting with the organization of the eleventh Asian Symposium on Medicinal Plants, Spices and other Natural Products (ASOMPS XI-2003), which will include an open forum to develop a draft international protocol for bioprospecting.

**02123**

### **Main line of action 3:**

#### **Capacity-building in engineering sciences and technological research and their applications to developmental issues**

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103. As a follow-up to the World Summit on Sustainable Development and, in furthering the implementation of the World Solar Programme 1996-2005, UNESCO continued to provide advocacy for renewable energy, capacity-building, development of competent human resources, mobilizing functions in raising awareness and promoting sustainable use of renewable energies and provision of related policy advice. The activities were implemented in conjunction with field offices and addressed national and regional needs and priority areas. Efforts were particularly made towards the development of human resources geared to promoting sustainable and renewable energies, in order to improve living conditions in rural and remote areas in developing countries, particularly for women. Within the Global Renewable Energy Education and Training (GREET) programme, the implemented activities aimed mainly at the improvement of use, maintenance and management of renewable energy projects and transfer of technological know-how. The national capacities in renewable energy planning was sustained through training of specialized teams of experts and trainers on the use and maintenance of renewable energy technologies, and equipment involving the following countries: Benin, Burkina Faso, Cameroon, Guinea, Guinea-Bissau, Mali, Niger, Senegal and Côte d'Ivoire. Support was given for the definition of renewable energy national strategies in the Caribbean region through UNESCO's contribution and active participation to TECNORE 2002 *Technology for the Rational Use of Energy and Renewable Energy*. The meeting strengthened partnership for rational use of energy and renewable energies among participants, donors, agencies and intergovernmental organizations.



104. The UNESCO Venice Office provided financial support for the activities of UNESCO engineering Chairs located at:

- the Moscow State University of Environmental Engineering, Moscow, Russian Federation;
- the Belarussian National Technical University, Minsk, Belarus.

105. These Chairs were focused on advanced training of postgraduate students, organization of scientific meetings of young researchers and engineers, and the elaboration of teaching materials in advanced fields of engineering and technology.

106. UNESCO Venice Office has continued to elaborate modalities of European cooperation in the fields of education and training in renewable energies (RES) through the European Network on Education and Training in RES (EURO-NETRES) which will be operational in 2003.

107. Under UNISPAR in South-East Asia and the Pacific, seven industry-sponsored UNESCO Chairs are supervised by EST/JKT: Obayashi/UNESCO Chair at Chulalongkorn University, HIJ/UNESCO Chair at University of Indonesia, NKK/UNESCO Chair at Chulalongkorn University, MHI/UNESCO Chair at Hanoi University of Technology and one Toyota/UNESCO Chair each at the University of the Philippines, Prince of Songkla University, Thailand and Nankai University, China.

108. The UNESCO Chair activities have supported in-house graduate studies, graduate students have trained in research centres in Japan and elsewhere and many undergraduates have trained at joint venture companies in the recipient country. In addition to training, activities by the Chairs have resulted in technology transfer, development of course materials and modules, etc.

109. The NKK/UNESCO Chair on Metallurgical Engineering at Chulalongkorn University was the recipient of one of the UNITWIN awards presented by the Director-General at the 10th World Forum of UNESCO Chairs held in Paris from 13 to 15 November 2002. After the successful implementation of the activities for the past four years, NKK Corporation has agreed to continue support for the fifth year. UNESCO Chairs have proved to be a useful tool in high-end training and capacity-building, and effort and support should be forthcoming in the future to expand the programme.

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

	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
Subprogramme II.2.1	4,289,224	1,838,977	43
Subprogramme II.2.2	2,583,710	1,171,276	45
Subprogramme II.2.3	1,178,086	575,818	49
Subprogramme II.2.4	976,290	419,360	43
Subprogramme II.2.5	2,861,100	1,374,167	48
<b>Programme II.2</b>	<b>11,888,410</b>	<b>5,379,598</b>	<b>45</b>

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

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

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110. The first meeting of the Thematic Advisory Boards (TABs) of the Sixth Phase of the International Hydrological Programme, comprising over 30 experts from the world over, was held from 23 to 25 September 2002 in Paris. They advised on the implementation of the IHP-VI plan within the more flexible modality that will allow adjustments on a biennial basis. The TABs emphasized the importance of interactions/linkages between aspects affecting water resources; the variability, changes and dynamics of hydrological processes; education, capacity-building and transfer of information; regional approach, and an active linkage between IHP and the World Water Assessment Programme (WWAP), among others. They recommended that within the principal priority in the area of water resources and supporting ecosystems, greater attention should be given to extreme events, such as flood and drought management, and that attention should also be granted to groundwater and urban water management as means of implementing the WSSD agreements.

111. In conformity with the Evaluation Plan for the 2002-2003 biennium, the External Evaluation of the Fifth Phase of the International Hydrological Programme “Hydrology and water resources development in a vulnerable environment” (1996-2001) is being carried out. The Terms of Reference of the Evaluation were prepared jointly with IOS. The implementation started with a meeting of the evaluators held in Paris from 18 to 20 November 2002, during which the strategy was established and contacts were made between members of the team, IHP staff and other relevant staff.

112. The World Water Assessment Programme has continued work in the development of methodologies and indicators to assess the state of the world’s water supply and use and in the execution of pilot studies. The first World Water Development Report has been completed and will be presented in the Third World Water Forum (Kyoto, March 2003).

113. The IHP regional network on wadi hydrology in the Arab region produced several publications on national case studies and a collection of series of best procedures in research and development of water resources in the region within the project on water resources in arid and semi-arid zones. A monograph on “Coping with Water Scarcity” has been published to serve as a guide for establishing regional or local guidelines to help in developing new conceptual and managerial ideas to cope with water scarcity. A brochure for public awareness on “Desertification” in sub-Saharan Africa was published with the support of the IHP National Committee of South Africa. A workshop was held in Alger (September 2002) in order to digitalize the hydrogeological map of the countries of the OSS. The Water Centre for Arid and Semi-arid Zones of Latin America and the Caribbean being established in La Serena, Chile, started activities with the support of local organizations and resources from the UNESCO-Flanders Trust Fund for the Sciences.

114. IHP has organized seminars and training courses in different regions of the world and several scientific publications have been issued, aimed at the improvement of global capacity on groundwater resources assessment and sustainable management. A technical note for policy-makers and a set of guidelines for water managers were the product of the joint UNESCO-IHP-World Bank-GWMATE Seminar on “Utilization of Non-Renewable Groundwater” that was held at UNESCO, from 4 to 6 September 2002. IHP contributed to the organization of the Conference on “Groundwater Resources for Human Development”, held in Mar del Plata, Argentina, from 21 to 25 October 2002. Likewise, IHP was involved in the organization of an International Conference on “Groundwater Intensive Use”, evaluating existing groundwater use and demands as

well as related legislation in different regions. One of the results of this Conference is a set of recommendations on “Groundwater Intensive Use” that has been published by IHP in December 2002. Within the framework of the UNESCO-IHP Initiative on Internationally Shared (Transboundary) Aquifer Resources Management (ISARM) a consultative meeting was organized in Mar del Plata, Argentina (24 October 2002) to establish a multidisciplinary working group for the Latin America ISARM programme. The first draft of the Hydrogeological Map of the World was prepared by IHP in cooperation with IAH, CGMW, BGR and the IGCP.

115. UNESCO-IHP published the proceedings of the Conference on “Evaluation and Protection of Groundwater Resources – from vision to action” in December 2002. UNESCO-ROSTLAC participated with the World Bank at the preparation of a guide on “Groundwater Quality Protection” for municipal authorities and environmental agencies. Within the framework of the UNESCO-IHP-IAEA joint JIHP programme, the UNESCO Groundwater Resources Chair in the Western Cape University in Cape Town organized a training course for the SADC countries on use of isotopes in the artificial recharge of aquifers. The programme for launching a joint UNESCO-International Association of Hydrogeologists (IAH) action on Managing Aquifer Recharge (MAR) has received the approval of the fourth International Symposium on “Artificial Recharge” held in Adelaide, Australia, from 22 to 26 September 2002. Furthermore, UNESCO-IHP has published a brochure describing the principles of managing aquifer recharge.

116. The Swedish IHP/National Committee, the Swedish Research Council and the Global Water Partnership hosted the first HELP (Hydrology for the Environment, Life and Policy) Symposium (Kalmar, August 2002) to evaluate the experience achieved by the existing HELP basins with particular focus on the dialogue between scientists, water-related managers and stakeholders. The agenda of the HELP programme was also discussed with new possible partners and donor agencies. The Latin America and Caribbean component of the FRIEND (Flow Regimes from International Experimental and Network Data) project was launched in a First Phase covering the Caribbean and Meso-America.

117. An international symposium on “Low-lying coastal areas – Hydrology and integrated coastal zone management”, held from 9 to 12 September 2002 in Bremerhaven, Germany, was co-organized by IHP/OHP National Committees of Germany and the Netherlands in cooperation with UNESCO and WMO. The aim of the symposium was to increase public and political awareness to the vulnerability of coastal zones and to discuss tools and measures for sustainable water management in coastal areas at an expert level. The symposium recommended for UNESCO to enhance its efforts in education and training to contribute to a better understanding of all water-related processes which play an important role for sustainable development of low-lying coastal areas and further strengthen the coordinated implementation of cross-cutting projects, and education and training activities between IHP, MAB, IOC, IGCP, CSI and MOST.

118. The 21st Conference of the Danube Countries on “Hydrological Forecasting and Hydrological Bases of Water Management” was held in Bucharest, Romania, from 2 to 6 September 2002, under the auspices of the Romanian Government. The conference, attended by more than 175 experts from 18 countries, was organized by the Romanian National Committee for IHP with the support of UNESCO VNI, WMO and IAHS. It contributed to an effective exchange of knowledge in the various related fields of hydrology and water management: quantitative and qualitative hydrological forecasting, eco-hydrological processes, erosion, sediment transport, water quality issues, water resources management and meteorological inputs to hydrological forecast models. The 16th Working Session of the Regional Cooperation of the Danube Countries in the frame of the International Hydrological Programme of UNESCO was held in Bucharest, Romania, on 1 September 2002.

119. The first Working Group Meeting of the project “Assessment of Climate Change Impact on the Elements of Hydrological Cycle in South-East Europe” was held in Sofia, Bulgaria, from 29 October to 2 November 2002, with the aim of synthesizing the existing knowledge on climate-water linkages, and elaborating the modalities through which a cooperative project on the same subject is to be implemented, during 2003, with the support of VNI.

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

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120. The international conference: “From Conflict to Cooperation in International Water Resources Management: Challenges and Opportunities” was held from 20 to 22 November 2002 in UNESCO-IHE Institute for Water Education in Delft, Netherlands. The conference was organized by UNESCO-IHP in collaboration with MOST, Green Cross International (GCI) and IHE. It was within the framework of the “From Potential Conflict to Cooperation Potential: Water for Peace” (PCCP: WFP) project, a contribution of UNESCO and GCI to the ongoing World Water Assessment Programme (WWAP). The conference was preceded by a special workshop on “Conflict Assessment and Resolution for Reservoir Systems” on 19 November 2002. The conference was attended by almost 200 participants. The event strengthened UNESCO’s position of intellectual leadership in shared international water management, and provided important references and examples of good practices for practitioners worldwide. UNESCO also published the proceedings of the second conference of the International Water History Association (Bergen, Norway, August 2001), which addressed the historical perspective of water conflicts and cooperation.

121. A similar key event was the first expert workshop on virtual water trade held on 12 and 13 December 2002 in Delft, UNESCO-IHE Institute for Water Education. This workshop, the first event of this kind, was supported by the National Institute for Public Health of the Netherlands. It was a joint contribution of the Netherlands and German IHP National Committee to the implementation of IHP-VI. Focal 4.2 Valuing Water.

122. In the area of water education and training, the participation of several water-related UNESCO Chairs at the World Forum of UNESCO Chairs, from 13 to 15 November 2002, should be mentioned. Due to the principal priority status of water in the Natural Sciences Sector, the panel session and round table debates of the Chairs associated with the Natural Sciences Sector focused considerably on water.

123. A series of monographs on water ethics have been finalized and will be published for presentation at the third WWF in Kyoto in March 2003.

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

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124. The development of the ecohydrological approach as a component of sustainable water resources management was undertaken following the first Ecohydrology Scientific Advisory Committee meeting held in Venice, in May 2002. State-of-the-art knowledge in ecohydrology was disseminated between both the scientific and policy/decision-making communities. Several publications were issued during the second half of 2002, including the IAHS special publication “The Ecohydrology of South American Rivers and Wetlands” and the Joint UNESCO IHP and UNEP-IETC handbook on “Guidelines for the integrated management of the watershed – Phytotechnology and Ecohydrology”.

125. An advanced course on “Ecohydrology and Coastal Management: from catchment to coastal areas”, supported by the VNI, was held at the University of Algarve (Portugal) from 23 to 30 September 2002. Twenty-two students from 15 different countries from several continents attended the course, which included fieldwork in the Guadiana estuary and adjacent coastal areas.

126. An Ecohydrology Integrated Large-Scale Interbasin Demonstration Site project was launched in Poland in late November with the support of VNI. The activities of this demonstration project will be of regional relevance, and will be carried out under the overall supervision of the Scientific Advisory Committee established within the framework of IHP-VI, in close cooperation with the Department of Applied Ecology – University of Lodz, and interested local governments. The project aims at wide-ranging development, dissemination and implementation of the ecohydrological approach to water resource management through integrated cooperative research, demonstration and dissemination activities.

127. Most of the above activities are jointly developed and co-sponsored by the UNEP International Environmental Technology Centre (UNEP-IETC, Japan) in the frame of a four-year Memorandum of Understanding between UNESCO-IHP and UNEP-IETC covering cooperation in the complementary fields of ecohydrology and phytotechnologies.

128. The first meeting to set up a project on the “Hydrogeology Wetlands on the Mediterranean Coastline” (HYDROHUMED) was held on 19 November 2002 in Valencia, Spain. The project will be jointly implemented by IHP-MAB with the Spanish Geological Survey.

129. The IHP urban water management activities gained added urgency given the MDGs related to access to water supply and sanitation. International workshops were held to provide the basis for projects for developing guidelines on the management of urban water conflicts and on anthropogenic effects on the urban water cycle. The conceptual guidelines and procedures for a new approach to urban groundwater modelling were formulated. A number of initiatives are being designed and undertaken at the Regional Centre on Urban Water Management of Tehran.

130. In collaboration with the United Nations University (UNU) and the International Centre for Agricultural Research in the Dry Areas (ICARDA), MAB and IHP representatives took part in an international workshop on “Sustainable Management of Marginal Drylands” in Cairo, Marsa Matruh and Alexandria (Egypt) in September 2002 to work out a large drylands project for comparative research in northern Africa and Asia, which is scheduled to start in 2003. The interdisciplinary project “Sustainable Integrated Management and Development of Arid and Semi-arid Regions in Southern Africa (SIMDAS)” is taking shape through the help of the UNESCO-Nairobi Office.

131. Within the frame of the International Year of Mountains (2002), MAB and IHP provided technical and scientific inputs for the Bishkek Global Mountain Summit (October-November 2002 in Kyrgyzstan; see also para. 02221).

132. The UNESCO Interdisciplinary Initiative for Sustainable Development of the Volga Caspian Basin comprising UNESCO’s international science programmes IGCP, IHP, IOC, MAB and MOST aims to prepare an in-depth study on the Volga River Basin (“Volga Vision”) with a view to enhancing its management in a future-oriented manner, is progressing with the help of the UNESCO-Moscow Office, though some delays have been encountered. In early December 2002 a meeting was organized in the Moscow Office with several Russian researchers from different scientific disciplines who are collaborating to prepare a Volga Vision together with the Volga Task Force of UNESCO. This endeavour is also supported by a national working group.

133. A study on “Strategy research on the comprehensive management and the sustainable development of reservoirs in heavily sediment-laden rivers in northern China” (July-December) was carried out by the International Research Centre for Erosion and Sedimentation; the study covered a subject of ever-increasing importance to northern China.

134. A bilingual brochure entitled *River Sediments of the Yellow River and the Yangtze River*; the main purpose of the brochure is to enhance the awareness of the technical as well as the general public on the important issue of river sediments as well as their importance in relation to flood control and the environment.

## II.2.2: Ecological sciences

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

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135. The development of the World Network of Biosphere Reserves was guided by the meeting of the Bureau of the MAB International Coordinating Council (UNESCO Headquarters, 6-8 November 2002). This meeting *inter alia* led to the approval of 18 new biosphere reserves, one transboundary biosphere reserve, and four extensions to two existing biosphere reserves. These decisions were made upon recommendations of the Advisory Committee for Biosphere Reserves, which had met from 23 to 25 September 2002 at UNESCO Headquarters. Several new sites demonstrate the ecosystem approach in action (Ticino, Italy), the application of the concept in coastal areas (e.g. Jaragua-Bahoruca-Enriquillo, Dominican Republic) and in small islands (e.g. Jeju Island, Republic of Korea; Commander Islands, Russian Federation) and to manage transborder sites (e.g. the “W” Region Beni, Burkina Faso and Niger, the first in Africa of this type). The MAB Bureau also endorsed the Advisory Committee’s recommendations regarding the periodic review of 18 biosphere reserves designated more than 10 years ago, which were subsequently transmitted to the Member States concerned. This periodic review process continues to serve to improve the functioning of individual sites. The World Network as of end 2002 comprised 425 biosphere reserves in 95 countries. Progress was made in transboundary cooperation in the ASEAN region through a workshop in Phnom Penh (Cambodia) in November 2002 with the support of JAK. The relevance of biosphere reserves to the World Summit on Sustainable Development was demonstrated through a video at the Virtual Exhibition, the publication and distribution (with the help of the World Tourism Council) of a pillow postcard, the publication in Johannesburg of a special leaflet on “Biosphere reserves: on the ground testing for sustainable development” and by a field trip to the Waterberg Biosphere Reserve in South Africa on 5 and 6 September 2002. The regional networks, which ensure exchanges of experience, continued to progress with a major meeting of EuroMAB 2002 hosted by Italy (Rome, 7-11 October 2002) and the launching, on 18 October 2002 in Hikkaduwa (Sri Lanka), of a new “South and Central Asian MAB Network” (SACAM) comprising Bangladesh, Bhutan, India, Islamic Republic of Iran, Maldives, Nepal, Pakistan and Sri Lanka. The PDF-B Phase of the UNESCO-MAB/GEF-UNEP regional project on the effective management and sustainable use of arid lands in West Africa, based on biosphere reserves in Benin, Burkina Faso, Côte d’Ivoire, Mali and Senegal, was completed in July 2002 and the MAB Secretariat elaborated a document for the full project (2003-2006), which will be examined by the GEF Council in early 2003. The UNESCO field offices act as relays for the work of the regional networks thereby enhancing the decentralized character of the operations of the MAB programme: for example JAK helped the Indonesian MAB National Committee to gain a new dynamic, and also provided advisory and technical services to Cambodia to develop an Asian Development Bank loan for the Tonle Sap Biosphere Reserve. On the same line, the UNESCO Venice Office strongly supported the organization of EuroMAB 2002, by providing the necessary financial support in order to allow the maximum number of participants from Central and South-

Eastern European countries to attend the event, and by coordinating, in this framework, a special workshop dedicated to the cooperation of SEE countries in the frame of MAB, to be followed by concrete initiatives aimed at the sustainable management and conservation of biodiversity in this region.

136. A special meeting on biodiversity data handling and BRIM (Biosphere Reserve Integrated Monitoring) was held within the EuroMAB 2002 meeting in Rome with the support of the National Biological Information Infrastructure (NBII) (United States) and the US Geological Service, which gave rise to a revised set of activities for BRIM. The specific topic of social monitoring for BRIM was addressed in a workshop hosted by Germany in the Rhoen Biosphere Reserve from 11 to 14 December 2002. Improved understanding of the relationships between biodiversity and economic development was pursued through the Task Force on Quality Economies, for which a workshop was held in Berlin (Germany) from 24 to 26 October 2002. Input to the work of the Task Force is being obtained through a questionnaire, which was sent out in August 2002 to all biosphere reserves, and by special sessions on this topic in the framework of the regional MAB Networks.

137. For the International Year of Mountains (2002), the culminating event was the “Bishkek Global Mountains Summit” (Bishkek, Kyrgyzstan, 28 October-1 November 2002) attended by the Director-General and other UNESCO staff. This focused *inter alia* on a Type 2 partnership through which UNESCO’s MAB programme will work with FAO and other partners to promote sciences and capacity-building in mountains. In addition, the “Mountain Research Initiative” of IGBP, IHDP, GTOS and UNESCO-MAB on the impacts of global change was launched, for which biosphere reserves will be used as study and monitoring sites. At the eighth Conference of Parties on Wetlands (Ramsar), a book on coral reefs in MAB, World Heritage and Ramsar was officially launched. 2002 was also the “International Year of Ecotourism”: follow-up activities to the Quebec Summit (May 2002) included an international workshop in October 2002 in Poland for countries of Central and Eastern Europe focusing on ecotourism mountain areas, continuation of the UNEP-UNESCO-World Tourism Organization Tour Operators Initiative for Sustainable Tourism Development, collaboration with the Council of Europe under a new agreement, and ecotourism aspects of the Great Apes Survival Project (GRASP), a Type 2 partnership lead by UNEP. The MAB Bureau noted that it would be pertinent to integrate work on ecotourism into the work on quality economies.

138. The MABnet was considerably improved and expanded, becoming a main communication tool for the MAB programme. Spain’s La Palma Biosphere Reserve was the location of a congress entitled “Innovation and Information Society in Island Biosphere Reserves” in October 2002.

139. With financial support by UNESCO, the Monitoring Centre of the Bogdkhan Biosphere Reserve in Mongolia has been technically upgraded.

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

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140. Activities underpinning the CBD UNESCO initiative on biodiversity education were pursued, especially for dryland systems, including support to the United Nations University Central Asia and Mongolia workshop on biosecurity in Mongolia in July 2002, the publication of the international UNESCO-ISESCO seminar on combating desertification held in Chad in 2000, the organization of an international workshop on “Sustainable Management of Marginal Drylands” in Egypt from 22 to 25 September 2002 jointly with the United Nations University and the International Centre for Agricultural Research in Dry Areas (ICARDA), as well as continued testing of the “Education kit on desertification”.

141. Ten MAB Young Scientists Awards were allocated by the MAB Bureau in November 2002. The Bureau asked for a document outlining future options for managing and funding this scheme. The *Ecole régionale d'Aménagement intégré des Forêts tropicales* (ERAIFT – the Regional School on Integrated Tropical Forest Management) located in the Democratic Republic of the Congo, received substantial new funding from the European Commission and Belgium, and the first meeting of its Academic Steering Committee was held at UNESCO Headquarters in October 2002. The third meeting of the Asia-Pacific Cooperation for the Sustainable Use of Renewable Resources in Biosphere Reserves and Similarly Managed Areas (ASPACO) was held in Okinawa, Japan in October 2002, and several ASPACO projects with field capacity-building components were carried out in biosphere reserves of the region.

142. A joint CSI-MAB mission was carried out to Nicaragua's Bosawas Biosphere Reserve in July 2002 to discuss a field project on local and indigenous knowledge systems. Following the meeting of the MAB Urban Group in April 2002, a workshop on urban science and biosphere reserves held within the framework of EuroMAB 2002 in October (Rome, Italy), which called for the launching of renewed MAB initiatives on urban systems. Support to specialist training was provided by the third Regional Training Course on Eutrophication in Lakes and Reservoirs in Bogor, Indonesia, in August 2002 and by the course on plant taxonomy involving some 25 participants from the South-East Asian region organized by the Indonesian Institute of Sciences, also in August 2002. Following the WSSD, capacity-building for sustainable development is now in focus, for which the Ecotechnie Chairs can make a distinct contribution. Several Ecotechnie Chairholders attended the World Forum of UNESCO Chairs at UNESCO Headquarters in November 2002.

143. Progress continued in the intersectoral (MAB and ASPACO, ED, SHS) field project "Empowerment of customary environmental management in Siberut Biosphere Reserve". Training and technical support was provided to indigenous communities and local government in conservation, management of natural resources, poverty anticipation through community agro-forestry and environmental advocacy. This project is integrated into the Jakarta Office's education project in Siberut and supported by a Belgium foundation. New partnerships are being formulated with national and international NGOs.

144. The UNESCO Beijing Office carried out several activities under this main line of action including a conference on Ecotourism Management of China's Nature Reserves organized by the Chinese National Committee for MAB in October 2002 at the Juizhaigou and Huanglong Biosphere Reserve, Sichuan Province, China; a series of seminars in Xilingol Biosphere Reserve, targeted at the local community including the biosphere reserve manager and in Beijing for donor agencies and governmental and academic institutions; a feasibility survey on the *establishment of nature reserves promoting the rehabilitation and the sustainable management of degraded grassland landscapes in Xilingol region* (July-December 2002), conducted by the Chinese National Committee for MAB; the second Steering Committee and Project Coordinators' Meeting of the Ecological Research for Sustaining the Environment in China (ERSEC) project (FIT Germany). Within UNESCO's interregional project "Asia-Pacific Cooperation for the Sustainable Use of Renewable Natural Resources in Biosphere Reserves and Similarly Managed Areas" (ASPACO) (June-December 2002) (FIT Japan), Project A on *Ecotourism development and training, public education and community action in Shankou Biosphere Reserve* was completed in December.



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

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

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145. Through 39 international cooperation projects, the International Geological Correlation Programme (IGCP) made research results available for a huge number of scientists in a global scientific context. The IGCP served as a platform to promote interdisciplinary cooperation, to exchange scientific research findings and like this enhance communication and networking between scientists globally through a series of focused meetings, workshops and field trips. Projects are of regional and global scope concerning global scale problems which have significance beyond a single discipline. Topics include, but are not limited to, geophysics and tectonics, ecology and biogeography, geohydrology, natural hazard, modelling and forecasting of environmental and climate change and capacity-building. During the last six months of 2002, the IGCP has received 26 applications of new project proposals, out of which two were submitted under the new framework of “Young Scientists Project” which are expected, in case they are approved, to especially enhance international cooperation among young scientists.

146. In the framework of capacity-building activities, 40 participants from developing countries (among those 12 women) were sponsored at the following courses: Geoscientific Summer School, Vorarlberg, Austria, 7-14 July; International Training Course on Seismology, Seismic Data Analysis, Hazard Assessment and Risk Mitigation, Potsdam, Germany, July-August; International Workshop on Geothermal Development, Milos Island, Greece, 5-8 September; International Training Course on the Use of Exploration Methods in Environmental Problems, Prague and Dolní Rozinka, Czech Republic, 2-16 September; International Training Course on Geochemical Methods in Geothermal Exploration, Sana'a, Yemen, 10-22 December (UNESCO sponsored two instructors). Three postgraduate training courses, held at Enschede, Netherlands, September 2002-September 2003, on the following topics (18 participants from developing countries supported): environmental geology, mineral resources exploration and evaluation and natural hazard studies.

147. In coordination with the Commission of the Geological Maps of the World (CGMW), the following four “drafts” were prepared: the last third part of the Structural Map of the Indian Ocean, the first third of the printed map and CD-ROM of the digital/GIS version of the Metallogenic Map of South America and the first third of the Geodynamic Map of the Mediterranean.

148. During the last six months of the biennium, the activities of the Mineral Deposit Modelling Programme were oriented towards the strengthening of the earth science component of the World Summit for Sustainable Development (WSSD). To this effect, a workshop was held in Namibia in August 2002. As co-Chair of the IGOS (Integrated Global Observing System Strategy) partnership, a workshop was held during WSSD in conjunction with the Summit of Policy-Makers on the Role of Global Observing System for Sustainable Development. The IGOS partnership has started preparations on a study on the optimization of the monitoring of natural hazards from space and through *in situ* measurements in close cooperation with the GARS (Geological Applications of Remote Sensing) programme. At the World Space Congress (Houston, Texas, October 2002), UNESCO participated actively in the technical sessions devoted to earth sciences, natural hazards and space education. A special brochure entitled “Space activities in UNESCO” summarizing UNESCO’s role in space was published and disseminated at the Congress. UNESCO was invited to become an Associate Member of the Committee on Earth Observation Satellites (CEOS). This affiliation will enhance the Organization’s activities in remote sensing, GIS and space education.

149. In the framework of the SANGIS Programme (South-East Asian Network for Geological Information System), at the 39th CCOP Annual Session (Yogyakarta, Indonesia, October 2002),

UNESCO Jakarta has presented the geo-information data activities that involved extensive regional cooperation and were carried out in the last part of 2002.

150. In the framework of the new “Space Education Project” (SEP) (2002), UNESCO organized an international essay contest on the theme “Space and Daily Life” in cooperation with the European Space Agency. Students were asked to describe the contribution being made by space technology to the well-being of society, especially to its economic, social and cultural development. The winning essays were written by students in South Africa, China, United States, Philippines and Tonga. Also in cooperation with the European Space Agency, the World Space Week 2002 was celebrated in ESA’s Research and Technology Centre (6-7 October 2002, Noordwijk, Netherlands). A compilation of the 52 finalist essays and the proceedings of the World Space Week 2002 will be published by the European Space Agency and disseminated in early 2003.

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

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151. Enhancement of national and regional capacity in natural disaster reduction was done through the cooperative United States Geological Survey, European Union and UNESCO programme on Reduction of Earthquake Losses in the Expanded Mediterranean Region (RELEMUR) and the Programme for Assessment and Mitigation of Earthquake Risk in the Arab Region (PAMERAR). Scientists from Morocco were trained in the field of seismic risk assessment. Two workshops were held, namely one on Reference Events on/near the Dead Sea Rift (Paris, France) and one on Seismic Analysis and Earthquake Hazard Assessment in the Mediterranean Region (Antalya, Turkey). The Asian Programme was further enhanced through a workshop on Reduction of Losses from Earthquakes in the South Asian region (Kathmandu, Nepal). In addition, the Libyan project for a national seismic network progressed in capacity-building. In Central America, a seminar was held on the advancement of the project “natural hazard zonation of the Rio Samala Basin and risk analysis of San Sebastian” and other national pilot projects in Guatemala. The implementation of pilot projects started in Costa Rica, Guatemala, Salvador, Honduras and the Dominican Republic. They will terminate in June 2003.

152. UNESCO Jakarta has collaborated with other institutions for the organization of the third International Workshop on “Earthquakes and Megacities (EMI), Reducing Vulnerability – Increasing Sustainability of the World’s Megacities”, held in Shanghai, China, October-November 2002.

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

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

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153. Equitable and sustainable management of coastal and small-island resources was advanced through furthering the development of “wise practice agreements for the prevention and management of conflicts over coastal resources and values” at a workshop of the Asia-Pacific UNITWIN network on the subject (November, Thailand). The meeting brought together university and community people from the intersectoral projects in India, Indonesia, Papua New Guinea, Philippines, Samoa and Thailand at the site of the Surin Islands project on Indigenous People and Parks. A UNITWIN network among five European universities to promote wise coastal practices was established at the University of Cadiz, Spain, in September and a planning workshop involving also the Universities of Bologna (Italy), Riga (Latvia), St Petersburg (Russian Federation) and

Aveiro (Portugal) was held in Cervia, Italy, in November, with the strong support of the UNESCO Venice Office. Wise practices, guidelines and principles were furthered through 13 new postings to the trilingual, Internet-based “Wise Coastal Practices for Sustainable Human Development” Forum ([www.csiwisepractices.org](http://www.csiwisepractices.org)) ranging from contrasting views on a proposed waterfront development project in the United Republic of Tanzania to a synthesis of forum views on small-island carrying capacity.

154. Information and knowledge sharing were enhanced through the above-mentioned forum, which now connects some 13,000 people with a wide variety of expertise and affiliations in over 100 countries. Moreover, 37 texts on field project and university chair activities, summaries, and assessments, as well as four resulting publications were added to the CSI website, which is receiving an average of 70,000 hits per month. Both the forum and the website are becoming dynamic parts of the coastal and small-island knowledge society. In addition, an ecological assessment of Ulugan Bay (Philippines) was published as *CSI Info 12* and widely distributed, while a book on community-based ecotourism and coastal resource management was produced on the basis of lessons learned in the same area. The Banjarsari (Jakarta, Indonesia) green village concept, in particular the waste management programme, received wide national attention, and was also presented at the World Boy Scout Jamboree in Bangkok in December.

155. An agreement between UNESCO and the Ministry of Foreign Affairs of Italy – Directorate General for Development Cooperation was signed in December, in order to enable UNESCO, through its Venice Office, to implement the FIT project “Adriatic Sea Environmental Master Plan (ASEMP) – Croatia Module” within the framework of the Regional Environmental Reconstruction Programme (REReP) promoted by the Stability Pact for South Eastern Europe (SEE). This project aims at developing a prototype module for a web-based Master Plan Tool, available on the Internet, for Croatia’s coastal zone, using geographic information and decision support systems (GIS and DSS), certain features of which will be tested as a pilot investment scheme in a specific environmental sector.

**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**

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156. 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 increase in local, regional and interregional Small Islands’ Voice activities as reported under the cross-cutting projects. Knowledge and information sharing was improved through the finalization, publication (*CSI Info 13*) and distribution of an abridged version in Creole and French of Haiti’s coastal environment and fisheries laws ([www.unesco.org/csi/pub/info/haiti.htm](http://www.unesco.org/csi/pub/info/haiti.htm)), the finalization of a study on the evolution of village-based resource management in Vanuatu between 1993 and 2001, the expansion of the small-islands weblines ([www.unesco.org/csi/smis/smallislands.htm](http://www.unesco.org/csi/smis/smallislands.htm)), and the publication and distribution of the second to fourth (Grenada, Saint Kitts and Nevis) in a series of ten booklets on “Wise practices for coping with beach erosion” in the eastern Caribbean islands ([www.unesco.org/csi/act/cosalc/brochgre.htm](http://www.unesco.org/csi/act/cosalc/brochgre.htm)). The article “Wise Coastal Practices, ASEAN’s Small Islands Raise Their Voice”, summarizing the essential features of the above-mentioned Asia-Pacific UNITWIN workshop, was published in ASEAN’s Secretarial Press Room ([www.aseansec./14011.htm](http://www.aseansec./14011.htm)).

## II.2.5: UNESCO Intergovernmental Oceanographic Commission

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

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*Gaps and weak links are identified in the present carbon cycle observation system, scientific solutions for filling of these gaps are developed for GOOS and the global research community*

157. Within the IGOS Partnership, the Integrated Global Carbon Observation Theme is in final revision and should be published in mid-2003. A Watching Brief produced by IOC is available on the CO2 Panel website. The Brief is updated monthly with news and references to peer-reviewed scientific articles. IOC and SCOR will co-host an international symposium on ocean carbon sequestration, to be held in 2003.

*Research, monitoring and assessment for improved understanding of the responses of the marine ecosystem to global change are facilitated*

158. Advances were made in the production of a comprehensive IOC/GLOBEC review and scientific framework for the use of environmental indices to help hindcast/nowcast and forecast changes in the abundance and distribution of pelagic fish in selected areas. A website with a database on marine benthos and environmental conditions from selected coastal areas of the world is in preparation and will be available in 2003. The GEOHAB Implementation Plan will be finalized in 2003. The working group on nutrient inputs to coastal marine ecosystems met for the first time and will publish its results in 2003.

*Capabilities of Member States for ICAM increased through studies of human communities and ecosystem interactions, in coastal areas, and in particular in coastal urban environments*

159. The *IOC Guide No. 42 on methodological approaches to ICAM* was published in French and widely disseminated during 2001. An English and a Spanish version were published in 2002. A guide on submarine groundwater discharges in the coastal zone will be published at the beginning of 2003 together with IHP. A new series focusing mainly on the aspects of coastal area management is being created as the ICAM Dossiers. The first issue will be addressing the role of indicators for ICAM, to be expected in January 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**

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*The Global Ocean Data Assimilation Experiment (GODAE), and the Argo expanded project to use profiling floats for a first-time global collection of upper ocean thermal and salinity data, through projects in all oceans*

160. The new Internet servers for GODAE provided by the United States and France are working well, and provide access to data and products. GODAE Strategic and Implementation Plans have been published on the Web, and the GODAE Bureau in Melbourne is working well. There are already 500 Argo floats deployed in the world oceans and commitments have been made by funding agencies to enable the planned total of 3,000 to be reached within the 2003-2005 time period. Funds have been obtained for the Argo Coordinator, employed by IOC, who now works in the IOC/WMO JCOMMOPS centre in Toulouse. The Argo science team is steering the project.

***Implementation of an ocean carbon observing system***

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

***Publication of the integrated coastal GOOS design to guide Member States in GOOS implementation***

162. The design plan was completed in September 2002, and published in initial form on the GOOS website. It was circulated for comment by the scientific community, and comments have now been integrated into the final version, which is now being edited prior to publication in hard copy and on the Web in 2003.

***Expansion of GOOS by incorporating appropriate parts of national observing systems***

163. Work by a consultant based at the University of Delaware (United States) continued with the object of cataloguing national contributions to GOOS.

***Expanded access to and application of remote-sensing technology as a contribution to building the capacity of developing countries to participate in and benefit from GOOS***

164. The GOOS-AFRICA proposal for the African Process is directed in part at increasing access to and training in the use of remotely sensed data. The GOOS Capacity-Building Panel has made access to and training in the use of remotely sensed data one of the key elements of its strategy. IOC has decided to use as a key element of its capacity-building programmes (including for GOOS) the UNESCO Bilko programme for providing learning about the interpretation of remotely sensed data. As affiliates of CEOS and Members of the IGOS partnership, IOC and GOOS are working with the space agencies to improve access and training.

***Fully tested GODAE models ready to assimilate Argo data between 2003-2005***

165. Good progress is being made in developing models of the Atlantic for example by the French MERCATOR project, results of which are available weekly on the Internet.

***A functioning set of coastal GOOS pilot demonstrator projects***

166. Plans for these projects have been developed as part of the Coastal GOOS Design Plan. Implementation is likely to begin in 2003.

***Effective functioning of IOC/WMO JCOMM in support of GOOS goals***

167. Several JCOMM working groups were established and met during the six-month period to deal with ships of opportunity, drifting buoys, capacity-building and other elements of JCOMM. The JCOMM Operations Centre in Toulouse continued to improve the provision of services on ship and buoy and float data to the wider community.

***Effective functioning of the newly formed regional GOOS bodies***

168. Some of the regional bodies are much more advanced than others, for example those around Europe and the United States, and require little attention. Most effort has gone into building GOOS

in the Caribbean, the Mediterranean, the Black Sea, the Indian Ocean, the Pacific islands region, and South-East Asia.

### ***Creation of an initial GOOS for the Indian Ocean***

169. The IOC Perth (GOOS) Office played a key role in bringing together the Indian Ocean GOOS countries, building on previous successful meetings in Perth and Delhi. The key event for the last six months of 2002 was the convening of the first Indian Ocean GOOS Conference, which took place in Mauritius (4-9 November 2002), and at which the MOU on IOGOOS was signed by nine nations.

**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**

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### ***IODE: Effective and easily accessible systems for submission of, and access to, ocean data and information***

170. The MEDI software application has been finalized, enabling scientists to describe data sets that they have collected into a metadata system. This metadata system can be searched and data can be retrieved from the holding data centre. IODE data centres provide assistance to scientists in the development of data and information management plans at the science project planning level on a continuing basis. As part of the IODE capacity-building programme starting data centres are trained in assisting scientists in the development of management plans; IODE data centres provide assistance to scientists in the planning and implementation of data products on a continuing basis. As part of the IODE capacity-building programme starting data centres are trained in assisting scientists in the development of products. Three new data centres have been established in 2002. The support to the implementation and further development of projects such as GODAR, GTSP, ASFA, GLODIR, SSSL has continued in 2002.

### ***IODE: Ocean data and information capacity-building to ensure access for all***

171. Three new data centres have been established in 2002 as part of the ODINAFRICA network; the ODINCARSA project has started for the Caribbean and South America region. Four training courses have been held in Africa, two in the Caribbean and South America and one in the Islamic Republic of Iran. Internet access to oceanographic data and information centres in developing countries has been provided within the framework of the ODINAFRICA project. OceanTeacher development has continued and has received wide acclaim.

### ***IODE: Global referral system for ocean data and information***

172. OceanPortal has continued its development reaching 3,500 sites in December 2002. OceanPortal will be adopted by IAMS LIC as a major web reference tool in 2003. The GEMIM will revise the category scheme of OceanPortal in 2003.

### ***OCMAP: Regional bathymetric charts***

173. Preparatory work for the GEBCO Centenary Edition has been done and it is ready for printing. The *GEBCO Digital Atlas* (GDA) was published in accordance with the ocean mapping work plan for 2002 and is available for users. Advanced training in marine cartography was organized by IOC in cooperation with EPSHOM.

*ITSU/IDNDR: Tsunami warning system development*

174. Support to the International Tsunami Information Centre (ITIC) was provided in 2002. The international workshop on “Local Tsunami Warning and Mitigation” was held in Petropavlovsk-Kamchatskiy, Russian Federation, from 10 to 15 September 2002.

## MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

### Overall assessment

#### Background and strategy

175. The last six months of 2002 saw the consolidation of the changes in the operational structure of the Social and Human Sciences Sector. The mandates of the different divisions and their units were clarified through a series of consultations both within the Sector and with other parts of the Organization with the aim of assuring programme delivery that is judicious and well balanced in terms of the **strategic objectives of document 31 C/4** and the **principal priority and other priority areas in document 31 C/5 Approved**. The structure of the Sector now focuses programme activities better around key domains, coinciding with its operational divisions and sections. Accordingly, activities within each division were structured around three or four thematic areas. The results of this restructuring are well reflected in the execution of the programme during the report period, particularly in terms of achieving greater efficiency and effectiveness.

176. The restructuring of the Sector benefited from wide-ranging consultations on the role of the UNESCO programme in social and human sciences. These consultations were initiated towards the end of the last biennium, gathering momentum in 2002 and covered all the elements of the programme, including the principal priority, ethics of science and technology; human rights; social science research and policy; anticipation and prospective studies; and philosophy and human sciences. The process involved staff both at Headquarters and in the field as well as partners in the different regions (Africa, Arab States, Asia-Pacific, Europe and Latin America and the Caribbean).

177. Specific international meetings, conferences and events organized under the aegis of each programme – such as the ninth session of the International Bioethics Committee (IBC) (Montreal, Canada, 26-28 November 2002); the participation of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) in the World Summit on Sustainable Development (Johannesburg, 2002); the holding of Philosophy Day (Paris, 21 November 2002, and at many other locations in the Member States); and the hosting of the Twenty-first Century Talks devoted to HIV/AIDS (Barcelona, July 2002), to mention only a few examples highlighted in the report for the period under review – contributed to enhancing the mandate of the Organization as an intellectual forum.

178. In the course of the past six months, regional consultations were also held in Africa and in Latin America and the Caribbean, complementing similar ones already held earlier in the Arab States and in Asia-Pacific. [The only remaining regional consultation, that for Europe, is to be held during the second quarter of 2003, with particular focus on Central and Eastern Europe.] In all the regions where the consultations have been held, the process has been successful in engaging, to the extent possible, all the major constituencies of the Sector – policy-makers; universities; specialized research centres; “think tanks”; networks and professional associations; relevant governmental and non-governmental organizations; National Commissions for UNESCO; and civil society – a point well borne out in the participation in the consultations for Africa (United Nations Office at Nairobi,

26-29 August 2002) and Latin America and the Caribbean (San José, Costa Rica, 9-11 September 2002).

179. The periodic retreats of all SHS staff (from Headquarters and the field), started last year, and continued this year, provided opportunities for all the professionals to grapple with the questions of implementing both the international and regional strategies of the Sector in its areas of mandate within the framework of the Organization's strategic objectives and the approved programme of work. The consultation held in October 2002 was particularly useful in enabling staff to address collectively the importance of results-based programming. The inputs were particularly instrumental in further refocusing the action of the Sector and this was reflected in a better assessment of results under document 31 C/5 highlighted in this report and in the preparations for draft document 32 C/5 later in the year.

### Strengths and weaknesses

180. The refocusing of the programme around a few priorities and actions has addressed a basic weakness – the expansive and ambitious nature of some of the Sector's activities – a tendency which characterized SHS in the past and for which it was criticized. However, even with the effort to align programme delivery in accordance with document 31 C/5 Approved and the strategic objectives of document 31 C/4, serious weaknesses remain because of the smallness of the Sector's staff establishment, and difficulties experienced in recruitment to fill the vacant posts. This bottleneck served as a particular hindrance to the Sector's representation in the field office network.

181. The Sector will aim to beef up its presence in the field in the future as more resources become available. In this regard, future programme delivery will strive to provide better coverage to certain regions or subregions, in line with the emerging regional strategic framework of the Sector. The staff retreat held during the review period identified those regions and subregions where serious gaps exist: in Africa (e.g. in eastern and southern Africa, including the Indian Ocean Island States); in Asia-Pacific (e.g. in Central Asia and in the Small Pacific Island States); in Latin America and the Caribbean (especially the Small Caribbean Island States); and in Europe (especially in Central and Eastern Europe).

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

	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
<b>Programme III.1</b>	<b>2,157,800</b>	<b>1,193,500</b>	<b>55.3</b>

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

#### *Bioethics*

182. During the period under consideration, UNESCO's International Bioethics Committee (IBC) confirmed its role as an **intellectual forum** for multidisciplinary, pluralistic and multicultural reflection on bioethics, holding its ninth session in Montreal (Canada) from 26 to 28 November 2002. Organized in cooperation with the Canadian Commission for UNESCO, the session was



attended by some 250 participants from about 60 countries. It provided an opportunity to examine the draft reports of IBC's working groups – respectively on *pre-implantation genetic diagnosis and germ\_line interventions* and on the *possibility of elaborating a universal instrument on bioethics* – and also, for the first time in public, the *preliminary draft of an international declaration on human genetic data* (see below).

183. The SIBI Award 2002 that the Scientific Committee of the International Society of Bioethics (SIBI) awarded to UNESCO (Gijón, Spain, 4 October 2002) “in recognition of its sustained and meritorious work in the field of bioethics and for having drawn up the Universal Declaration on the Human Genome and Human Rights, which has become an essential framework of reference” is an encouragement to UNESCO to continue its action in defining and **promoting a common normative ethical framework** in bioethics and to put it into effect. Its action has developed over the period under consideration along several main lines:

- (a) Elaboration of an international instrument on genetic data. The Organization is proceeding with the drafting of an international declaration on human genetic data (see the Report by the Director-General, document 166 EX/11).
- (b) Possibility of elaborating universal ethical standards. The discussions held at the ninth session of IBC (Montreal, November 2002) on IBC's preliminary report on the possibility of elaborating a universal instrument on bioethics showed that there was general agreement on the need to define a common ethical framework covering all bioethical issues and UNESCO was seen as the most appropriate organization to carry out this task, in close cooperation, of course, with the other agencies concerned within and outside the United Nations system.
- (c) UNESCO is continuing its action to promote the principles set forth in the declaration, by promoting the dissemination of the declaration (often with the assistance of the members of IBC) and continuing to work with the United Nations within the framework of the Ad Hoc Committee on an International Convention against the Reproductive Cloning of Human Beings (the second meeting was held in New York from 23 to 27 September 2002). The Organization has also launched an international consultation concerning the evaluation of the declaration (see report by the Director-General, 166 EX/5).

184. The final declaration of the participants in the International Conference on Bioethics in the Central and Eastern European Countries (Vilnius, 11-12 November 2002), organized jointly by the Lithuanian authorities and UNESCO as part of the follow-up to the Round Table of Ministers of Science on Bioethics stresses in particular the urgency of promoting bioethics education in the region and the dissemination of information. The conference and its final declaration provided an opportunity to lay the foundations for the development of specific action directed towards **capacity-building** in the region and **promoting bioethics** in the countries concerned.

#### *Ethics of science and technology*

185. As a follow-up to the World Conference on Science (Budapest, 1999), which accorded priority status to the ethical dimensions of advances in science and in the framework of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), UNESCO carried out in 2002 a series of activities and accomplishments to promote ethical reflection on scientific knowledge and technology at the international level. COMEST, through the Social and Human Sciences Sector (SHS), pursued intersectoral cooperation between the Natural Sciences Sector (SC), notably on the ethics of outer space and fresh water, through the International Hydrological

Programme (IHP) and the Research and Education Network on the Ethics of Water (RENEW). COMEST has also associated to its work the Culture Sector (CLT), the Communication and Information Sector (CI) and the Education Sector (ED). UNESCO and COMEST pursued a working relationship with the International Council for Science (ICSU) on the ethical issues of science and technology to attain sustainable development and with the United Nations Committee on Peaceful Uses of Outer Space (UNCOPUOS) on the ethics of space activities.

186. The Chairperson of COMEST participated in the 165th session of the Executive Board of UNESCO on the presentation of the recommendations of COMEST on the ethics of outer space, fresh water and energy. COMEST participated in the World Summit on Sustainable Development (Johannesburg, 2002), in the International Conference on “Ethical and Social Responsibilities in Science and Technology” (Alexandria, 2002) and in the International Conference “From Conflict to Cooperation in International Water Resources Management: Challenges and Opportunities” (Delft, November 2002).

187. Within the framework of the International Year of Freshwater and the World Water Assessment Programme (WWAP), COMEST action focuses on the ethical dimensions of freshwater management and use and will actively participate to the third World Water Forum (WWF3) associating the RENEW nodes. The RENEW report for the Asia-Pacific node is available on the UNESCO website. At the invitation of H.E. Mrs Mubarak, First Lady of Egypt, Vice-President of the Board of Trustees of the Bibliotheca Alexandrina and Vice-Chairperson of COMEST, its new Bureau and the Chairpersons or Rapporteurs of its Subcommissions meet in Alexandria after the official opening of the Bibliotheca Alexandrina (Alexandria, October 2002). At this occasion, the Egyptian RENEW node was launched by the Egyptian Minister of Water Resources and Irrigation. At the initiative of its Chairperson, COMEST assembled an informal meeting in cooperation with ICSU and the Natural Sciences and Communication and Information Sectors, notably on ethics of sustainable development and information society, as well as a Youth Forum on Trust in Science (Paris, December 2002).

188. During these meetings, the Chairperson of COMEST stressed the importance of trust in science, responsibility and accountability as well as the “New contract between science and technology and society”. He reiterated the main COMEST focal areas: ethics of fresh water, ethics of sustainable development (based on previous work on ethics of fresh water and ethics of energy), ethics of outer space, and ethics of information and communication technologies. Concerning the new initiative of ethics of sustainable development, COMEST has launched a study on the precautionary principle and is working in a plan of action on ethics of science and technology towards sustainability, as the Director-General of UNESCO stated in his speech at Johannesburg. COMEST has started a new initiative on ethics in research training aiming to develop a curriculum that can be used by developing countries so that they can not only receive technical scientific training but can learn to formulate their own opinions and ideas on ethics. The first meeting of this working group is scheduled to be held on 26 January 2003. At its informal meeting, COMEST members stressed the importance of the private sector as an essential partner in this new paradigm pertaining to the ethical and social responsibilities of science and technology as well as in the ongoing dialogue between NGOs, IGOs and governments.

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

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### **First Philosophy Day at UNESCO**

The celebration of the first Philosophy Day at UNESCO, on 21 November last, gave rise to a wide range of activities, both at and away from Headquarters, with 51 Member States organizing special events to celebrate the Day.

Away from Headquarters, over 50 Member States celebrated Philosophy Day and a number of National Commissions and delegations also rallied to the initiative, as did many research institutes, universities and students' associations.

At UNESCO Headquarters, the Day attracted a large number of enthusiastic visitors and raised the Organization's profile in philosophical and intellectual circles and also among young people, including pupils and students. The activities organized for the Day at Headquarters highlighted the many different philosophical approaches through debates at thematic round tables at which prominent philosophers from all over the world took the floor and discussions at a "philosophy cafe" in which direct contact with the public highlighted the need to demonstrate that philosophy was accessible to all.

Ten thematic round tables were held during the Day, on the following themes: "Question of origins: philosophical and scientific perspectives"; "Philosophy and the media"; "Philosophy and culture: cultural diversity and cultural rights"; "Poverty, justice and world peace"; "Philosophy and human rights"; "Philosophy, science and ethics"; "Philosophy and transculturality"; "Culture facing globalization"; "Can philosophy create paths for the emancipation of humanity today? Questions on human rights, democracy and citizenship"; and "Philosophy and knowledge".

Two philosophical talks were also given: the first by Mr Paul Ricoeur, Honorary President of the Institut International de Philosophie, on the theme "The struggle for recognition and the economy of giving", and the second by Mr Jaakko Hintikka, likewise Honorary President of the Institut International de Philosophie, on the theme "Epistemology without knowledge and belief".

Several other events were held during the Day, one being a major exhibition and sale of works on philosophy, with the participation of a number of leading publishing houses and UNESCO Publishing; live art performances were given throughout in the main hall. An international philosophical dialogue was also conducted during the Day, through a virtual forum connecting young philosophy researchers around the world. Finally, a philosophical debate on jazz and its ability to open people's minds to philosophy was followed by a concert by Herbie Hancock and the Theolonius Monk Jazz Ambassadors.

#### *Activity 2: Pathways of Thought*

189. Thanks to national, regional and international partnerships and extrabudgetary support, over 150 scholars from some 40 different countries in all regions attended the Pathway symposia "Horizons of Memory" and "The Encounter of Rationalities", held respectively in Rio de Janeiro, Brazil, and Porto Novo, Benin, in September 2002 in the framework of "Pathways of Thought". These meetings contributed to increasing participation in UNESCO's strategy to promote intercultural and interdisciplinary reflection on contemporary societies, knowledge and values, particularly within and among LDCs.

*Activity 3: Byblos*

190. The International Centre for Human Sciences at Byblos in Lebanon officially launched its new programme of activities in September 2002, and the first meeting of its scientific committee was held on that occasion, with the participation of the Minister of Culture of Lebanon, Mr Ghassan Salamé. UNESCO also took part in an international symposium on the theme “Culture, religion and conflict”, organized by the Ministry of Culture of Lebanon from 19 to 21 September 2002. In parallel with the scientific committee’s meeting, the Centre’s management committee also met under the presidency of the Minister of Culture of Lebanon.

191. The International Council of Philosophy and Human Sciences (ICPHS) held its biennial General Assembly in September 2002 in Porto Novo, Benin, welcoming to its fold a new member, the International Union of History and Philosophy of Sciences and launching implementation of the current Medium-Term Strategy Framework Agreement signed with UNESCO. Aiming to promote international and interdisciplinary cooperation, it supported member organizations in preparation and updating of various scholarly sources, specialized meetings throughout the world; particularly in countries that are developing or in transition; and developed stronger intellectual ties with UNESCO, through the Pathways programme and World Philosophy Day.

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

	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
<b>Programme III.2</b>	<b>2,314,580</b>	<b>982,482</b>	<b>42.4</b>

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

*Promotion of human rights*

**Results achieved**

- Research on “the right to take part in cultural life” has been advanced, contributing to the implementation of the Universal Declaration on Cultural Diversity and its Plan of Action. UNESCO was actively involved in the experts meeting on “the right to take part in cultural life” (Barcelona, 15-17 November 2002) organized by the Barcelona City Council and the Interarts Foundation in cooperation with the Committee on Economic, Social and Cultural Rights (CESCR).
- “Good practices” in the field of human rights education have been acknowledged through the awarding of the UNESCO Prize for Human Rights Education. The Director-General agreed with the recommendation of the International Jury of the Prize, which met on 28 and 29 October 2002, to award the 2002 Prize to Academia Mexicana de Derechos Humanos and to give honourable mentions to three other candidates.<sup>1</sup> The award ceremony, upon the decision of the Director-

<sup>1</sup> Dr Nyameko Barney Pityana (South Africa), l’Institut des Droits de l’Homme et de Promotion de la Démocratie: Démocratie au Quotidien (Benin), and Professor Ioanna Kuçuradi (Turkey).

General, took place in Mexico City, on 6 March 2003. It was organized in cooperation with the UNESCO Office in Mexico City and the Mexican Ministry of Foreign Affairs and received wide media coverage both nationally and regionally.

- Several publications and information materials aimed at increasing awareness of human rights standards and procedures were issued and widely disseminated while others are at the stage of finalization. These include:
  - *Major Human Rights Instruments Status* as at 31 May 2002;
  - Fourth issue of the *Bulletin of UNESCO Chairs* dedicated to the World Forum of UNESCO Chairs;
  - *Human Rights: Questions and Answers*, preparation of an updated and revised edition;
  - *A Guide to Human Rights*: preparation of an updated and revised edition;
  - Third volume of the manual on human rights for universities *Human Rights: International Protection, Monitoring, Enforcement* is in the process of being published.
- Partnership and coordination with other agencies and bodies of the United Nations system, in particular the Office of the High Commissioner for Human Rights (OHCHR), the International Labour Organization (ILO) and the human rights treaty monitoring bodies, especially the CESCR was reinforced, in particular in the context of the elaboration of the overall UNESCO strategy on human rights. Consultations were held with UNESCO partners to obtain their feedback on human rights priorities and to discuss a strengthened cooperation for the implementation of the strategy.
- Cooperation and interaction with traditional and new UNESCO partners, such as human rights research and training institutions, UNESCO Chairs and the network of “Cities for human rights” were strengthened. The section contributed to the organization of the World Forum of UNESCO Chairs (UNESCO Headquarters, 13-15 November 2002) and prepared a round table and a panel concerning the Chairs in human rights, democracy, peace and tolerance. Recommendations were made regarding the future priorities of the network as well as means to increase its efficiency and effectiveness. Four Chairs of the network received UNITWIN Awards.<sup>2</sup> In accordance with the recommendations of the third meeting of Chairholders of UNESCO Chairs in human rights (April 2002), the preparation for the launching of an Internet Forum of Chairholders of the network was initiated. Meanwhile, a new UNESCO Chair in Human Rights was created at the American University in Cairo, Egypt, the agreement signed on 30 June 2002.

### *Racism and tolerance*

192. Within the framework of the implementation of the programme to combat racism and racial discrimination, the preliminary results of a series of studies on the following subjects are now available:

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<sup>2</sup> The UNESCO Chair in Peace, Human Rights and Democracy, at the European University Centre for Peace Studies (EPU), Stadtschlaining, Austria; the UNESCO Chair in Education for Human Rights and Peace at the Aristotle University of Thessaloniki, Greece; the UNESCO Chair in Human Rights, at the Faculty of Political and Social Sciences-National Autonomous University of Mexico; and the UNESCO “Oliver Tambo” Chair in Human Rights at the University of Fort Hare, South Africa.

- (i) xenophobia;
- (ii) new forms of discrimination, in particular discrimination linked to the new information and communication technologies and discrimination linked to technological progress, in particular in the fields of biology and medicine, including the HIV/AIDS dimension; and
- (iii) revitalization of standard-setting texts adopted by UNESCO and the creation of an effective mechanism for the application of such instruments.

193. In connection with the preparation of a UNESCO global strategy to combat racism and racial discrimination, a consultation of experts for the Asia-Pacific region was held in December 2002 in Bangkok. Two other consultations were held: one in Dakar in February and one in Moscow in March 2003.

194. *The workshop to develop a publication to combat racism and foster tolerance*, organized jointly by UNESCO and the Office of the United Nations High Commissioner for Human Rights, was held from 19 to 20 February 2003 at UNESCO Headquarters with the participation of international experts and the United Nations Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance.

195. The jury of the UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence met in October 2002 at UNESCO Headquarters and the Prize was awarded to Ms Aung San Suu Kyi.

196. The International Day for the Elimination of Racial Discrimination (21 March 2003) was celebrated at Headquarters by a series of events for young people and the public at large.

197. As part of the extrabudgetary project on stigmatization linked to HIV/AIDS, training workshops on AIDS and human rights were organized, in particular in Thailand during the Scout Jamboree (28 December 2002-7 January 2003). Strong support for youth NGOs was provided by establishing a system of micro-project grants.

#### *Gender equality and development*

#### **Results achieved**

198. In an effort to build a cohesive gender programme more relevant to the needs of Member States, consultations were held with pertinent parties in Africa, Latin America and Asia and at the Association of Women in Development international conference in Mexico. A concept paper prepared for UNESCO on the “human rights of women and gender equality” formed the basis for discussion of regional priorities, which will contribute to the development of a strategy promoting gender equality and the human rights of women in the social and human sciences.

199. Editing was completed and translation commenced on the *Women and Peace in Africa: Case studies on traditional conflict resolution practices* publication. Editing began on the training manual on *Promoting women’s participation in conflict resolution to build a culture of peace*.

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

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200. 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), the elaboration of ethical, normative and educational frameworks for the promotion of **human security** and **the prevention of conflicts at their source** was begun in cooperation with high-level regional experts, training and research centres and universities including FLACSO-Chile and the University of Montevideo, Uruguay, for the Latin America and the Caribbean region, with the Institute for Security Studies (ISS, South Africa) and UNDP's "African futures" programme (AFCEN-UNDP) for the Africa region, and with the Korean National Commission for UNESCO for the East Asia region. In the process of developing these frameworks, care was taken to ensure better coordination with regional initiatives in the domain and particular attention was paid to promotion of respect for human rights, policies in support of sustainable development and the combat against poverty and extreme poverty. These frameworks will be validated at the regional expert meetings to take place in Montevideo (Uruguay) for the Latin America and the Caribbean region, in Addis Ababa (Ethiopia) for the Africa region, and in Seoul (Republic of Korea) for the East Asia region. The following works were published and widely disseminated to Member States and to networks and institutions working in this field: "Peace, Human Security and Conflict Prevention in Africa" (the French version will be available shortly in digital format on the site: <http://www.unesco.org/securipax>), "Seguridad humana, prevención de conflictos y paz en América latina", the English version of which has also been distributed.

201. UNESCO participated in the conference on "The rights of the child and human security in the Euro-Mediterranean region", under the high patronage of His Majesty King Mohamed VI, in Marrakesh on 22, 23 and 24 October 2002. The conference brought together eminent personalities, UNESCO Goodwill Ambassadors, representatives of intergovernmental organizations, human rights activists, scientists, researchers, NGOs, representatives of civil society institutions and organizations and young people. The opening meeting on 22 October 2002, chaired by the Director-General of UNESCO and by Princess Lella Meriem, was followed by a series of thematic meetings on various topics including: child abuse, sexual abuse, economic exploitation of children and child security; child security and migration; children and the risks of HIV/AIDS, children and drugs, education and child security; rights of the child and human security.

202. Studies were initiated on contemporary forms of violence, such as new forms of terrorism, and their impact, with a view to raising public awareness by broad diffusion of the results through the "Notebooks on violence" and the SecuriPax network, thereby fostering reflection on the historical, socio-economic and cultural factors underlying this phenomenon and on its consequences.

203. At the recommendation of the Jury of the Prize, the Director-General awarded the UNESCO Prize for Peace Education 2002 to the City Montessori School in Lucknow, India, in recognition of its efforts to promote the universal values of education for peace and tolerance at a time when such values are being seriously challenged. The award ceremony, which was held at UNESCO Headquarters on 23 September 2002, was attended by eminent personalities including the Indian Minister for Human Resources Development, Science and Technology and by many NGOs and IGOs. A press conference was held to publicize the event and ensure that it received international coverage. The 2002 Prize publication, in French and in English, was also widely disseminated to all the Member States.

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

	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
<b>Programme III.3</b>	<b>3,793,420</b>	<b>1,828,702</b>	<b>48.2</b>

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

*International migration and multiculturalism*

204. In order to further contribute to improved policy-making on migration and multicultural issues, UNESCO designed a project to collect “Best Practices in International Migration” aiming at providing inspiration to decision-makers through successful examples of migration management. The project is implemented in cooperation with existing regional migration research networks and specialized intergovernmental agencies such as OHCHR, ILO and IOM.

205. As part of its efforts to strengthen scientific cooperation and exchange of information between academic and policy communities, UNESCO joined 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. Regional networks were created and reinforced, and were invited to produce interdisciplinary research related to the rights of migrants in different regions and subregions of the world.

206. To draw attention to the situation of migrants in multicultural societies, UNESCO invited several experts to analyse issues such as minority languages, the peaceful integration of migrants, and the impact of migration research on policy-making. Consequently, articles on these themes were published in the MOST Journal on Multicultural Societies and as MOST Discussion Papers. Moreover, a conceptual paper developing a coherent strategic vision and framework for policy-making in international migration was elaborated by UNESCO and distributed during the seventh Conference of European Ministries Responsible for Migration Affairs, held in Helsinki on 16 and 17 September 2002.

*City governance*

207. With reference to urban development and regarding the four main topics, Intersectoral Network of Small Historical Cities, Growing Up In Cities (GUIC), Latin American Historical Centres and Participation and Governance, the main results have been achieved by the MOST project “Growing Up In Cities”.

208. During the Amman Conference “The Children and the City”, in November 2002, the Arabic version of the training manual (Creating Better Cities for Children and Youth) was presented and consequently several cities made official requests to become experimental sites for the MOST/GUIC project with the assistance of the MOST secretariat. The intersectoral network “Small Historic Coastal Cities” welcomed the City of Jableh in the Syrian Arab Republic as the new pilot study case for which the Japanese funds-in-trust helped to prepare the forthcoming workshop on urban management and regional development. With the Mayor of La Rochelle’s sponsorship, the



second “Laboratory-House” has been created in the Hammoud House in the old city of Saida while Morocco has proposed to host the forthcoming evaluation meeting of this network.

209. The participation and governance activities have been concentrated on the feasibility study of the POVNET project “Cities and Survival in Africa” (UNESCO Office in Dakar, Senegal) and on a related proposal for a workshop with the participation of representatives from Cameroon, Benin, Burkina Faso and Mali. The workshop will focus on the role of social and family links in peri-urban areas and rural communities to promote social cohesion and solidarity. Two new publications have been co-published by the MOST network “City Words” in cooperation with “La Maison des Sciences de l’Homme de Paris” and seven other publications in cooperation with the network “Cities, Environment and Women”.

210. In order to prepare the overall strategy for the section “URBAN DEVELOPMENT” for 2004-2007, a cooperation agreement was concluded in December 2002 with the development planning unit of University College London: the proposed strategy will be discussed between the Social and Human Sciences Sector and other sectors so as to contribute to the general visibility of UNESCO as a United Nations agency in charge of the follow-up to HABITAT II.

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

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211. UNESCO continued to strengthen the global knowledge base of the social sciences through the publication of two more issues of the International Social Science Journal, on “Indigenous Knowledge” (No. 173, September 2002) and “Extreme Violence” (No. 174, December 2002). Likewise, the interdisciplinary UNESCO Chairs programme dealing with themes of high complexity held a workshop on “Trans-disciplinary Approaches towards Violence” at University of Chile, Santiago de Chile, on 18 and 19 November 2002. The World Summit on Sustainable Development (WSSD) (Johannesburg, South Africa, 25 August-4 September 2002), offered a special opportunity to highlight the commitment of the UNESCO Chairs programme to sustainable development, especially with a view to its catering to advocacy, lifelong learning needs and fostering new alliances between academia and other stakeholders. The tenth anniversary of the UNITWIN/UNESCO Chairs programme (UNESCO Headquarters, 13-15 November 2002) provided another occasion for an updated stock-taking of new academic degrees and programmes created under the sustainable development label. Within the framework of improving and strengthening the professional social science infrastructures, the International Social Science Council co-organized with UNESCO an international conference celebrating ISSC’s fiftieth anniversary, at Vienna, Austria, from 9 to 11 December 2002. The event was co-sponsored by the Austrian Government and gathered some 300 participants from 55 countries who devoted their work to the theme of “Social science and social policy in the twenty-first century”. It laid the basis for further strengthening the regional representation in ISSC and tightening its substantive bonds with UNESCO.

212. Some 35 UNESCO Chairs working in the area of sustainable development were mobilized for WSSD, through a series of productions made available at Ubuntu Village (one of the WSSD Summit venues), ranging from a four-language CD-ROM containing a fully-fledged training programme for development agents (UNESCO Chair in Sustainable Development of the Federal University, Rio de Janeiro, Brazil, also available online), to textbooks and publications (*Em busca da interdisciplinaridade*, Federal University of Parana, Brazil, 2002; *L’eau, patrimoine mondial commun*, UNESCO-PRELUDE Chair, Namur, Belgium, *Culture and Negotiation* published by the Chinese Academy of Sciences, 2002). The NGO “Urgence-Réhabilitation-Développement” (URD) co-organized with UNESCO a conference on “complex humanitarian action in a complex world”

under the presidency of Edgar Morin (Honorary Chairman of URD). UNESCO also contributed to the international conference “New Times – New Responsibilities”, a three-stage inquiry into the future of European universities, held at the Pantheon, Paris, from 26 to 28 September 2002 and organized by the “Europeum”, Oxford (United Kingdom).

213. Support to the training for young architects, town-planners and landscapers materialized through the ISoCaRP-UNESCO Annual Young Planners Workshop (26 September 2002, Glifada-Athens, Greece), with an opening presentation on “Reduction and Mitigation of Natural Disaster Impacts in Poor Urban Areas” (joint ISSC-MOST project). On 2 December 2002, the UNESCO Prize for Architecture was awarded to a team of three young Italians at the UNESCO Office in Venice, Italy.

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

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214. During the second half of 2002, UNESCO continued to promote future-oriented dialogue and debate in its fields of competence, notably through the cycle of *Twenty-First Century Talks*. 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.

215. A special session of the *Twenty-first Century Talks* was held in Barcelona, in July 2002, on the theme *Twenty years after: what future for the fight against AIDS?* This session brought together, on the occasion of the XIV International AIDS Conference, three internationally renowned figures: Professor Luc Montagnier, co-discoverer of the AIDS virus, President of the World Foundation for AIDS Research and Prevention, member of the Académie Nationale de Médecine and of the Académie des Sciences (France); Dr Awa Marie Coll-Seck, Minister of Prevention and Health of Senegal, former director of the Department of Policy, Strategy and Research of the Joint United Nations Programme on HIV/AIDS (UNAIDS); and Dr Peter Piot, Executive Director of UNAIDS. This *Talk* had an exceptional media impact: an article entitled “Winning the war against AIDS”, which summarized the various issues examined during the *Talk*, was published in some 50 recognized media in various regions of the world, including the *South China Morning Post* (China), *Corriere della Sera* (Italy), *Le Figaro* (France), *La Vanguardia* (Spain), *A Folha de São Paulo* (Brazil), *La Tribune de Genève* (Switzerland), *La Presse* (Canada), *Le Soir* (Belgium), *Al Ahram Weekly* (Egypt), *An Nahar* (Lebanon), *Moscow News* (Russian Federation), *La Nouvelle Expression* (Cameroon) and *The Guardian* (Nigeria).

216. The media coverage of the *Twenty-first Century Talks* session on education for all, held at Headquarters (see 165 EX/4, Part I, para. 03303), is equally encouraging. The article by the Director-General entitled “Education for all: the unfulfilled promise”, which summarizes his address at the *Talk* held on 18 June, has already been published in scores of recognized media in various regions of the world, including the *International Herald Tribune*, *Asahi Shimbun*, *Le Figaro*, *El Pais*, *A Fohla de São Paulo*, *Daily Nation* (Kenya), *South China Morning Post*, *Al Ahram Weekly*, *An Nahar*, *Cumhuriyet* (Turkey), *El Watan* (Algeria), *Le Devoir* (Canada), *Eleftherotipia* (Greece), *Dawn* (Pakistan), *Moscow News*, *Le Soleil* (Senegal), *Le Matin du Sahara* (Morocco), *La Tribune de Genève*, *La Presse de Tunisie*, *Dhaka Courier* (Bangladesh), *Le Matin* (Benin), *Le Pays* (Burkina Faso), *N’djamena Bi-hebdo* (Chad), *Granma* (Cuba), *The New Straits Times* (Malaysia), *The Guardian* and *Daily News* (United Republic of Tanzania).

217. In addition, the publication of new language versions of *Keys to the Twenty-first Century* heightened the awareness of the public and of decision-makers to major issues of the future and the

importance of anticipation and foresight in UNESCO's fields of competence. This first anthology of the *Talks*, which has already been published in French and in English, was recently published in Spanish, Arabic and Portuguese. The UNESCO World Report entitled *The World Ahead: Our Future in the Making* has just been published in Arabic.

## MAJOR PROGRAMME IV – CULTURE

### Overall assessment

218. The Sector pursued **strategic objective 7** on promoting the drafting and implementation of standard-setting instruments in the cultural field by carrying out preparatory work on the Convention for the Safeguarding of the Intangible Cultural Heritage. The very productive debates at the first meeting of governmental experts in September 2002 demonstrated the importance and urgency of UNESCO's initiative as well as the difficulty of harmonizing the diverse understandings and interpretations of the very nature and scope of the intangible heritage. The relevance of UNESCO's standard-setting action in the heritage field is borne out by the accession of five States to the 1970 Convention on the Illicit Traffic in Cultural Property, raising the number of States Parties to 97. In this field, several national and regional workshops served to train professionals and arouse the interest of legislators. In addition, the first regional meeting to promote the new Convention on the Protection of the Underwater Cultural Heritage (2001), held in Kingston, was very successful and received wide coverage by the media.

219. The safeguarding of cultural diversity and encouraging dialogue among cultures and civilizations, **strategic objective 8** of the Medium-Term Strategy, were central to the Sector's activities. The UNESCO Universal Declaration on Cultural Diversity stresses the cultural challenges posed by globalization and the need for Member States to give positive support to the principle of diversity as such. This found reflection in resolution A/RES/57/249 adopted by the United Nations General Assembly, which affirmed that the safeguarding of cultural diversity was closely linked to the broader framework of dialogue among civilizations and cultures and proclaimed 21 May "World Day for Cultural Diversity for Dialogue and Development". The main lines of emphasis of the culture programme also reflect the outcomes of a series of important meetings:

- the Joint UNESCO-UNEP round table on "Cultural diversity and biodiversity for sustainable development", held during the Johannesburg Summit;
- the third Round Table of Ministers of Culture on "The intangible cultural heritage: a mirror of cultural diversity" in Istanbul;
- the expert meeting on "Audiovisual services: Improving participation in developing countries" in collaboration with UNCTAD, Geneva, November 2002;
- the Congress marking the thirtieth anniversary of the World Heritage Convention, held in Venice in November 2002.

220. At a meeting marking the end of the United Nations Year for Cultural Heritage, the fifty-seventh United Nations General Assembly reaffirmed in resolution 57/158 UNESCO's role as lead agency in this field and invited the Director-General to submit the report on the Year in person at its fifty-eighth session. As well as attracting massive support from governments, specialized agencies and NGOs worldwide, the Year served to establish new partnerships with public and private donors. The new partnership initiative launched by the World Heritage Committee at the Venice Congress to mark the anniversary of the 1972 Convention is one obvious example. As to UNESCO's action

in the field, efforts were focused on sites embodying values shared by different communities, particularly in the Caucasus region, in Afghanistan and in Bosnia and Herzegovina where, following studies by international experts, a number of projects are now in their operational phase.

221. The United Nations General Assembly also proclaimed 2004 as the International Year to Commemorate the Struggle against Slavery and its Abolition. Work on this activity has been carried out by the new Task Force on UNESCO Activities relating to the Study of the Slave Trade and its Implications.

222. With regard to the second *Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity*, about 50 Member States received preparatory assistance to facilitate the compilation of inventories and the drafting of plans of action for the safeguarding of this fragile heritage. This is evidence of the great mobilizing effect of the new project.

223. In the context of the promotion of dialogue among civilizations, particular attention was paid to the promotion of formal and informal art education to raise awareness of the positive value of cultural diversity. At the regional meeting for Pacific States, the third in a series of six meetings in the run-up to a world congress on the subject in the next biennium, the importance of including, from the primary school onwards, education linking artistic and heritage traditions in national languages to the child's environment was stressed. The *Clearing House for Literary Translation* was launched with the same objective in mind. It is connected to a network of partners comprising approximately 400 organizations and specialized institutions.

224. Under **strategic objective 9**, which aims to enhance linkages between culture and development, the main event was the round table on "Cultural diversity and biodiversity for sustainable development" chaired by the President of the French Republic, held during the Johannesburg Summit. It stressed the importance of exploring further the relationship between biodiversity and cultural diversity in order to develop new tools for sustainable development that take into account the particular situations and knowledge of the population groups concerned. Reference was also made to the need to exercise closer control over globalization by means of international legal instruments focused on cultural diversity.

225. In the field of crafts, the awarding in three regions of the corresponding UNESCO Prizes was very well received by professionals, the public and the press and the exhibition at Headquarters of the work of the 64 prizewinners of the DESIGN 21 competition (30 September-25 October 2002) attracted considerable attention.

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

	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
Subprogramme IV.1.1	1,025,400	471,544	46.0
Subprogramme IV.1.2	1,246,250	584,869	46.9
<b>Programme IV.1</b>	<b>2,271,650</b>	<b>1,056,412</b>	<b>46.5</b>

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

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**04110** 226. On the occasion of the celebration of the thirtieth anniversary of the World Heritage Convention, the international Congress entitled World Heritage 2002: Shared Legacy, Common Responsibility held in Venice from 14 to 16 November 2002, gathered more than 600 participants. They stressed the need for UNESCO to strengthen its role in conserving our world heritage in partnership with the States Parties to the World Heritage Convention, civil society and the private sector. New **partnerships** announced at the Venice Congress included a UNESCO-United Nations Foundation–Conservation International (CI) agreement for long-term biodiversity conservation and a pledge from Flora and Fauna International to cooperate with UNESCO, UNF and other interested partners to build a rapid response mechanism to respond to threats to world heritage natural sites. Cooperation agreements were signed with Belgium and Spain in November 2002.

227. Mobilization for world heritage was further done through a series of seminars and a website-based Virtual Congress on World Heritage in the Digital Age held prior to the Venice Congress that reviewed legal, management and monitoring issues for world heritage and explored new applications of information and space technologies for world heritage and cooperation with universities. In several regional meetings in the Arab and Latin America regions cooperation between States Parties was intensified with a view to enhancing regional exchange of information and improving conservation efforts.

228. Within the framework of the **Global Strategy for a representative and balanced World Heritage List**, a workshop was organized in Almaty, Kazakhstan, from 16 to 19 December 2002 to assist Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan in identifying potential natural and mixed sites for world heritage nomination. The harmonization of tentative lists in Transcaucasian countries was the subject of a meeting in Tbilisi, Georgia, seeking to achieve a greater regional balance in the World Heritage List.

229. The World Heritage Centre continued to assist in **building the capacity of States Parties to protect world heritage** through monitoring missions to selected sites, training courses and seminars, technical cooperation activities, and onsite conservation of properties in some 60 countries.

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

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

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230. UNESCO Kingston organized the *Americas Conference on the Protection of the Underwater Cultural Heritage*, from 17 to 24 June in Jamaica, the first of the three workshops planned for 2002-2003, with the participation of 40 States from the Americas and the Caribbean. The Secretariat widely distributed a highly appreciated promotional kit about the new convention.

**04122** **Main line of action 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**

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231. With the aim of contributing to the settlement of disputes related to cultural property displaced during the Second World War, the Secretariat organized in Paris from 3 to 6 December

2002 a meeting of experts invited in their personal capacity. The meeting resulted in the elaboration of a set of non-legally binding principles, conceived to facilitate the current or future bilateral negotiations on the **return of cultural property** displaced during the Second World War.

232. Expert meetings to fight illicit traffic were organized in Moscow, September 2002, and Seoul, October 2002, as well as a workshop on Object-ID in Amman, January 2003. The Russian version of the publication *Preventing the Illicit Traffic in Cultural Property: a resource handbook for the implementation of the 1970 Convention* has been published.

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

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233. From 13 to 15 June, the Secretariat continued the drafting of the **new instrument** under the responsibility of a small drafting group. Another meeting was also held to elaborate a glossary (10-12 June). From 23 to 27 September, the first intergovernmental meeting of experts defined the scope, and advanced the work, on the preliminary draft text. The experts particularly stressed the need to give recognition to (i) the interaction between the tangible and the intangible cultural heritage; (ii) the live, evolving nature of the intangible cultural heritage; (iii) its cross-border dimension; (iv) the urgent need for protective measures; (v) the need for great flexibility in the negotiation process in order to secure the broadest possible consensus; and (vi) the importance of safeguarding the intangible cultural heritage at the local, national and international levels. A final recommendation called for a second session from 24 February to 1 March 2003 to examine a consolidated text integrating amendments, comments and observations, submitted by Member States to the Director-General.

**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**

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234. In the field of **copyright**, the process of reflection on the adaptation of the concept of “fair use” to the digital environment with a view to reasserting and promoting an equitable balance between the interests of rightholders and those of the public in the digital environment was launched by setting up an intersectoral task force, which held several meetings, and by initiating written consultations among the professional circles concerned, in the form of a questionnaire designed to take preliminary stock of the situation. This stock-taking exercise will also be based on a number of regional studies that have been commissioned. In addition, the last issue of the *Copyright Bulletin* for 2002 was devoted extensively to this topic. Furthermore, studies on the contemporary relevance of the *Florence Agreement* in the context of the globalization of trade have been undertaken in collaboration with CERLALC.

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

	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
Subprogramme IV.2.1	2,610,797	737,742	28.3
Subprogramme IV.2.2	2,613,700	998,164	38.2
<b>Programme IV.2</b>	<b>5,224,497</b>	<b>1,735,907</b>	<b>33.2</b>

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

235. Action in the framework of the, **United Nations Year for Cultural Heritage 2002**, resulted in a large mobilization of Member States, who initiated innovative activities on local level aiming at raising awareness on the values enshrined in cultural heritage. The national reports of activities are presently being integrated into a consolidated report. By resolution 57/158, the United Nations General Assembly invites the Director-General to address and present to the General Assembly at its fifty-eighth session an overview of the activities undertaken during the Year. A meeting of representatives of Member States, who fund UNESCO's activities in the field of cultural heritage, was organized at United Nations Headquarters along with a photo exhibition of selected World Heritage sites.

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

236. Within the framework of intercommunity reconciliation activities focused on the joint safeguarding of **heritage affected by conflicts**, the second workshop for conservation specialists of Georgia, Armenia and Azerbaijan was successfully held in Yerevan (Armenia), and the third is scheduled for the spring, in Baku (Azerbaijan). A funds-in-trust agreement was signed with UNESCO for the financing, for a four-year period, by the Republic of Korea, of activities to safeguard cultural sites of the Democratic People's Republic of Korea, while the seventh session of the International Committee of Experts for the Reconstruction of the Mostar Old Bridge took place *in situ* on 15 and 16 January. The Secretariat also organized an expert mission to Kosovo in order to evaluate the status of the heritage of the different communities, and to make recommendations for its safeguarding. The training of museum professionals in East Timor was continued in the form of two workshops. For the purposes of the first meeting of the International Coordination Committee for the Safeguarding of **Afghanistan's Cultural Heritage**, scheduled for May, several expert missions were organized *in situ*, as well as two working groups, one in Munich on Bamiyan and the other at Headquarters on Herat and Jam, in order to finalize the operational restoration projects funded by Japan, Italy and Switzerland. The preliminary studies for the restoration of two monuments in Cyprus have been completed, the one, Orthodox, located in the northern part of the island and the other, Muslim, in the Republic of Cyprus.

237. In order to preserve the cultural diversity embodied by multicultural sites and monuments and those that are representative of **minorities**, a number of safeguarding projects were successfully undertaken, in particular in Central Asia, Pakistan, Central America, Benin and Mozambique, while the 13th session of the Executive Committee for the Museums of Nubia and Cairo was held in November 2002. UNESCO Bangkok has organized the 2002 Asia-Pacific Heritage Conservation Awards.

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

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238. In September 2002, UNESCO organized the **third Round Table of Ministers of Culture** on *Intangible Cultural Heritage – a Mirror of Diversity* in Istanbul, at the generous invitation of the Turkish authorities. Representatives of 110 countries, including 71 Ministers of Culture, as well as of nine inter- and non-governmental organizations participated in this two-day meeting, at the end of which the *Istanbul Declaration* was adopted.

239. The **Second Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity** registered a significant increase in the participation of Member States. The Secretariat received 66 candidature files (61 national and five multinational) with the participation of more than 70 countries from all geographical regions. Preparatory assistance was provided to 41 projects, thanks to the generous contribution of the UNESCO/Japan Funds-in-Trust for the Safeguarding and Promotion of the Intangible Cultural Heritage, which also allowed many countries to assess the situation of their intangible cultural heritage and the elaboration of action plans for its safeguarding. The preparatory assistance further provided expertise facilitating the organization of meetings at the local and national level, consultations and inventories of indicative lists, workshops and seminars, as well as the compilation of required documentation and the undertaking of fieldwork. An international symposium on Asian folklore was held in Ulan Bator from 13 to 15 August 2002.

240. With regard to **endangered languages**, an ad hoc expert group drafted the guidelines and recommendations for the international expert meeting on this subject to take place in March 2003 at Headquarters. The partnership with Discovery Channel has resulted in the production of a series of short films (vignettes) on nine endangered languages in different countries. UNESCO Beijing produced 33 hours of video recordings of the She and Manchu languages.

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

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**04211 Main line of action 1:  
Construction of cultural pluralism and strengthening of action in favour  
of indigenous peoples**

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241. The “UNESCO Cities for Peace Prize”, 2002-2003, was launched in December 2002. The “Cities for Peace” database currently records 700 innovatory practices on cultural pluralism in urban environments.

242. Under the programme relating to **indigenous peoples**, UNESCO presented the pilot project on “Protection of the cultural resources of the pygmies in Gabon and their integration in the development process” to the inter-agency consultation workshop, “Pygmy Peoples, Human Rights, Development and Cultural Diversity” organized with the United Nations High Commissioner for Human Rights in Yaoundé, in November 2002. As a follow-up to the workshop, projects have been initiated with the Pygmy communities on the topic of cultural cartography and geomatics based on the recommendations adopted under NEPAD.

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

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243. Work continued on the completion of the **general and regional histories**: Volume V of the *General History of Latin America*, and Volume V of the *History of the Civilizations of Central Asia*



will be published in April 2003. Volume VI of the *History of the Scientific and Cultural Development of Humanity* will be published in September 2003 and Volume VII in December 2003.

244. Under the **Arabia Plan**, activities and meetings of the Advisory Committee have been completed for the preparation of the film on the Arab cultural heritage, and UNESCO has taken part in several symposia in the region.

245. Within the framework of the **Mediterranean programme's** project entitled "Navigation of knowledge: Network of historical Mediterranean dockyards", which is subsidized by the European Commission, an initial training course in the techniques of underwater archaeology had a direct impact on the establishment of a department of underwater archaeology at the University of Malta. UNESCO Rabat launched the Network of Mediterranean protected areas, parks and gardens. In the framework of the Mediterranean Arts and Crafts Network, a preparatory meeting was held in UNESCO in July 2002. A budget and a three-year funding plan are currently being explored. With regard to the **Indian Ocean** programme, 12 countries took part in the second meeting of the Constituent Committee of the International Institute for Intercultural Dialogue and Peace, held in Mauritius.

246. The Task Force on UNESCO Activities relating to the **Study of the Slave Trade and its Implications** began its work by exploring in particular the proposed activities for 2004, proclaimed by the United Nations as the "International Year to Commemorate the Struggle against Slavery and its Abolition". A consultation of Member States on this subject took place at Headquarters in January 2003. Following the audit carried out by IOS on the **Gorée Memorial** project, proposals for refocusing the project are being studied with the Senegalese authorities. As is customary each year, the Director-General encouraged Member States to commemorate the International Day for the Remembrance of the Slave Trade and its Abolition. In the framework of the **Slave Route** project, two new works have been published. As part of the cultural tourism component of the Slave Route project, studies were completed in 20 African and Caribbean countries. Studies with a view to establishing slavery museums were undertaken in the United Republic of Tanzania and Liberia. UNESCO took part in the first plenary meeting of the Transatlantic Slave Trade project in the United States of America.

247. In the framework of the **Intercultural Dialogue in Central Asia project**, in commemoration of the completion of the UNESCO Hirayama Fellowships Programme, an international symposium on the Silk Roads was organized in Xi'an in November 2002. Some 100 Hirayama fellowship beneficiaries and experts on the Silk Roads from 29 nations participated in the symposium. They adopted the Xi'an Declaration that requests to consider inscribing the Silk Roads on the World Heritage List. The symposium provided an opportunity for Hirayama fellows to exchange their scientific achievements and to establish an international human and scientific network. UNESCO Tashkent organized an international scientific conference on "Central Asian Civilizations: Sedentary and Nomadic. Traditions and Innovation" with the International Institute for Central Asian Studies, in September 2002. The geographical scope of the research programmes on petroglyphs and caravanserais in Central Asia was enlarged as a first result of the new scientific contacts and partnerships established during the conference.

248. In September 2002, UNESCO Almaty organized a symposium entitled "Science and Spirituality along the Silk Roads" within the framework of the **programme on dialogue between religions**. The Kazakhstan Academy of Sciences, in association with other institutions, has put forward a Chair project to explore the themes of the symposium in greater depth and to provide instruction and a research framework that constitute a novelty in Central Asia. The **International Jamboree** in Thailand had dialogue between religions as one of its main themes and included a ceremony bringing together spiritual leaders, who addressed a message to young people.

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

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249. The **Global Alliance for Cultural Diversity** continued to actively manage three significant areas, namely, project development, fund-raising and publicity. Five partnership projects (Algeria, Peru, Jamaica, Russian Federation, Zimbabwe) were launched and preparations for 15 others continued so as to reach the 20 partnerships targeted for the first phase of this programme along the 2002-2003 biennium. Some €61,800 were raised for the Alliance Special Fund and efforts to consolidate and broaden the current 130 member partner-base have been pursued through regular updates, a newsletter, and the development of a web-based database.

250. UNESCO also cooperated with UNCTAD in the organization in November 2002 of an expert meeting on Audiovisual Service: Improving Participation of Developing Countries. The conclusions reveal the desire for increased cooperation between the two bodies, with particular reference to issues concerning the relationship between culture and commerce. The Clearing House for Literary Translation was launched on 4 November 2002. It is linked to a network of partners consisting of some 400 specialized agencies and bodies. During the two months in which it has been in operation, some 10,000 pages of the site – which includes direct access to the *Index Translationum* – were visited. The *Kitâb fi Jarîda* project was concluded in its existing form at the end of 2002, with the publication of a novel by the Palestinian novelist Jehya Khalaf. The resumption of the project in a new form with the help of new regional partners in the Arab region is under study.

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

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	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
Subprogramme IV.3	2,323,503	917,534	39.5
<b>Programme IV.3</b>	<b>2,323,503</b>	<b>917,534</b>	<b>39.5</b>

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

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251. In order to promote the UNESCO Universal Declaration on Cultural Diversity, a brochure is being widely distributed in six languages together with the English version of No. 1 of the Cultural Diversity Series entitled *UNESCO Universal Declaration on Cultural Diversity: a vision – a conceptual platform – a pool of ideas for implementation – a new paradigm*, published as a contribution to the Johannesburg World Summit on Sustainable Development. At the Summit, UNESCO and UNEP organized jointly a high-level round table on “Cultural diversity and biodiversity for sustainable development” with the participation of two heads of State, ministers and Nobel Prize winners. UNESCO further organized a public workshop on “Enabling diversity, sustaining development: the indivisibility of culture and development”. Days of Action and Reflection on the UNESCO Declaration are currently being organized by UNESCO Offices in all regions.

252. By resolution 57/249, while recalling the importance of the major issues tackled by the Declaration, the United Nations General Assembly *welcomes* the adoption of the UNESCO Declaration and *proclaims* 21 May as *World Day of Cultural Diversity for Dialogue and*

*Development.* It further invites all bodies concerned to ensure, among other things, the effective implementation of the Declaration's Action Plan in cooperation with UNESCO.

253. UNESCO provided support to 10 or so Member States for the framing of an innovative national **cultural policy**, making culture part and parcel of development. In this context, the African Itinerant College for Culture and Development and the African Institute for Economic Development and Planning (IDEP) published three works. Preparations for the Pan-African Cultural Congress, scheduled to take place in 2003 and organized by the African Union with the support of the Ford Foundation and UNESCO as part of the follow-up to the Stockholm Plan of Action, are under way, together with preparations for a meeting of Ministers of Culture in Asia. Surveys on the provision of training for cultural development personnel have been launched and an expert workshop on the training of cultural development agents in Africa was organized in Nairobi in December 2002. UNESCO Bangkok has been instrumental in establishing a network of Asian universities offering post-graduate degrees and in-service professional training in the field of culture policy and culture resource management with an initial membership of 22 institutions. Case studies and specialized publications have been completed in Latin America. CLT contributed significantly to the international symposium "Statistics in the Wake of Challenges posed by Cultural Diversity in a Globalization Context", organized by UIS in Montreal in October 2002. A start has been made on the development of a new framework for cultural statistics geared to the situation of developing countries.

254. Under the programme on tourist policies, four studies were carried out on Burkina Faso, Ghana, Mali and Niger, each including a specific project for submission to cooperation agencies. A regional strategy project for the three Baltic States was launched at a meeting held in Pärnu in December 2002. The culture, tourism, development network for research, expertise and international cooperation, comprising 11 universities from the five continents, was launched under the UNITWIN programme. UNESCO Bangkok has developed models of cooperation among stakeholders in heritage management and the tourist industry in eight historic heritage towns in the Asia-Pacific region and has conducted a workshop in Myanmar on the sustainable development of ecotourism.

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

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255. Improved access to the international market by creative craftworkers and young designers has been achieved through the awarding of the UNESCO Crafts Prize for Africa (SIAO, October 2002), the Arab States (Algiers, September 2002) and Latin America (FIDAR, Mexico, November 2002) and the exhibition at Headquarters of the 64 prizewinners of the DESIGN 21 competition (30 September -25 October 2002). With regard to the training of trainers, 17 craft workers from five Central Asian countries attended a workshop on renewable materials and the design of new products (Almaty, November 2002). Research in the Pacific region on the teaching of arts and creativity in school gave rise to a meeting attended by 60 participants from 20 countries (Nadi, Fiji, 25-29 November 2002), which highlighted in particular the shortcomings of some school programmes in relation to the cultural, social and economic realities of the region. Stress was once more placed on the importance of including course matter that makes the link, from the primary school onwards, between the teaching of artistic and heritage traditions in national languages and the children's environment so as to promote their creativity and sharpen their critical sense. These findings are similar to those reached in other geocultural areas. UNESCO Beijing collaborated in the organization of the second Children's Performing Arts Festival in Fukuoka, Japan, August 2002.

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

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256. The International Jury of the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance nominated the two prize-winners (the Chilean Antonio Skarmeta and the South African Jenny Robson). As part of the follow-up to the Books for All programme, protocols of agreement concerning analysis of the situation at the local level and support for the most under-resourced African libraries were drawn up with the NGOs *Culture et développement* (France) and *Books for Africa* (Minnesota, United States). In addition, the privately funded project for the provision of a bibliobus in Costa Rica was finalized in cooperation with UNESCO Guatemala.

## MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

### Overall assessment

257. The three principal strategic objectives assigned to the communication and information programme in the Medium-Term Strategy for 2002-2007 (31 C/4) provide the context for assessing the major developments and achievements in programme implementation. These strategic objectives are: (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.

258. Under Programme V.1 “**Promoting equitable access to information and knowledge, especially in the public domain**” corresponding to the principal priority, the activities carried out have contributed to achieving the expected results of (i) increasing global awareness of issues related to the information society; (ii) achieving a better understanding of ethical, legal and socio-cultural challenges of the information society; and (iii) articulating common vision and principles for the information society for the World Summit on the Information Society (WSIS, December 2003). In this regard, as part of the preparations for the WSIS, UNESCO organized and participated in a number of activities including the Pan-European Regional Ministerial Conference on the World Information Society in Bucharest, Romania (October 2002); the International Symposium on Freedom of Expression in the Information Society organized by the French National Commission for UNESCO in Paris (November 2002); regional meetings in Latin America and the Caribbean; and an online discussion forum for non-governmental organizations and civil society groups on the WSIS. In December 2002, UNESCO forwarded to the WSIS Executive Secretariat specific proposals and actions on issues which the Organization considers essential for inclusion in the first draft of the Declaration of Principles and of the Action Plan to be adopted by the Summit.

259. Another development under Programme V.1 which contributed towards increasing global awareness of issues related to the information society concerns the expansion of the Observatory on the Information Society with the establishment of Russian and Spanish services. UNESCO also contributed to strengthening public service broadcasting by supporting the preparation of internationally recognized criteria of editorially independent public service broadcasting; the setting up of PSB listeners' and viewers' committees; and several regional seminars on such themes as the legal, financial and administrative aspects of public service broadcasting, promoting public service broadcasting, and public service broadcasting and cultural diversity. These actions, along with others carried out on PSB during the period, are contributing to fostering international debate and reflection on the role of public services broadcasting (PSB) as a gateway to the knowledge society, and the development of PSB as a universal service.

260. Similarly, some progress was made towards attaining the results expected under Programme V.2 “**Promoting freedom of expression and strengthening communication capacities**”. With regard to freedom of expression, democracy and peace, UNESCO continued its three-prong approach. First, it continued its activities aimed at promoting and raising awareness of freedom of expression as a fundamental human right and enhancing protection of press freedom and journalists’ rights through assistance and close collaboration with national, regional and international non-governmental and professional media organizations as well as press freedom advocacy groups. Second, it pursued its normative approach of providing assistance and advisory services to adapt media legislation and guidelines on access to information to internationally recognized principles. Third, it continued operational activities to ensure follow-up of the declarations and plans of action of the five regional seminars on promoting independent and pluralistic media, in particular in conflict and post-conflict areas. Special mention should also be made of the decision of the 45th session of the Bureau of the International Programme for the Development of Communication (IPDC) in Paris, France, to provide about US \$1 million to fund 40 projects in Member States and the launching of the Programme for Creative Content, which aims at stimulating innovation and creativity in local content production for television, radio and new media. These two developments will contribute towards strengthening communication capacities in Member States and improving quality of endogenous television production and broadcasting in developing countries.

261. During the period under review, the Communication and Information Sector pursued the series of discussions initiated with the Sectors of Culture, Science and the Social and Human Sciences to strengthen intersectoral collaboration. Activities carried out in this context included a Forum on the Impact of Open Courseware for Higher Education in Developing Countries organized jointly with the Education Sector and, in cooperation with the Culture Sector, a consultation of major publishers and international document access programmers on the usefulness of a standardized framework of copyright permission for scientific and technical publications. The Programme for Creative Content is implemented in coordination with the Global Alliance for Cultural Diversity in the Culture Sector to ensure holistic approaches to the issue of cultural diversity. Given its substantive responsibility for the cross-cutting theme, “the contribution of information and communication technologies to the development of education, science, culture and the construction of a knowledge society”, the Sector closely collaborated with the other four programme sectors in implementing a number of activities in the 13 projects under the theme.

262. Concerning the contribution of Major Programme V to the Millennium Development Goals, it should be noted that the goals most relevant to the Sector’s mandate and expertise are: developing a global partnership for development, reducing extreme poverty and making progress towards gender equality and the empowerment of women. Access to relevant information and knowledge, opportunities to freely express one’s views and opinions and enhanced participation in decision-making about development programmes by all segments of society, particularly women and youth, can contribute to attaining those goals. The main purpose of the Sector’s actions in supporting community multimedia centres, multipurpose community telecentres, public service broadcasting, libraries, archives, information services and networks as well as in developing human resources and capabilities in the use of ICTs is to increase access to information and knowledge required for development. In the same vein, the actions in promoting freedom of expression, democracy and peace and in strengthening communication and information capacities are designed to enhance social participation in development programmes and to increase the contribution of communication and information in programmes for social change, development and reduction of extreme poverty.

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

	<b>Work plan allocations 2002-2003 \$</b>	<b>Expenditure as at 31.12.2002 \$</b>	<b>Expenditure vis-à-vis allocation at 31.12.2002 %</b>
Subprogramme V.1.1	1,561,399	771,638	49
Subprogramme V.1.2	3,335,057	1,276,304	38
<b>Programme V.1</b>	<b>4,896,456</b>	<b>2,047,943</b>	<b>42</b>

**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**

263. During the period under review, the Bureau of the **Intergovernmental Council for the Information for All Programme (IFAP)** held its second meeting (September 2002) to discuss, among other items, the creation of national IFAP coordination committees, options for organizing virtual meetings, and conditions concerning membership and functioning of the Council. The Council received its first donations to the Programme’s Special Account from Brazil, the Kingdom of Saudi Arabia and the Principality of Monaco. It is expected that the activities of IFAP will help to achieve solid international cooperation in building an information society for all and the institution of measures for the elimination or reduction of the digital divide through policies and guidelines to be promulgated through the Programme.

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

264. As part of the preparations for the **World Summit on the Information Society (WSIS, December 2003, Geneva, Switzerland)**, UNESCO organized and participated in a series of activities at governmental and non-governmental levels, including the Pan-European Regional Ministerial Conference on the World Information Society in Bucharest, Romania (October 2002) and the International Symposium on Freedom of Expression in the Information Society organized by the French National Commission for UNESCO in Paris (November 2002). Two regional meetings were held in Latin America and the Caribbean, one in Rio de Janeiro, Brazil (September 2002) and the other in Tegucigalpa, Honduras (October 2002) to discuss themes related to the development of communication such as support to community radio and community multimedia centres, freedom of expression and of the press and the right of access to information. The Organization also set up an online discussion forum for non-governmental organizations and civil society groups involving more than 300 participants. Their contributions will be transmitted to the WSIS Executive Secretariat for submission to Member States during the PrepCom II meeting (Geneva, February 2003). A website, “UNESCO and the World Summit on the Information Society” ([www.unesco.org/wsis](http://www.unesco.org/wsis)) was launched in September as a service for all UNESCO Member States and partners. In December 2002, UNESCO transmitted to the WSIS Executive Secretariat specific proposals and actions on issues which the Organization considers essential to be reflected in the first draft of the Declaration of Principles and of the Action Plan. All these activities contribute to

articulating **common vision and principles for the information society** for consideration by the Summit.

265. The UNESCO **Observatory on the Information Society** was expanded further with the establishment of Russian and Spanish services and the collection and dissemination of information at local level. The database of documents and links has been extended and the number of subscribers to the electronic newsletters has significantly increased. In Asia, decision-makers and researchers specializing in ICT issues participated in a meeting hosted by the Office of the Minister of State for Research and Technology, Indonesia, to determine regional information needs. Among their recommendations was the creation of an Asian Observatory to be hosted in the University in Bandung, Indonesia. A similar initiative has been planned for Africa in cooperation with the Universidade Eduardo Mondlane in Maputo, Mozambique. To achieve a better understanding of the **challenges and issues related to the information society**, UNESCO provided support for research studies on cyber law and on information society indicators in education, science, culture, communication and information.

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

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266. The success of the thematic portals on the UNESCO/CI website *Webworld* in promoting **interactive access to information and sharing of knowledge** was attested to by the increasing number of visitors. The three portals which have been set up (Archives, Libraries and Free Software) offer a range of features for the professional information communities and the general public, including the addition of multilingual content in non-Latin scripts, and mirroring of the Free Software Directory initiated in cooperation with the Free Software Foundation (FSF). In Africa, a web portal for East African teacher training colleges is being developed at the Learning Resource Centre (LRC) of the Kenya Technical Teachers College (KTTC) in Nairobi, to share information and provide online courseware. The distribution of the IDAMS software for statistical analysis and data mining and the CDS/ISIS database system/information processing tools saw a steady increase during the period, demonstrating their acceptance and use in information institutions around the world. Several training seminars were organized for distributors and users in all regions to provide support for using the software packages. The 14th Consultation of the IDAMS International Technical Advisory Group (October 2002) recommended that UNESCO embark on a new IDAMS development project based on the open source model while continuing the current version of the software. Many institutions have expressed their willingness to provide IT and human resources for the project. These activities have reinforced CDS/ISIS and IDAMS technology as open-source software and enhanced their distribution networks, thereby contributing to broadening access to information.

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

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

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267. To contribute to the promotion of a wider **access to information in the public domain**, five Public@ series CD-ROMs of representative public domain and open access information were completed for free distribution. These consisted of three model informatics applications for development in Africa, the UNESCO Virtual Laboratory Toolkit and the “Building Cyberspace” digital library developed with UNITAR which includes a broad range of information, training materials, tools, laws and regulations on cyberspace for developing countries. A trilingual

CD-ROM containing the open source Greenstone software for development of and access to digital libraries was finalized. A forum on the Impact of Open Courseware for Higher Education in Developing Countries was organized jointly with the Education Sector (July 2002) and a consultation of major publishers and international document access programmers was held (October 2002), in cooperation with the Culture Sector to consider the usefulness of a standardized framework of copyright permission for scientific and technical publications. Both of these meetings were financed by a donation from the William and Flora Hewlett Foundation through the Western Cooperative for Educational Telecommunications (WCET), in the United States. A UNESCO handbook providing young people with practical advice on creating multimedia CD-ROMs and websites was launched at the 28th World Scouts Jamboree in Thailand (December 2002). The handbook, *Memories and Marvels*, explains CD-ROM and web construction techniques in easy-to-digest English, making it accessible reading even for young people who learn English as a second language. The examples are drawn from the Memory of the World Register and the World Heritage List to suit the theme of the Jamboree: “Share our World, Share our Cultures”.

**05122** **Main line of action 2:**  
**Strengthening public broadcasting**

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268. As a part of its action to **foster international debate and reflection on the role of public service broadcasting (PSB)** as a gateway to the knowledge societies, UNESCO provided financial assistance to the World Radio and Television Council to prepare internationally recognized criteria of editorially independent public service broadcasting. The Organization is collaborating with several non-governmental organizations such as Voice of the Listener and Viewer in the United Kingdom and the Southern African Broadcasting Association to facilitate the setting up of PSB listeners’ and viewers’ committees. Such audience involvement in programme production and broadcasting is important for strengthening PSB in areas or regions where the concept is fragile. To help sensitize decision-makers on PSB, UNESCO supported a study by the Commonwealth Broadcasters Association on best PSB practices in parliamentary debates and election coverage and a comparative study in Central America on audiovisual policies related to PSB.

269. With a view to encouraging the **development of PSB as a universal service**, the Organization provided expertise and support for different regional seminars such as the seminar on legal, financial and administrative aspects of public service broadcasting organized by the Asia-Pacific Institute for Broadcasting Development (AIBD) in Bishkek, Kyrgyzstan (July 2002) with the participation of public service broadcasters from Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Russian Federation, Turkmenistan and Uzbekistan; the seminar on violence, media and society also held by AIBD in Kuala Lumpur, Malaysia (November 2002); a regional seminar to promote PSB in San José, Costa Rica (September 2002) involving broadcasters and presidents of national radio associations in Costa Rica, Panama, Guatemala, El Salvador, Honduras and Nicaragua; a national seminar on legal aspects of new broadcasting technologies in Managua, Nicaragua (November 2002); and a forum on public service broadcasting and cultural diversity in Delhi, India (August 2002). To improve **creativity in audiovisual production**, support was provided to Kiribati and Samoa in the Pacific for local production of programmes for public service radio and television stations.

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

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270. Efforts focused on enhancing the role of libraries and **information centres as access points** to information and knowledge. UNESCO, in collaboration with the ITU, UNCHR and two national



counterpart organizations, initiated a project to establish a network of MCTs to support refugees and national development in the United Republic of Tanzania. In collaboration with SchoolNet Africa, the Organization is developing a community-based e-learning for ex-child soldiers in Africa to facilitate their reinsertion into society. An International Telecentre Resource Website has been created on UNESCO/CI website *Webworld* to support the establishment of community telecentres in developing countries. In Latin America, the focus of the UNESCO Network of Associated Libraries (UNAL) has been on the automation of 17 libraries in Argentina and Uruguay and expansion of the number of members in the region. In Africa, an online newsletter for member libraries of UNAL in French-speaking West Africa has been launched. The newly created Asia-Pacific Information Network (APIN) had its first meeting in Bangkok, Thailand (December 2002). APIN was formed from a merger of three regional UNESCO networks to promote ICT literacy and application, information and knowledge networking, sharing of information resources, and use of international standards and best practices in communication, information and informatics.

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

271. The main objective is to build a framework of action for the development of **human resources and capacities** including through the innovative use of ICTs. A multimedia training module on CD-ROM dealing with production of “radio browsing” programmes has been distributed worldwide to training partners and institutions. With a step-by-step video in English, French and Spanish, radio presenters learn how to share online resources with their listeners. In the framework of UNESCO’s Digital Silk Roads Initiative, a regional training workshop on Advanced Digital Technology-Assisted Cultural Artwork Restoration and Archiving (ADTACARA) was held in Baku (October 2002) with 25 participants from countries in the Silk Roads and neighbouring regions. With UNESCO support, the Regional Academy for Advanced Network Administration and Design (RAANAD) in Kiev, the Regional Academy for Online Network Governance and System Administration (RAONGSA) in Baku and the Technological University of Tajikistan Computer Centre – set up by UNESCO under a UNDP project – provided training courses for about 700 IT professionals from Central Asia and Eastern Europe to reinforce capacities in the management and administration of IT training and research systems.

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

	<b>Work plan allocations 2002-2003 \$</b>	<b>Expenditure as at 31.12.2002 \$</b>	<b>Expenditure vis-à-vis allocation at 31.12.2002 %</b>
Subprogramme V.2.1	1,311,059	667,334	51
Subprogramme V.2.2	2,643,101	1,127,424	43
<b>Programme V.2</b>	<b>3,954,160</b>	<b>1,794,759</b>	<b>45</b>

#### **V.2.1: Freedom of expression, democracy and peace**

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

272. Efforts focused on **increasing public awareness of freedom of expression as a fundamental human right** and **enhancing protection of press freedom and journalists’ rights**.

UNESCO continued its assistance and close collaboration with national, regional and international non-governmental and professional media organizations as well as press freedom advocacy groups such as the World Association of Newspapers, the International Federation of Journalists, Reporters sans Frontières and the International Press Institute. A manual on safety is being prepared for journalists working and living in conflict zones in Latin America. The manual which contains chapters on freedom of expression, risks and safety issues; international guidelines; and a directory of emergency addresses, will be launched on World Press Freedom Day (3 May 2003). The practical guide for journalists investigating violations of freedom of the press was updated in English and French with the introduction of a chapter on war correspondents, international status of war reporters and ethical issues of war reporting. Assistance was provided for the expansion of the International Freedom of Expression Exchange (IFEX) network whose primary purpose is to enhance the protection of press freedom and the rights of journalists. With support from UNESCO, IFEX has set up a specially designed website which posts alerts and transmits properly validated information globally to members, individuals and NGOs.

273. UNESCO stepped up efforts to promote and strengthen **democratic media environment** through assisting national authorities seeking to adapt their media legislation and policies to internationally recognized standards. Advisory services were provided to Bulgaria, in July 2002, including discussions with the three branches of government, major professional media and academic community on media legislation. As a result, the authorities endorsed several of the proposals made, especially those dealing with public broadcasting and access to information legislation. Support was also provided to Article 19, Radio Nederland and IPS to undertake studies on legislation on access to information in Latin America. In the Arab States, a seminar on media and good governance was held in Amman, Jordan (September 2002), in collaboration with the European Commission.

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

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274. As a part of the efforts to **restore or consolidate peace** and impart the values of non-violence and tolerance through and by the media, UNESCO continued its support to the South East European News Exchange for Public Service TV Broadcasters (ERNO). ERNO functions as a human and technical resource development framework with the goal of strengthening peace and democracy in South East European countries through public service television. The Organization also continued its assistance for local television production in Serbia: together with the Soros Foundation, it supported a number of independent production houses to produce documentaries, a series of reports and cultural programmes as well as a training course in documentary filming in the University of Arts in Belgrade.

275. Concerning **participation of women in media**, UNESCO provided assistance to the UNESCO Chair in women and new communication technologies for the Asia-Pacific region in Seoul, Republic of Korea, for the production of features; web design and content development; preparation of handbooks on best practices of women media professionals and gender-sensitive reporting. The publication *Mujer y Prensa en América Latina* (Women and the Press in Latin America), prepared in collaboration with the Journalists Union of Brazil and presenting the experiences of women working in the media, is intended to promote increased access and wider participation of women in the media at all levels. In Africa, support was provided to the Kenyan Women Media Association to enhance the use of ICTs in its programme activities. UNESCO contributed to the report of the United Nations Secretary-General on “Participation and access of women to the media, and their impact on and use as an instrument for the advancement and empowerment of women” prepared by the United Nations Commission on the Status of Women.

## V.2.2: Strengthening communication capacities

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

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276. Efforts to **strengthen communication capacities in Member States** were pursued through the decision of the 45th session of the Bureau of the **International Programme for the Development of Communication (IPDC)**, Paris (December 2002), to provide about US \$1 million to fund 40 projects in developing countries. The Bureau also pre-selected 42 new projects for consideration by the 23rd session of the IPDC Council to be held in March 2003. Furthermore, in the framework of the IPDC, a three-week training course on television production was organized by the Korean Broadcasting System and the Korea International Cooperation Agency in Seoul, Republic of Korea (October 2002) for 18 television producers from Afghanistan, Bulgaria, Colombia, Dominican Republic, Egypt, Ethiopia, Ghana, Indonesia, Jamaica, Jordan, Kenya, Nepal, Sri Lanka, United Republic of Tanzania, Tunisia, Romania, Ukraine and Uzbekistan. Also, the Russian Federation organized a three-week training course on news media technologies in Moscow and Saint Petersburg (December 2002), in partnership with the ITAR-TASS News Agency and the University of Moscow, for 20 media professionals from Azerbaijan, Armenia, Belarus, Georgia, Kyrgyzstan, Latvia, Lithuania, Moldova, Tajikistan, Ukraine and Uzbekistan. These training courses were designed to strengthen capacities of media personnel in the different countries.

277. To improve quality of **endogenous television production** and broadcasting in developing countries, UNESCO launched (September 2002) the Programme for Creative Content which aims at stimulating innovation and creativity in local content production for television, radio and new media. The programme is implemented in coordination with the Global Alliance for Cultural Diversity initiative (carried out under Major Programme IV) to ensure more holistic approaches to the issue of cultural diversity. UNESCO provided support for content production, training and distribution, including the production of television programmes in Cambodia, Democratic Republic of the Congo, Mali, Nigeria and Togo. In Asia and the Pacific, the Organization supported the ABU to hold the Children's Television Program Exchange meeting and workshop in Kuala Lumpur, Malaysia (July 2002) with participants from 21 countries in the region. During the workshop, 64 children's television programmes were exchanged among 12 broadcasting organizations. This activity helped to improve creativity and visibility of children's television programme producers in the region and to increase cooperation and exchange of programmes.

278. In Latin America and the Caribbean, UNESCO similarly supported a workshop to promote the production of programmes for children using computer animation techniques as well as a script-writing workshop for women. This workshop resulted in greater awareness of the availability of quality television programmes produced in the region and the development of new programming standards for children. In Europe, the Organization facilitated the participation of producers from the Russian Federation, Belarus, Georgia, Armenia, Kazakhstan, Lithuania, Latvia, Moldova, Tajikistan, Estonia and Ukraine in the regional International Public Television (INPUT) workshop in Moscow (December 2002) attended by 75 producers from the region. The workshop and conference provided the opportunity for discussions and exchange of experience among the audiovisual professionals.

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

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279. UNESCO contributed to **improving professional training in communication and information** by supporting several training activities in different regions. These included a training workshop organized by the Media Resource Centre in Tashkent, Uzbekistan (October 2002) for 24 editorial staff of print media on gathering news and information from online resources to improve the quality of media output; a workshop held by AMIC in Chennai, India (October 2002) to train journalists from small English and local language newspapers on using ICTs to improve the quality and diversity of reporting attended by 37 participants from 19 local newspapers; a training workshop in Yerevan, Armenia (September 2002) for journalists on legal and ethical regulation of media, management and marketing in media enterprises, design and layout of print media, as well as use and impact of ICTs; and a workshop organized in Algiers (December 2002) by the Algérie Presse Service for documentalists from the five Maghreb news agencies (Agence Mauritanienne d'Information, Maghreb Arabe Presse, Algérie Presse Service, Tunis Afrique Presse and Jamahiriya News Agency) to train them in the use of ICTs in news agency documentation.

280. Under the **INFOYOUTH Programme**, a survey of training needs of young people in Malawi, Zambia and Zimbabwe was carried out to help in developing an informatics and telematics module for non-formal training of young people in the use of electronic media. Existing information and communication schemes for exchange of youth-related information and experiences were increased through support for initiatives for youth empowerment through training in ICTs and increased access to information in Armenia, Brazil and Cuba. UNESCO also supported information and training schemes for disadvantaged youth to increase their knowledge and awareness of HIV/AIDS issues in Latin America and the Caribbean. With regard to increasing awareness and sensitization of the importance of a “**culture of maintenance**”, UNESCO supported the Asia-Pacific Broadcasting Union (ABU) to organize a workshop on technical maintenance for broadcast technicians in the Lao People's Democratic Republic (November 2002) with the participation of 20 broadcast technicians from provincial broadcasting stations and to the Centre Africain de Perfectionnement des Journalistes et Communicateurs in Tunis for a training seminar for journalists, coordinators and technicians responsible for television news in the five Maghreb countries on the “Système électronique de gestion des actualités” (November 2002).

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**UNESCO INSTITUTE FOR STATISTICS**

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**06004** **Improvement of the UNESCO international statistical database**

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281. With the overall aim of improving the timeliness of the UNESCO Institute for Statistics' data provision, the processing of education data relating to the school year 1999/2000 was completed and delivered to a wide range of users. These data formed the basis for the *EFA Global Monitoring Report for 2002* and were fed into the monitoring process for the Millennium Development Goals. At the same time data relating to the 2000/2001 school year have been collected and will be released in early 2003.

282. A third series of 12 workshops gathering over 200 experts on education statistics from ministries of education all over the world began in March 2002. The workshops, financed by the Institute for Statistics (UIS) and organized in cooperation with local partners, are an essential part of the collection of global statistics for the monitoring of the state of education in the world, including the progress towards the goals of Education for All. The challenge of the 2002 workshops was to

assess the quality of the data and indicators received from countries in the first UIS surveys, and to work with national statisticians to plan and build capacity for the development and improvement of core national data. The objectives of the workshops, attended by statisticians and planners from education ministries all over the world, are to improve the quality, timeliness and international comparability of education statistics. Each workshop devoted one day to plan the monitoring of Education for All (EFA). The workshops have also proved to be an excellent medium for discussing regional concerns, and working together to produce regional publications.

283. During 2002, UIS made great efforts to rebuild its networks in Member States and to forge new contacts and partnerships. The location in North America has been especially helpful to the UIS in enabling it to build close partnerships with Statistics Canada, the Canadian International Development Agency (who announced significant support for the UIS in November 2002), and the United States Department of Education. In this context, the UIS is supporting the UBASE (Universal Basic Education) project based at Harvard University and the American Academy of Arts and Sciences.

284. Coordination of action with the World Bank and with various United Nations agencies in New York has been significantly increased. There has been a continuing dialogue on the relative strengths of survey and administrative data in education, as well as on the development of an EFA indicator for completion of primary education. The World Bank has contributed financially to a programme of work, which includes the World Education Indicators. The UIS has played an increasingly active role in the joint UIS/OECD World Education Indicators project (WEI), which has improved the quality of the finance data and the understanding of finance mechanisms for education. Among others, the UIS is compiling information on policy priorities and existing school-based data collection in the 20 WEI participating countries. In this context, the Institute hosted a meeting of WEI national coordinators in Montreal in late September to reach consensus on policy issues to be addressed, and the methods to be used, in a forthcoming comparative school survey.

## **06005** Developing new statistical concepts, methodologies and standards

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285. In collaboration with the UIE and the Education Sector as well as the Adult and Non-Formal Education group at the World Bank, work began on the development of a robust and easy-to-apply **literacy assessment** methodology and the establishment of good practice in order to improve the quality of information on literacy. The identification of funding for the development and pilot testing of an adaptable methodology that can be implemented cost-effectively in less developed countries will be a major priority for UIS work in 2003.

286. Responding to the need for information on educational activities, which take place outside the formal school system, the UIS is cooperating with the Basic Education Division, the Asia-Pacific Cultural Centre for UNESCO (ACCU) of Japan and selected Member States, in launching pilot projects to establish management information systems for **non-formal education** and to field-test concepts, methodologies and software applications for the collection, processing, analysis and dissemination of information on non-formal education. Pilot projects are currently being implemented in the United Republic of Tanzania, Cambodia and India. In order to monitor progress towards the Education for All (EFA) goal of “expanding and improving comprehensive **early childhood care and education** especially for the most vulnerable and disadvantaged children”, the UIS is collaborating in developing and field-testing innovative approaches and methodologies for the collection of data on early childhood care and education, and for the production of policy-relevant indicators. Five countries (Cambodia, Viet Nam, Kazakhstan, Kyrgyzstan and Tajikistan)

have agreed to implement pilot projects aimed at collecting data on different aspects of early childhood education and care.

287. A study to develop comparable indicators on **teachers and the teaching force** in order to improve comparative indicators about teacher training and qualifications is in progress. The study will examine the number of qualified teachers needed to meet development goals for primary enrolments and to extend learning opportunities at the secondary level, and will survey policy problems and innovations related to teacher deployment. A comparative database is being compiled describing national training and qualification standards and the general characteristics of national teaching forces, based on responses to a UIS “quick” survey. Initial results have been released in research briefs as part of World Teachers’ Day on 5 October 2002.

288. The present UIS **culture statistics** programme covers the areas of book production, libraries, museums, the press and films and cinema. In consultation with the Culture Sector, the UIS is currently undertaking a comprehensive inventory and evaluation of the programme including a worldwide consultation to be fed into a new programme for 2003-2004. As an important input to the development of the programme, the UIS organized a three-day symposium jointly with Quebec’s “Observatoire de la Culture et des Communications” in October 2002. The objective of the symposium was to identify cultural policies, which might be informed by relevant cross-national data, in order to help establish priority areas for the Institute’s culture statistics programme. Over 60 researchers and policy-makers from academia, other international organizations and national agencies made presentations on different aspects of cultural policy and provided views on possible future data collection.

289. The UIS is also carrying out a basic review of **statistics in communication** by examining existing indicators and the development of new ones. Collaboration is currently being pursued with CIDA, ORBICOM and other groups involved in the Digital Divide Index Project in the proposal of a framework and the definition of a set of broad and comprehensive indicators which attempt to measure the divide. Together with the Communication and Information Sector, UIS is involved in preparation for the WSIS (December 2003), as well as in research on the issue of language use on the Internet in the framework of the B@bel project.

290. A review of **science and technology statistics** and indicators was initiated by the UIS in close cooperation with the Division of Science Analysis and Policy and the Regional Office for Science and Technology in Latin America and the Caribbean. An expert meeting in science and technology statistics was held in Montreal, in April 2002, to discuss developments taking place across the world in S&T and the possible statistical requirements to track these changes. The meeting, which also convened international partners such as OECD and EUROSTAT, was organized in collaboration with the Observatory for Science and Technology of the University of Quebec at Montreal. The expert meeting developed and refined the methodological tools for a consultation among policy-makers and researchers, which will form the basis of a data collection strategy for science.

## **06006** Statistical capacity-building

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291. The Institute has continued with its programme of holding 12 annual regional workshops, aiming to discuss issues of major concern to statisticians of education ministries and common concerns with regard to international education data. The workshops have established close ties between Member States and new statistical staff at Montreal and play an important role in statistical capacity-building.

292. The UIS is also supporting subregional programmes in the Arab States and Latin America and the Caribbean to develop education indicators and to incorporate educational management information systems. Direct technical advisory services are being provided to Nigeria in the ongoing Baseline 2002 education survey and modernization of the Education Data Bank. The UIS has kept abreast of developments in the PARIS21 (Partnerships in Statistics for the 21st Century) initiative and the Director of the UIS is a member of the steering committee for the World Bank Trust Fund for statistical capacity-building.

293. The ADEA Steering Committee met in March and endorsed the NESIS work programme for the next three years and the future of NESIS was further explored at the WGES meeting in the United Republic of Tanzania in December. During 2002, NESIS has held several capacity-building workshops. A new module is being developed to help national statisticians work with the press, and the non-formal education working group has made good progress. The Dakar Office has had much success with its IT module in Burkina Faso, Côte d'Ivoire and Mali, and is now working on an expanded GIS school mapping project. Building upon the success of the NESIS programme of statistical capacity-building in Africa, a similar programme is now being established in the Bangkok regional office. Finally, DGF funds were obtained from the World Bank for capacity-building activities of UNESCO Regional Offices in Chile and in Beirut. The Institute is cooperating with the Summit of the Americas Indicators Project (PRIE) and UNESCO Offices in Chile and Jamaica to build statistical capacity in countries in the region.

294. To date, the capacity-building programme has included on-site consultations by international experts in several Caribbean countries for the purpose of assisting local statisticians evaluate data sources, providing guidance on the use of statistics and indicators to satisfy national and international information needs and identifying data gaps and formulating plans to eliminate them. The programme has included a training module for regional statisticians so that future technical assistance in the education statistics field can be accommodated within the region.

#### **06007 Strengthening statistical analysis and dissemination of policy-relevant information**

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295. As part of ongoing cooperation with USAID, UNICEF and FASAF (Research Network on Family and Schooling in Africa), the English version of a *Guide to the analysis of education data from demographic censuses and surveys* has been prepared and will be widely distributed. UIS has been actively involved with partners, such as USAID/Macro International, UNICEF and the World Bank in promoting the use of better quality education indicators derived from household surveys. Related working papers will be released shortly. The third joint UIS/OECD WEI report has also been prepared, containing comparative indicators and national policies related to human capital and economic growth, as well as public and private roles in educational provision.

296. The EFA Observatory at the UIS prepared six reports on countries' progress towards the EFA goals, submitting them for the EFA Global Monitoring Report for 2002. Support material was received from UNESCO regional bureaux, institutes, NGOs, UNICEF, the World Bank and other partners. The reports suggested the requirements for future EFA monitoring in line with initial proposals published in April 2002. A regional report on education statistics in the Arab region was written for release early in 2003.

## PROJECTS RELATING TO CROSS-CUTTING THEMES

### (i) Eradication of poverty, especially extreme poverty

	Work plan allocations 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
<b>Total, Eradication of poverty especially extreme poverty</b>	<b>6,389,750</b>	<b>1,760,783</b>	<b>27.6</b>

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

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297. The project aims at empowering poor and marginalized girls by helping them to acquire appropriate scientific and technological knowledge and skills which would meet their basic needs, open the door to more job opportunities and ultimately increase their standard of living and status in the society. Pilot training activities for poor girls are undertaken in six project sites in three countries in Asia, Nepal, Cambodia and Indonesia, which are carefully planned through needs assessment involving the communities and other stakeholders. Ways to link formal and non-formal education systems are explored in order to meet the needs of the target group. The pilot activities are to be monitored and evaluated in order to give policy recommendations on how to better promote access of underprivileged girls to such learning opportunities and develop their potential.

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

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298. The project developed its activities according to the agreed framework and agenda set forth at the Project Planning and Programme Development Workshop held in Jaipur in April 2002. Hence, between July-September 2002, the educational activities which are mandatory for the adolescent girls joining the project were launched by the national and local partners in all the four countries selected for implementation of the pilot initiatives, namely, Bangladesh, India, Nepal and Pakistan. The monitoring and evaluation of the project activities have been designed in collaboration with local youth NGOs in order to ensure that the progress is perceived “through the girls’ eyes”. The youth NGOs are presently working on setting indicators to assess the adolescents “empowerment process” and on a methodology to appraise the impact of the project on the community. A donation of \$100,000 was made by a Belgian foundation (Stichting Gilles) for activities related to education and microfinance (out of which an amount of \$25,000 has already been received and \$75,000 are expected in 2003).

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

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299. The LINKS project promotes local knowledge and world views as tools to shape and attain the MDGs of poverty eradication and environmental sustainability. To build awareness on these issues, the project held an event at the WSSD (Johannesburg) on “Linking Traditional and Scientific Knowledge for Sustainable Development”, that was co-organized with the indigenous Tebtebba Foundation and the International Council for Science (ICSU). On this occasion, the LINKS brochure was widely distributed and the website launched [www.unesco.org/links](http://www.unesco.org/links). To catalyse critical reflection and dialogue, the WSSD also served to launch the UNESCO-ICSU report



on “Science, Traditional Knowledge and Sustainable Development”. In addition, a special issue on “Indigenous Knowledge” was published in French and English in the *International Social Science Journal* (ISSJ, Vol. 173).

300. LINKS also contributed at the Asian Civil Society Forum (Bangkok, Thailand) on *United Nations/NGO Partnerships for Democratic Governance*, where particular attention was paid to the theme of cultural diversity and biodiversity. Fieldwork has been launched focusing on women in the impoverished villages of the Song Hong Delta (Viet Nam) in cooperation with the Vietnamese National Centre for the Social and Human Sciences and the Centre National de la Recherche Scientifique (CNRS, France). A first report submitted on indigenous knowledge and the strengthening of resource-based livelihoods in the Volcanoes of Kamchatka World Heritage Site, Russia, provides the basis for further field action involving Even and Koryak communities, the Max Planck Institute (Germany), the Kamchatka Institute for Environment Protection (Russia) and UNDP-GEF. To strengthen local and indigenous knowledge transmission among youth in Pacific SIDS, work continues on a CD-ROM on traditional knowledge of navigation in the Pacific. As a complement to the CD-ROM, a documentary film on navigation traditions in Satawal (Federated States of Micronesia) is being prepared with CNRS. Similarly, a documentary is being prepared on women’s knowledge associated with Inuit bird skin clothing construction in Arctic Canada.

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

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301. The initial phase of the project aims at risk mitigation strategies in selected areas and urban systems in Asia, Latin America and the Caribbean. The review of theoretical, methodological and practical contributions to urban disaster reduction in Asia and the Americas has revealed a very rich starting point within the cities, nations and regions of these two large geographical areas. There appears to be much potential for, and some existing exemplary practice of “horizontal” exchange of methods, data, practices directly among cities.

302. The participation of the Montevideo and Kingston Offices in the inception of the launching phase of the project have paved the way for the design of project activities in Latin America and the Caribbean. Two activities are envisaged, one on community awareness of natural hazards and risk, which is foreseen to take place in the Caribbean (in collaboration with the Kingston Office) and the other on landslide risk assessment in the Andean range (to be headed by Peruvian authorities).

303. A partnership between UNESCO and the Geological Surveys of Ecuador and Peru has been discussed to develop hazard zonation for better land-use planning in Alamor and Quiroz basins respectively. Furthermore, partnership with the Earthquake and Megacities Initiative (EMI) has been initiated with a view to define the project part covering some areas of Asia with the participation of the ICIMOD Centre in Nepal and the Asian Disaster Preparedness Center in Thailand.

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

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304. This project is currently under development following a working meeting held in April 2002 with specialists (miners, representatives from universities, NGOs, national and international institutes for technical cooperation) from Bolivia, Brazil, Colombia, Chile, Ecuador, United States, Peru, Dominican Republic, Uruguay and Venezuela.

305. The output of the meeting was a strategic view for a 10-year term of the law-scale mining in Latin America (a formal activity, organized and profitable which uses efficient technology and which is socially and ecologically responsible). Priority themes and lines of action for the Law-Scale Mining in Latin America (MPE) – (viability, sustainability and productivity; generating information and improving the access to information; good management and work security; added value and diversification of the local economy, etc.). The UNESCO Office in Montevideo is providing assistance to governments in the design of their policies and legislation in this area with a view to protecting the rights of miners.

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

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306. The overall framework of the UNISOL-TAPE project is to promote technology for poverty eradication and sustainable development, with interdisciplinary programme components across UNESCO's areas of mandate, and specific geographic and social dimensions relating to particular regions and issues. Recent activities included an "Expert Workshop: Engineering and Technology for Poverty Eradication" was held at UNESCO, Paris, in May 2002. The TAPE project was presented as a UNESCO initiative at the "Engineering and Technology Innovations for Sustainable Development", session of the Forum on Science, Technology and Innovation for Sustainable Development of the World Summit on Sustainable Development, Johannesburg, 28 August 2002.

307. The following activities are in the organizational and planning stages:

- cooperation and support for the organization of a regional "Technology and Poverty Reduction Workshop", to be held in Accra, Ghana, from 25 to 26 February 2003, organized by the African Technology Policy Studies (ATPS) network and linked to the PRSP process;
- an International Forum on "Engineering and Technology for Poverty Eradication" initially scheduled for 2002 to be held on 12 and 13 May 2003 at the Institution of Civil Engineers in London;
- a project on "Technology Knowledge Networks for the Poor" – "TecKnowNet", is being developed with the Intermediate Technology Development Group (ITDG) in the United Kingdom and related partners in the United States, France, Germany and Switzerland. A planning meeting was held in November 2002 to discuss case studies and pilot activities in knowledge networking in Africa (including Kenya and Uganda) and, possibly, Nepal;
- the production of a toolkit of information, learning and teaching materials on "Engineering and Technology for Emergencies, Disaster Relief and Reconstruction".

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

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308. With a view to raising public awareness on the situation of neglected and street children and young people in Kyrgyzstan and mobilizing efforts of the government, civil society and donors, UNESCO supported the scientific and practical conference on "Problems of neglected and street children and young people and ways of their solution", organized by the National Commission of the Kyrgyz Republic for UNESCO, which had been designated the focal point of the project in the country.

309. To disseminate the results of the conference and the information on the project, the National Commission launched an information campaign in the mass media, in particular organized two press conferences, encouraged publication of a series of articles in the press, participated in several television interviews and in a special television round table discussion together with the main governmental and non-governmental actors and children and young people from social rehabilitation centres. Other activities have been undertaken to assist policy-makers in finding sustainable solutions to youth problems, to share best practices and to mobilize NGOs.

#### **03412 Advocacy campaign on poverty eradication**

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310. Three seminars have been organized (or co-organized) in 2003: (i) “Poverty as a violation of human rights: Risks and possibilities”, 24 June 2002 in Paris, with three scholars in philosophy and human rights law from Columbia University, Essex University and the London School of Economics; (ii) a brainstorming session with the Special Rapporteur to the United Nations on the Right to Housing, with participation from the Office of the High Commissioner of Human Rights and the International Institute on Anti-Poverty (United States); and (iii) a conference on “Poverty and Human Rights” in cooperation with the International Federation of Philosophical Societies. Five philosophers from the United States, Finland, Turkey, France and Germany participated in this event which took place on 21 November 2002.

311. The following partners have been active in developing the project: the International Federation of Philosophical Societies (FISP), the Philosophical Association of Turkey, the Department of Philosophy of Aberdeen University, the Department of Philosophy of Columbia University, the Yale Institute for Public Policy and Law, the Department of Law at the London School of Economics and the Institute for Applied Philosophy and Ethics at the Charles Stuart University in Australia.

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

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312. The National Commissions for UNESCO in the project countries – Dominica, Grenada, Saint Kitts and Nevis and Saint Vincent and the Grenadines – have been most cooperative. They were contacted in early October 2002, and copies of the Letter of Agreement made with the Inter-American Institute for Cooperation on Agriculture (IICA), OAS were copied to all including the Permanent Delegations. Some of the National Commissions also signed the Letter of Agreement made between UNESCO and IICA.

313. In November 2002, and further to the Letter of Agreement with IICA, meetings were organized between the National Commissions and IICA to elaborate the capacity-building component of the project in each country, to foster collaboration, relevance and ownership. Reports received from the Secretaries-General have been positive. Their collaboration on the project is expected to continue, particularly in the selection of project participants and the establishment of national “project implementation agencies” that will assist in coordination. Government ministries such as those of education, agriculture, social community and youth affairs, as well as NGOs working with youth are also expected to be part of this coordinating mechanism. The National Commissions have been active in seeking candidates to undertake the research work and submitted curriculum vitae of potential candidates.

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

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314. Based on the objectives defined in the UNESCO Medium-Term Strategy concerning the eradication of poverty, especially extreme poverty (31 C/4, paras. 178-201), the project was launched during a meeting held at UNESCO Headquarters. A book entitled *La pauvreté, une fatalité? Promouvoir l'autonomie et la sécurité humaine des groupes défavorisés – Benin, Burkina Faso, Mali, Niger* was prepared by UNESCO in cooperation with African Futures (AFCEN/UNDP). The book presents four case studies carried out in the sub-Saharan African countries mentioned above and recommendations made at a validation workshop which brought together the authors, permanent delegates from the countries concerned and several experts from international organizations. The book, which was widely distributed to Member States, research and training institutions and NGOs in the countries concerned, contains a critical analysis of poverty reduction action frameworks and highlights the importance of defining the role of all the partners currently involved, starting with the most underprivileged populations themselves. The book will provide guidelines for the organization of national workshops (Burkina Faso, Mali and Niger) to identify sites for each country as well as target populations and their needs, draw up an agenda for each project and identify indicators for their evaluation.

315. The design and implementation of the projects are undertaken in close cooperation with the Permanent Delegations of UNESCO and the National Commissions for UNESCO of the countries concerned. Principal partners in the field are: African Futures (AFCEN/UNDP, Côte d'Ivoire), national consultants (Benin, Burkina Faso, Mali and Niger) and local NGOs identified by those consultants.

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

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316. During the implementation of the project (June 2002-December 2002), different workshops and meetings were organized, not only among the representatives of China, Lao People's Democratic Republic and Cambodia pilot sites, but also among the Headquarters team members, in order to strengthen intersectoral cooperation. The work plan (August 2002-December 2003) for each pilot site in the three countries was adopted. At present, there are eight pilot sites in China, two pilot sites in Cambodia and only one in Lao People's Democratic Republic. The implemented activities integrate life skills, health prevention, legal and human rights, education, as well as vocational training and sociocultural activities. They specifically focus on vulnerable young migrants, especially women. They aim at reducing poverty providing support and information services to young migrants, at developing advocacy about migration issues and, most of all, at supporting policy design.

317. For the remaining part of the 2002-2003 biennium, the plan is to continue the implementation of the project, to analyse the results of Phase I activity reports, to organize the second subregional strategic workshop in Phnom Penh and a special session "urban poverty and rural-urban migrations in China" during the 36th World Congress of the International Institute of Sociology, in Beijing. Moreover, a national conference will be organized in each country in order to formulate recommendations to policy-makers.

**03417 Building capacities to deal with poverty eradication**

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318. Three project review sessions were undertaken with project leaders and their team members. These reviews took place in March, May and October 2002. The purpose of the first review was to encourage teams to work their projects around the concept of poverty as a denial of human rights, so as to provide a coherent and common framework for “poverty projects”. The second review was to assist teams in reworking their expected results. The purpose of the third review which took place with an outside consultant was to undertake a review of the poverty programme.

319. A human rights consultant was recruited from Oxford University to work with team leaders in building up the human rights dimension of their poverty projects. Anne-Marie Lizin, Senator of the Belgian city of Huy, Independent Expert on Poverty of the Commission on Human Rights gave a conference at UNESCO to project teams, followed by a question/answer period. A poverty website was designed, and is linked to the SHS website. A draft strategy paper on poverty as a denial of human rights has been prepared, and a list of training courses on the design of poverty projects has been compiled and circulated to all team leaders. The Active Learning Centre at the University of Glasgow has accepted an invitation to come to UNESCO to provide two training courses to team leaders. The first is on Advocacy and lobbying: Equality, equity and poverty elimination; the second is on Tackling poverty: The role of human rights and good governance. Both these courses will be given in the course of autumn 2003 (one before, and one after the General Conference).

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

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320. This project aims to promote sustainable community-based cultural and ecotourism in isolated mountain areas of Central Asia, with a focus on poverty alleviation, reduction of rural-urban migration and the preservation of the cultural and natural heritage. Project activities, carried out by local and international NGOs working in seven countries – India (Ladakh), Islamic Republic of Iran, Kazakhstan, Kyrgyzstan, Nepal (Humla), Pakistan (Chitral and the Kalash Valleys) and Tajikistan – are well under way, including training local tour guides, focusing on young people and women, establishing community-based home-stay accommodation, and training in the production and sale of high-quality craft items. A major strength of the project is its practical, hands-on approach to tackling rural poverty, and its decided emphasis on community participation and South-South cooperation.

321. Project activities have been under way in six of the seven regional countries, work in the Islamic Republic of Iran not starting until 2003 at the request of the Iranian partner. The local partners are: India (Ladakh) – The Mountain Institute and Snow Leopard Conservancy; Islamic Republic of Iran – Iran Touring and Tourism Organization); Kazakhstan – Kazakh Mountaineering Foundation (KMF); Kyrgyzstan – Novinomad Ecotourism Development Company; Nepal – the Nepal Trust (the Nepal Trust, a Nepal-based NGO); Pakistan – Aga Khan Rural Support Programme and the Chitral Association for Mountain Area Tourism (CAMAT); Tajikistan – ACTED (Agence d’Aide à la Coopération Technique et au Développement).

**04412 Strategy for the sustainable development of tourism in the Sahara**

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322. The goal of the project is to incorporate into tourism development policies and strategies for the Sahara ways and means of helping local populations combat poverty by involving them in activities to protect their heritage and enhance its attractiveness to tourists. Partnership

arrangements have been concluded with the Sahara and Sahel Observatory (OSS) and the Déserts du Monde foundation. Fifteen participants, among them a team of seven consultants (including three women) from the countries involved in the project, attended a seminar on 17 and 18 July at UNESCO Headquarters with the Secretariat project team with a view to streamlining the interdisciplinary work and introducing the Permanent Delegations of the Member States concerned. The seven sectoral studies based on the survey/proposal model were submitted in December 2002. A summary report will be drawn up and will then serve as a draft strategy to be put to the Member States.

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

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323. In view of the short period of the project duration and the need for supplementary funding, the following sites which benefit from ongoing conservation projects were selected: Porto Novo (Benin); St Louis (Senegal); Georgetown (Guyana); Luang Prabang (Lao People's Democratic Republic) and the Six Canal Towns of the Lower Yangtze River (China). In addition to these five sites, the methodology developed under this project will also be applied to the four towns of Ouadane, Chinguetti, Titchitt and Oualata in Mauritania inscribed on the World Heritage List in 1996 as the UNESCO World Heritage Centre is providing technical assistance to the government in a World Bank-financed project.

324. The first phase aims at: (a) identifying each pilot area within these towns; (b) undertaking the socio-economic survey to determine the inhabitants' profile and needs and to identify the opportunities related to tourism management; (c) conducting a legal study reviewing the property rights and urban planning regulations with the view of strengthening legal protection for the benefit of the inhabitants; and (d) identifying operational activities to be implemented as small-scale projects in the next phase. An allocation of \$20,000 has been provided for each site to implement this first phase. In June 2003, the report of the first phase will be completed and the operational activities identified will be initiated.

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

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325. The six field offices involved in the implementation of the first objective of the project (Basic skills training of marginalized youth in crafts workshops): Cambodia, Congo Brazzaville, Haiti, Kazakhstan, Papua New Guinea and Zimbabwe identified the relevant local implementing organization partners and have signed the necessary fee contracts. It is encouraging to note that already (a) the Haiti Office has been able to raise \$46,000 from extrabudgetary sources (Canada and France) to complement the allocated funds of \$34,000; and (b) the Apia Office has attracted the interest of UNDP and the Education Departments in Papua New Guinea, Solomon Islands and Vanuatu.

326. As regards the second objective (Initiation of future primary school leavers in crafts workshops), the implementation has been entrusted to four field offices: Bangladesh, Egypt, Mozambique and Viet Nam. The implementation of the project is ongoing in close partnership with the concerned National Commissions and the coordinators of the Associated Schools Project.

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

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327. Youth PATH (Youth Poverty Alleviation through Tourism and Heritage) has been established in five Caribbean countries – Bahamas, Barbados, Jamaica, Saint Lucia and Saint Vincent and the Grenadines. It seeks to harness the creative energies of marginalized (mainly rural) youth from ages 15 to 25 years to preserve the cultural and natural heritage of their communities and develop these as sustainable community tourism centres targeting internal and international markets. In so doing, they will learn new skills that will contribute to the improvement of their economic status. So far the project has been highly successful and has been welcomed and supported by governments and the National Commissions of the participating countries as well as by relevant non-governmental organizations. In January project leaders met in Jamaica for the official launch followed by a three-day training workshop in project management, promotion and marketing and community tourism. A baseline study was launched and work plans prepared for each country. The project is currently in the implementation stage at the country level with the preparation of the actual sites, training workshops among the youth and the procurement of IT equipment for the establishment of websites.

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

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328. Working with a wide range of partners, including major development organizations, universities and government departments, UNESCO developed a series of innovative conceptual models to use ICTs for poverty reduction. Of 60 concept papers evaluated by the project team, 12 proponent groups attended a regional consultative meeting in August (2002) that brought together technology and media groups with development organisations and academic institutions. The meeting advanced specific concept proposals to put ICTs into the hands of the poor as well as a new methodology to research impact of ICTs for poverty reduction. Following a process of developing different proposals, the project will work in five sites in India, one in Bangladesh and one proposed in Nepal. Key strategies for ICT use by the poor include (1) linking ICT centres with various types of community media, including print and both cable radio and television; (2) building on existing assets and networks of the poor, particularly women's self-help groups (SHGs) and local youth clubs; (3) strengthening horizontal linkages, for instance between the poor and state universities and more broadly within the community-at-large; (4) strategically locating ICT facilities, in women's homes, in local railway stations and various types of local schools; and (5) innovating adaptations and new applications of technology, including hand-held, tablet and touchscreen computers.

329. Working with the National Informatics Centre (NIC) of India, UNESCO has developed eNRICH, a new web-based computer application that provides ICT users with a one-stop solution for their ICT needs; eNRICH provides easy access to a wide range of information resources and services in addition to community bulletin boards, opinion polls, daily messages and multimedia learning zones. A workshop in November (2002) trained 20 project workers to use and manage the eNRICH system. UNESCO has been collaborating with researchers from the London School of Economics and the Creative Industries Research and Applications Centre of Queensland University of Technology to develop a new research and evaluation methodology for initiatives applying ICTs for poverty reduction. A workshop in November (2002) trained 20 researchers in ethnographic action research methodology. In addition to the seven core sites, parallel UNESCO projects using ICTs in Sri Lanka and Bhutan are collaborating as part of the research programme.

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

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330. The EFA Observatory at the UNESCO Institute for Statistics is committed to improving the indicators for EFA, and through this current project, to ensuring that there is improved coordination between internationally agreed indicators for education and poverty reduction. The project comprises two main components. The first is the survey through both primary and secondary sources of the relationships between family background and school attendance. Experimental design and search of secondary data is now under way. The main survey work will take place in 2003.

331. The second component will be the development of a framework for the assessment of life skills provision. Life skills is the theme of Goal 3 of EFA. A life skills approach to learning involves actively changing peoples' behaviour, and increasing the revenue to poor families. Two programmes of life skills activity have been initiated. In East Asia emphasis will be on facilitating Asian countries to obtain a common regional understanding of their own life skills programmes. In Africa, the project will emphasize the collection of data on life skills provision.

332. In addition to these activities experts have been contracted to review indicators in a range of domains relating to both education and poverty reduction. These include: proposals for the coordination of indicators in PRSPs with those in national EFA and Millennium Development Goal reports; language of instruction as a factor in exclusion from school; indicators for HIV/AIDS as a factor in both poverty and exclusion from education; gender indicators across all UNESCO domains; and access to ICT, child labour and rural issues. During its planning phase in 2002, the project has engaged a wide range of different partners including ministries of education, NGOs, academic researchers and other international experts.

**(ii) The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society**

	Work plans allocation 2002-2003 \$	Expenditure as at 31.12.2002 \$	Expenditure vis-à-vis allocation at 31.12.2002 %
<b>Total, Information and communication technologies</b>	<b>5,636,776</b>	<b>1,666,862</b>	<b>29.6</b>

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

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333. Several activities were implemented under the three main components of the project, namely (i) research, education and training; (ii) developing UNESCO Chairs and Network and Specialized Centres in Remote Sensing; and (iii) fostering outreach. On research, education and training, national workshops to identify national capacities, needs and priorities and to establish national work programmes were held in nine countries (Benin, Botswana, Côte d'Ivoire, Equatorial Guinea, Guinea, Mozambique, Niger, Senegal and South Africa). These workshops provided better knowledge and a picture of the status of remote sensing applied to ecosystems and water resources at national and regional levels. Relevant stakeholders are now cooperating to implement the project at national and regional levels, and a regional programme and fund-raising strategy has been established.



334. With regard to the second component, research and educational institutions, including seven UNESCO Chairs in the nine countries listed above, have been selected to form the Network, and the first meeting of the Network participants was held in Paris in November 2002 to develop its Action Plan. The Network includes African specialized centres in space sciences, mapping and survey: the African Association of Remote Sensing for Environment (AARSE); the Regional Centre for Mapping of Resources for Development for East Africa in Kenya (RCMRD); the West Africa Regional Centre for Training in Aerospace Surveys (RECTAS) in Ile-Ife, in 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 in Nigeria. The UNESCO Regional Bureau for Education in Africa (BREDA) in Dakar, Senegal, and the Regional Office for Science Technology for Africa (ROSTA) in Nairobi, Kenya, are also part of the Network.

335. These activities have resulted in (i) the establishment of a UNESCO-Africa Network for Application of Remote Sensing for Sustainable Development in Africa, in particular for ecosystems and water resources; (ii) reinforced United Nations inter-agency cooperation by associating the project with the United Nations Office for Outer Space Affairs, the UNEP Collaborating Centre on Water and Environment and the World Meteorological Organization; (iii) reinforced North-South cooperation through 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 in water resources; the French National Centre for Space Studies (CNES); (iv) reinforced South-South cooperation through partnerships with the Brazilian Space Agency and the Indian Space Research Organization (ISRO); and (v) reinforced intraregional cooperation through networking with several African regional institutions.

336. On fostering outreach, awareness about the project has been raised through (i) joint organization by UNESCO of the fourth Conference of the AARSE in Abuja, Nigeria (October 2002); (ii) presentation of the project during the World Summit on Sustainable Development (WSSD) in Johannesburg, South Africa, and at the United Nations Symposium on Space Sciences for Development in Stellenbosch, South Africa (August 2002); (iii) participation of the members of UNESCO-Africa Network for the Application of Remote Sensing in the World Forum of the UNESCO Chairs; (iv) presentation of the results and strategy of the project and its Network to the High-Level WSSD Follow-up Meeting organized by the Committee on Earth Observation Satellites in Frascati, Italy (November 2002). Information about the project has also been disseminated through (i) the global website for the project which has been established and connected with international websites on remote sensing; (ii) the establishment of national websites in participating countries; (iii) reports about the project in local media; and (iv) the production by some countries of CD-ROMs on their activities on remote sensing. As a result, awareness of and interest in the project and in UNESCO actions in the subject-area are growing.

## **01422** Developing open learning communities for gender equity with the support of ICTs

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337. Participatory assessment studies with gender-aggregated data were carried out in the local project communities to obtain in-depth information on local learning needs with regard to key issues identified in previous assessment workshops: malaria for Manhiça, Mozambique, and unemployment for Alexandra township, South Africa. Planning workshops were held to validate the results, explore the themes chosen and to draw up a strategy to develop the ICT applications, which will be tailored to meet the identified learning needs. The revised work plans have been submitted

and the two country teams will start producing the applications in January 2003. In Mozambique, the main implementing partners are the Multipurpose Community Telecentre of Manhica and the Centre for Information and Communication at the University Eduardo Mondlane in Maputo; in South Africa, they are the Alexsan Kopano Community Centre in the township of Alexandra; the Alexsan Kopano Educational Trust; the software producer, Naledi3D; the Government's Communication and Information Department (GCIS); the University of Witwatersrand; SchoolNet Africa; and WomensNet. The UNESCO National Commissions are also involved. Further to completion of the assessment and planning phase at country levels, a virtual survey on existing applications was prepared and the project website improved. Together with the applications, these will provide useful tools for future fund-raising.

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

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338. Regional activities were focused on identifying partners, priority information needs and available sources of information as inputs for the information management component of the expert system. In Africa, the South African Institute for Distance Education (SAIDE) serves as the implementing partner for the project. In the Asia and the Pacific region, negotiations were held with the Hong Kong Open University, which hosts the East Asia site of the World Bank Global Development Network (GDENet) project, to strategically link the higher education knowledge base project and GDENet. In the CIS region, a regional expert workshop held in Kiev produced recommendations on the regional architecture of the knowledge base including the use of Russian as the working language of the project. The European Distance Education Network (EDEN) produced a prototype knowledge base using the key issue – quality assurance in open and distance learning at the higher education level. This tool will be demonstrated in the regions in 2003 to assess the utility of the software and content of the knowledge base. An article on the project appeared in the December 2002 edition of the *International Association of Universities (IAU) Newsletter* which is distributed to IAU member institutions and organizations in some 150 countries. The project is also featured in the European Distance Education Network (EDEN) information brochure for 2002 and was highlighted on the UNESCO Studying Abroad website ([www.unesco.org/education/studyingabroad/highlights/he\\_odl\\_kb.shtml](http://www.unesco.org/education/studyingabroad/highlights/he_odl_kb.shtml)).

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

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339. In spite of initial delays in preparing detailed activity plans for the different thematic components, the project is now progressing well with close collaboration between the Education Sector and the Communication and Information Sector as well as regional/cluster offices concerned. The project team organized a technical meeting in Bangkok, Thailand (November 2002) on the following thematic components: (i) empowerment of women farmers; (ii) educational governance at local level: community empowerment; (iii) reading for all (targeting schoolchildren); and (iv) gender perspectives in family education. The meeting aimed at ensuring a shared understanding of the project objectives, reviewing the field level ICT capacity and identifying feasible ICT options for the project. The representatives of the project country teams who attended the meeting agreed upon common approach of the project so that it has coherence among its thematic and country components. They also obtained information and enhanced knowledge about ICT potentials and feasible ICT options for implementing the project in the target countries. Key issues and essential elements for core contents of the training modules to be prepared for multimedia use were identified during workshops.

340. Following the technical meeting, a number of activities have been carried out in two of the thematic components of the projects. Concerning the inclusion of gender perspectives in family education, the pilot countries (Cambodia, China and Kyrgyzstan) have identified potential project sites and ICT modes which will be used for the training on inclusion of gender perspectives in family education, and have developed action plans for country adaptation and delivery of the training. The draft blueprint of the prototype training module has also been prepared. With regard to empowering women farmers, the plan for project implementation in China and Indonesia has been finalized and a national workshop to prepare gender-sensitive materials for women farmers was organized in Harare, Zimbabwe (November 2002) for some 30 women and men representing farmers, NGOs, literacy agencies, legal organizations, agricultural experts and the media. The workshop produced 15 illustrated post-literacy materials on land rights, domestic violence, inheritance, HIV/AIDS, agro-technology, cottage industry and women's rights as human rights.

#### **02421 Small Islands' Voice 2004**

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341. Project activities were carried out in the start-up countries in the Pacific (Palau and the Cook Islands), Indian Ocean (Seychelles) and Caribbean (Saint Kitts and Nevis). Saint Vincent and the Grenadines and the San Andrés Archipelago in the Caribbean joined the project in late 2002. An Internet-based youth forum was launched on a trial basis in September 2002 to allow island schoolchildren, between the ages of 13 and 15 years in the three regions, to exchange views and information on issues of concern to them; 55 messages on seven different topics were posted. A second trial Internet-based global forum – for the general public – was launched in October 2002 with over 7,000 recipients; it generated many contributions from around the world. The trials proved sufficiently successful to justify continuation of both forums in 2003. The Small Islands' Voice interregional workshop was held in Palau (November 2002) bringing together for the first time representatives from government, non-governmental organizations and youth groups in the project countries. The workshop was aimed at promoting direct interaction between island countries in the three regions and advancing specific Small Islands' Voice activities nationally, regionally and interregionally. These activities and views expressed are starting to generate local follow-up activities with emphasis on ICTs and will enrich the preparations for the 10-year review meeting of the United Nations Programme of Action for the Sustainable Development of Small Island Developing States (Barbados+10) to be held in Mauritius in 2004.

#### **02422 Virtual laboratory for draining lakes in Africa, the Middle East and Central Asia**

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342. A kick-off meeting was held in Amman, Jordan (November 2002) with the participation of scientists and researchers from the following institutions: Ministry of Irrigation and Water Resources (Jordan); University of Jordan; University Ngaoundere, Cameroon; the University of Ibadan and University of Maiduguri (Nigeria); Lake Chad Basin Commission (Chad); Philadelphia University; Dead Sea Authority; National Research Centre (Germany). Staff members from Headquarters and the UNESCO Office in Almaty also attended the meeting. The participating scientists and researchers were trained on the various tools allowing person-to-person communication and teams were formed to develop software tools. The teams agreed on their needs for virtual laboratory (VL) equipment and connectivity, the protocol for VL testing and use, the development work to be done and a common research topic: water balance for each lake considering all components and processes of the water budget, including all inflows and outflows. Facilities are already on the ground in Central Asia to take the lead in implementing the activities and a website for the project has been created.

**03421 Information and communication technologies  
as a tool for local governance**

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343. The overall purpose of this project is to introduce the use of ICTs as tools for improving local governance in Latin America and Africa. In Latin America, a partnership has been established with the Union Iberoamericana de Municipalistas (UIM) to develop and implement a distance training specialization course on local e-governance. This course, addressed to municipal officials and city professionals and foreseen to start in May 2003, complements an existing Masters programme on local governance and development (Programa de Gobierno y Desarrollo Local) developed by the UIM in cooperation with the Escuela Virtual de Gobernabilidad (EVG), the Instituto Internacional de Gobernabilidad (IIG) and the Universitat Oberta de Catalunya (UOC). A brochure on the e-governance training course has been printed in Spanish. A workshop was held in Santo Domingo to introduce the concept of e-governance to municipal policy-makers and to launch the Masters programme.

344. In Africa, a partnership has been established with the African Training and Research Centre in Administration for Development in Morocco (CAFRAD) to develop a model e-governance training module to be tested and implemented through regional NGOs (including Sangonet) and universities (including the Open University of Zimbabwe and the African Virtual University). A workshop to launch the project in Africa has been planned for January 2003 in Tangiers, Morocco; it will bring together all project partners in the region and several organizations that can provide extrabudgetary support for the activities. A website has been developed as a communication tool for activities on local e-governance, including the collection of best practices and conceptual developments in governance and e-governance. Information of e-governance in Africa and Latin America has been collected and will be published as state-of-the-art reports to provide an overview of the current situation and the opportunities for UNESCO to introduce ICT tools to improve governance at the local level.

**03422 UNESCO World Report  
on “Building knowledge societies”**

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345. The following activities were carried out in connection with the preparation of the UNESCO World Report, on the theme “Building knowledge societies”. A number of preparatory documents are being drafted and the analyses carried out, particularly on the basis of the discussions and conclusions of the Executive Board’s thematic debate on “Building knowledge societies” (165 EX/4 Part I – para. 03422), made it possible to draw up a provisional bibliography and a list of themes which could be adopted for the report. Further investigation of the lines of inquiry identified is now under way, marking the beginning of a new phase in this work.

**05421 Initiative  
B@bel**

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346. A number of activities were undertaken aimed at developing and supporting Member State policy initiatives, raising awareness and developing ICT-based tools and resources that promote multilingualism in cyberspace. Contacts have been established with social scientists and linguists to carry out case studies on the use of different languages in cyberspace and to prepare a special publication on multilingualism on the Internet. In Ethiopia, work has started on developing national computer standards in support of local languages as part of the ICT capacity-building programme. A beta version of the multilingual content management platform developed in collaboration with INFOTERM has been released and activities aimed at recording endangered languages in the Caucasian region have been launched.

**05422 Preserving our  
digital heritage**

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347. Based on the comments received from Member States and international intergovernmental and non-governmental organizations, a Preliminary Draft Charter on the Preservation of Digital Heritage was prepared in September 2002, and in November 2002 Member States were invited to send further comments and observations on the document. A series of four regional experts meetings were held: in Asia and the Pacific (Canberra, Australia, November 2002); Latin America and the Caribbean (Managua, Nicaragua, November 2002); Africa (Addis Ababa, Ethiopia, December 2002); and the Baltic countries (Riga, Latvia, December 2002). The participants in these meetings reviewed digital preservation challenges in the respective regions, discussed and prepared comments on the Preliminary Draft Charter as well as on a second document setting out detailed technical guidelines on the preservation of digital heritage, prepared for UNESCO by the National Library of Australia. The guidelines are intended as a companion sourcebook to the Charter. The regional meetings were attended by a total of 150 experts from 80 countries, representing a wide range of stakeholders and disciplines including libraries and archives, Internet service providers, national standardization agencies, software and hardware industry representatives, journalists, lawyers, universities and government authorities. They affirmed strong support for UNESCO's initiative in preparing a Charter on the Preservation of Digital Heritage which was seen as an important means of focusing worldwide attention on the important issues at stake, as well as encouraging responsible action.

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

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348. In Africa, a study on the development of e-campus is being carried out in collaboration with the University of South Africa (UNISA) and a project has been initiated to develop catalogues and digitized content on Open Educational Resources (OERs) produced by institutions of higher learning in Côte d'Ivoire and Senegal. The project, using the Greenstone software, has been started at the Institut National Polytechnique Félix Houphouët-Boigny (INPFHB) in Côte d'Ivoire, and Université Cheik Anta Diop in Senegal and will also involve other countries in West Africa. In Asia, the Greater Mekong Subregion Virtual University (GMSVU) pilot project in ICT has been launched to develop human resources in order to narrow the digital divide between and within GMS countries. The pilot project aims at preparing the foundation for establishing a GMSVU to provide higher education. Upon completion of the pilot project, a comprehensive evaluation will be carried out to examine whether it has achieved its objectives and the extent of student satisfaction. If successful, a GMSVU will be established, depending upon acceptance by the respective governments and mutual agreement between partner universities. The strategy of the pilot project focuses on partnership building among the concerned agencies (UNESCO, EC, SEAMES, RIHED, AIT, DLF), participating governments and universities from GMS countries and Europe. Several European universities have been identified as new partners to join UNESCO in launching the GMSVU project, including Group T University, Leuven, Belgium; University of Montpellier, France; University of Tampere, Finland; University of Newcastle, United Kingdom; Danish Technical Knowledge Centre (DTV), Denmark; Asian Institute of Technology (AIT); and possibly the Open University of Catalunya (UOC), Spain.

**05425 UNESCO  
knowledge portal**

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349. The overall architecture is based on an XML metadata repository, and open source tools have been used to develop a prototype which includes a development environment (EDI), a CVS system

(version management of developed sources), and an XML data repository enabling integration of the content management module (Simplify) and the grouping of various websites under the portal. The prototype has been used to convert Simplify (KO) object attributes and other UNESCO websites into XML format. A number of other activities were implemented under the four sub-portals in line with the expected results of the project.

- (a) The **Ocean sub-portal**: the following activities were undertaken: (i) setting up of the Simplify software; (ii) identification of editors; (iii) training of editors; (iv) familiarization of editors with the software; (v) creation of content by editors; and (vi) publication of a newsletter. The first meeting of editors for Africa, Caribbean and South America was organized (May 2002) during which the participants created the portal structures and agreed on the main categories of content.
- (b) The **Global Heritage sub-portal**: prior to developing the structure of the sub-portal, an assessment of needs of professional communities around the world was carried out and internal consultation across UNESCO sectors was undertaken. The sub-portal team has collected and put together core heritage-related content across programme sectors and transferred it into the Simplify system. The following programmes are involved: the World Heritage Centre, Man and the Biosphere, Intangible and Tangible Heritage, and Memory of the World. Heritage sites and ongoing preservation projects in all UNESCO Member States sorted by country and by type are available in English and French and will soon be translated into Spanish.
- (c) The **“Digi-Arts” sub-portal**: activities carried out during the second half of 2002 included: (i) organization of a Steering Committee Meeting (October 2002); (ii) enlargement of regional networks, including official working partnerships and networking partnerships; and (iii) identification of associated programmes within the framework of “Digi-Arts” such as e-learning seminars, digital arts educational software, and UNESCO Prize for Promotion of Arts (New Technology). The activities have been implemented within the collaborative network of UNESCO Headquarters and two regional focal points, the Bangkok Office and the Havana Office. Other UNESCO field offices have been contacted to serve as access points to the “Digi-Arts” sub-portal.
- (d) The **Education sub-portal** has a section on early childhood and the family and another on higher education. In 2002 the following activities were carried out in the section on early childhood and the family: (i) development in Simplify of the new table of contents and the different subdivisions; (ii) preparation of a proposal for the implementation of the portal and its three parts (“educators and professionals”, “parents and families” and “children”); (iii) development of selection criteria and ratings for including/linking to websites external to UNESCO which are suitable for families, parents and children; (iv) contribution to the early childhood section on the MINEDAF VIII site; and (v) preparation of a French version of a handbook prepared in cooperation with CINDE (Colombia), UNESCO’s regional partner for Latin America, for websites concerned with early childhood. Activities in the higher education section focused on updating existing pages to prepare for the transition from the old static sites to the new structure on Simplify. These pages concern the following themes: (i) Studying Abroad site on Access, Mobility and Quality Assurance in Higher Education; (ii) World Conference on Higher Education – Follow-up Strategy; (iii) UNITWIN/UNESCO Chairs Programme – World Forum of UNESCO Chairs.

## Coordination of action to benefit Africa

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**10008** 350. Emphasis was laid on strengthening the intersectoral approach within the Organization and on ensuring complementarity of action with outside partners, the aim being to achieve dovetailed and convergent implementation of the Regional Strategy for Africa (2002-2007), the Dar es Salaam Declaration, Chapter VII of the United Nations Millennium Declaration and Chapter VIII of the Action Plan concerning sustainable development.

351. The Department continued to foster the strengthening of relations with Member States, especially their National Commissions, in particular within the framework of the regional consultation meeting of National Commissions concerning document 32 C/5 and the Regional Strategy for Africa (Dakar, 1-5 July 2002), consultations relating to preparations for the forthcoming statutory quadrennial meeting of National Commissions of the region, scheduled to take place in Cameroon in June 2003. It also maintained regular contacts with organizations of civil society and supported the establishment of the Forum of African Parliamentarians for Education (FAPED), set up in December 2002.

352. In regard to support for activities concerning the least developed countries, three quarters of which are African, the Africa Department and the Bureau of Strategic Planning attended the 12th Ministerial Conference of the Least Developed Countries held in Cotonou (Benin) from 5 to 7 August 2002, during which a declaration and recommendations were adopted which stressed the need to strengthen international cooperation to benefit the LDCs. They also organized a visit to Headquarters, in October 2002, of Mr Anwarul K. Chowdury, High Representative of the United Nations Secretary-General for the Least Developed Countries (LDCs), Landlocked Developing Countries and Small Island Developing States. The purpose was to exchange views on the best way of responding jointly to the priorities of the LDCs on the one hand and, on the other, to obtain the political and diplomatic support of the Permanent Delegations to UNESCO. At the same time, relations were established with the International Organization for Migration (IOM); a working meeting provided an opportunity to examine the possibilities for carrying out joint activities in the fields of education, culture and communication and the potential contribution of the African diaspora to the training of human resources.

353. Actions to promote the awareness of Member States, partners and civil society were conducted in the form of bilingual publications (French/English) concerning UNESCO's achievements in Africa. More than 1,500 copies of the Medium-Term Strategy (2002-2007) for the Africa region were distributed to National Commissions, the Permanent Delegations of African countries, partners of the Organization and civil society. The fourth issue of the Africa Department's six-monthly newsletter *Listening to Africa*, which reports on World Heritage sites in Africa, was intended to encourage African States to accede to the Convention and other international instruments on the safeguarding of the heritage. Lastly, in view of a growing demand on the part of the public and UNESCO's partners, dissemination of the recommendations of the international seminar on "Forward-looking approaches and innovative strategies to promote the development of Africa in the twenty-first century" has been continued.

354. In addition to these publications, several studies were carried out within the framework of the future-oriented programme with the purpose of promoting greater knowledge of Africa and of the challenges facing it. The purpose of the study entitled "La société civile africaine : définition et rôle dans le processus du NEPAD" was to define how UNESCO, in its fields of competence, could help African civil society to master the content, philosophy and approach of NEPAD in order to make a real contribution to its success. Other studies were carried out aimed at increasing the relevance of actions in favour of Africa and promoting more effective coordination of efforts in that field. The study entitled "The contribution of UNESCO to the initiatives, programmes and action of the

United Nations in Africa in six priority areas” provides summary information on the various United Nations General Assembly resolutions which constitute a framework for UNESCO’s activities in six selected priority areas of activity, notably poverty eradication, conflict resolution and peace, cultural industries, women and gender equality, HIV/AIDS and information and communication technologies (ICT).

355. Another study entitled “Articulating our goals, programmes and strategies in Africa: the Millennium Development Goals (MDGs), the New Partnership for Africa’s Development (NEPAD), and UNESCO” provides suggestions on how to best articulate the MDGs, the NEPAD action plans and UNESCO programmes in order to ensure intersectorality and coherence in coordinating their implementation in Africa. Sustainable development is identified as a common denominator to guide thinking and joint actions among the various partners involved in promoting Africa’s development including the African Union, subregional organizations, parliamentarians, civil society organizations, United Nations agencies and funding institutions for cooperative actions in support of Africa’s development. The document is a useful tool for promoting an articulated and targeted project-based approach to cooperation among partners in Africa. Drawn up in the context of the structural prevention of conflicts and the construction of a culture of peace, the *critical inventory of history textbooks in use in French-speaking Africa: primary and secondary education* offers pointers for disarming the teaching of history in Africa so that curricula place more emphasis on historical factors of convergence than on acts of war.

356. The *analytical study of Participation Programme requests submitted by the Member States of Africa for the 2000-2001 biennium* provides complete information on the overall implementation of the Participation Programme and emergency assistance in terms of the number of requests approved for each Member State and INGO active in Africa and funds provided by UNESCO; the priority domains of activities and target groups mobilized; the type of activities which are national, subregional and regional in scope; the type of concerns common to Member States and the trends and lessons for future UNESCO programmes in sub-Saharan Africa.

357. Lastly, in connection with NEPAD back-up in the Organization’s fields of competence, the Secretariat participated in several international and regional meetings on the initiative: the African Parliamentarians’ Forum in Cotonou (8-9 October 2002), the Conference of African Ministers of Finance, Planning and Economic Development in Johannesburg (19-21 October 2002) and the annual regional consultation of United Nations agencies working in Africa, held in Addis Ababa (24-26 October 2002). The purpose of this last meeting was to put in place new modalities for coordinating activities conducted by the agencies of the system in Africa. In this connection the meeting established five thematic clusters, four of which come within the fields of competence of UNESCO.

## **Fellowships Programme**

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**11004** 358. During the period under review, a total of 149 fellowships (Africa: 36; Arab States: 16; Asia and the Pacific: 42; Europe: 29; and Latin America and the Caribbean: 26) 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). Among these, 75 (i.e. 51%) beneficiaries were men and 73 (49%) beneficiaries were women. The breakdown of the source and type of funding for these fellowships, administered by the Fellowships Section, is as follows:

- 58 individual fellowships were awarded within the framework of the 2002-2003 Fellowship Bank Programme (CL/3611 dated 9 January 2002) under the regular programme for an amount of \$460,183.



- 52 fellowships were awarded within the framework of the UNESCO Co-Sponsored Fellowships Programme with: China (The Great Wall) (20); Czech Republic (8); Israel (MASHAV) (4); Poland (2); and the Republic of Korea (IPDC) (18).
- Four fellowships were awarded within the framework of the 2002-2003 Participation Programme (to attend the eight-month course in Educational Planning and Management at the IIEP, Paris) for an amount of \$92,000.
- 17 (out of a total 20) fellowships were awarded within the framework of the UNESCO/Keizo Obuchi Research Fellowships Programme (2002 Cycle) funded by Japan under a FIT project. The fields of study were: environment (with priority attention to water-related issues); intercultural dialogue; information and communication technologies; and peaceful conflict resolution.
- Fifteen awards were made to the selected beneficiaries to invite them to attend the Awards Ceremony on 27 February 2003 within the framework of the L'ORÉAL/UNESCO Co-Sponsored Fellowships for young women in life sciences.
- Three fellowships were awarded within the framework of African Development Bank Funds (Project: 702/IVC/0001) for an initial amount of \$17,220.

359. The total value of the 149 fellowships implemented in the last six months of 2002 under all funding sources (including the contributions-in-kind fellowships under the Co-Sponsored Fellowships Scheme), is estimated at over \$1,900,280.

360. During the period under consideration, letters of announcement inviting developing Member States to submit candidatures were made for: the UNESCO/Israel Co-Sponsored Fellowships Programme in Science and Technology (and Water) financed by Israel's Council of Higher Education Planning and Budgeting Committee; and the UNESCO/Keizo Obuchi Research Fellowships Programme (2003 Cycle). With a view to ensuring transparency and to providing information on the results of the Fellowships Programme, a *Directory of UNESCO Fellows: 2000-2001* was prepared and sent to all National Commissions, Permanent Delegations and UNESCO field offices. Work was initiated on revising and updating the Internet pages concerning UNESCO fellowships programmes.

361. The representative of UNESCO was elected to chair the 14th Meeting of Senior Fellowship Officers that was organized by the United Nations Department of Economic and Social Affairs (UN-DESA) and held at the IAEA in Vienna (Austria) from 18 to 20 November 2002. This meeting provided an occasion to discuss, with the United Nations and sister agencies, recent developments and matters relating to the harmonization of fellowships administration.

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## Public Information

**12008** 362. During the last six months of the year, the Editorial Section disseminated a total of 65 press releases, 43 media advisories and nine feature articles. Of the various issues covered, seven attracted particular media attention: the publication *Education for All: is the world on track? EFA Global Monitoring Report, 2002*, the Abuja meeting of the High-Level Group on Education for All, the announcement of the 18 new sites of the World Network of Biosphere Reserves, the celebration in Venice of the thirtieth anniversary of the World Heritage Convention, the ILO/UNESCO report – World Teachers' Day, the Director-General's condemnation of human reproductive cloning and the announcement of the return of the United States of America.

363. Among the events at Headquarters that received particular media coverage, mention may be made in particular of the prize-giving ceremony for the Félix Houphouët-Boigny Peace Prize, the UNESCO/NAUSICAA press conference “Acting together for the future of the blue planet”, the media workshop on the world heritage, the UNAIDS press conference, the seminar for German radio and television journalists and the appointment of Prince Talal as UNESCO Special Envoy for Water. The first issue of *the new Courier* of UNESCO was published in October. A trial issue had been produced earlier, in May 2002. The journal’s distribution network is being developed, with the active cooperation of some National Commissions.

364. The **Audiovisual Section** produced and distributed 12 video sequences illustrating a similar number of press releases to television news programmes throughout the world. The sequences that proved most successful with the television programmes concerned were, in the field of culture, those on the new sites placed on the World Heritage List, the thirtieth anniversary of the World Heritage Convention, the underwater heritage and the laying of the first stone in the reconstruction of Mostar Bridge, and, in the field of education, the sequence produced on the occasion of the joint UNESCO-ILO study on the shortage of teachers. Several documentaries were also co-produced, in particular a series of programmes with the Japanese television channel NHK on masterpieces of the intangible heritage and a documentary entitled *Children of Thula Mwtwana*, which was broadcast by the BBC. In photography, efforts relating to the renewal and digitization of the collections were continued. The computer structure of the database was thoroughly modified to make it quicker and easier to use.

365. By the end of 2002, the **Organization’s website** had been consulted by an average of 1.5 million visitors, from all regions of the world. The increase from the countries of the South is quite significant: Mexico, Brazil and India are among the first ten countries. The number of visitors is rising constantly and the Organization’s landmark events, when appropriately covered on the Web, are a powerful draw. The announcement of the return of the United States, in September 2002, therefore resulted in a peak audience for nearly two weeks. Similarly, World Teachers’ Day (5 October) and the launching of the International Year of Freshwater caused a marked rise in the number of visitors.

366. During the last six months of 2002, the following subsites were built or thoroughly renewed: United Nations Year for Cultural Heritage, UNESCO action against AIDS, UNESCO and sustainable development, UNESCO Chairs and the UNITWIN Network, the worldwide network of UNESCO offices, the activities of the Communication and Information Sector, the Director-General’s site, the literature and translation programme, the first issue of *the new Courier*, the International Year of Freshwater and events such as the Round Table of Ministers of Culture (Turkey), the Conference of Ministers of Education of African Member States (United Republic of Tanzania) and the celebration of Literacy Day (8 September), Teachers’ Day (5 October) and Philosophy Day (21 November). These new sites reflect aspects of the new web editorial policy: thematic structuring of information, graphic consistency and shared navigational features. They have been put gradually online as part of the renewal strategy of the UNESCO website.

367. The **UNESCO Publishing Section** continued its activities, increasing outsourcing in terms of both production and partnership with commercial publishers, while maintaining a balance between books published solely under the imprint of UNESCO Publishing and co-publications. Productions costs were cut by subcontracting pre-press activities and by diversifying the choice of printers. The revision of the terms of co-publication contracts to make them more equitable resulted in a reduction in co-publication costs. Special efforts were made to increase the number of works in Arabic, Chinese and Russian. The rise in the number of titles published in languages that are not official languages of the Organization has also increased the visibility of UNESCO publications.

Thirty-one co-publication agreements in official languages were negotiated during this period, as were 16 agreements assigning rights for publication in 16 non-official languages.

368. In comparison with 2001, the drop in sales recorded in the first six months stabilized at 35%. This fall was due largely to the suspension of the publication of best sellers such as *Study Abroad* and the *UNESCO Statistical Yearbook* and the decline in the number of works produced by the programme sectors. It should be noted that most sales are derived from distribution through traditional networks whereas downloaded works only account for some 10% of sales; hence the importance of “paper editions” and their promotion, especially at international and regional book fairs.

### Strategic planning and programme monitoring

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**12005** 369. The Bureau of Strategic Planning (BSP) has been involved in the preparation of the **Draft Programme and Budget for 2004-2005 (32 C/5 Draft)**, in close consultation with all sectors, central services and units in the Secretariat. Special efforts were made to achieve greater concentration and focus of the Organization’s programmes: a marked shift has been accomplished in allocating programme resources to the five principal priorities. A major effort has also been made in order to refine and strengthen the results-based approach (including a more precise definition of the results to be achieved and the formulation of a set of performance indicators through which the attainment of qualitative results may be assessed and measured). This will facilitate future monitoring, evaluation and reporting to governing bodies. During the period under review, the Bureau has also ensured UNESCO participation in programmatic activities of the United Nations Development Group (UNDG) and the CEB’s High-Level Committee on Programmes.

370. In order to broaden the basis of UNESCO’s activities pertaining to the **dialogue among civilizations**, a number of activities were undertaken by BSP, including: the setting up of a global (electronic, Internet-based) network, involving competent organizations and research institutions as well as individual researchers, philosophers and intellectuals; the publication of scientific and policy-relevant papers and speeches in UNESCO’s “Dialogue Series”; presentations at international conferences and meetings on UNESCO’s involvement in the dialogue among civilizations; and the co-organization and sponsorship of international conferences, meetings and events on the dialogue among civilizations (see document 166 EX/5, Part I: 164 EX/Decision 7.1.3 – Report by the Director-General on UNESCO’s contribution to the implementation of the Global Agenda for Dialogue among Civilizations).

371. In respect of **gender mainstreaming in all UNESCO programmes**, the Organization worked to consolidate its network of gender focal points at Headquarters, in the field and in the National Commissions for UNESCO. To date, the network comprises 10 gender focal points at Headquarters, 33 in the field and 83 in the National Commissions for UNESCO. The Organization undertook a consultation with all Headquarters and field focal points to strengthen the “gender” strategy at UNESCO with a view to bringing it into line with document 31 C/4 and the Millennium Development Goals. UNESCO also participated in several training sessions for staff members in the field in an endeavour to sensitize them to gender mainstreaming in their activities. Furthermore, a training programme for all the Organization’s staff members was worked out in cooperation with HRM. In collaboration with the entire network, a *Handbook for Gender Focal Points in National Commissions* is under preparation. This handbook, which will soon be accompanied by evaluation tools taking gender into account, will also be made available on the website ([www.unesco.org/women](http://www.unesco.org/women)).

372. The publication *Passport to Equality*, which contains the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), was reprinted for the fourth time in English

and French and has been widely distributed in Member States as a tool to raise awareness about women's rights. It will be available in Spanish in the first half of 2003. In addition, a document entitled "UNESCO Linking Gender and Sustainable Development" was disseminated at the Johannesburg Summit on Sustainable Development. UNESCO is also taking an active part in support for multidisciplinary projects on HIV/AIDS prevention. BSP, in its capacity as UNESCO's gender focal point for the Inter-agency Task Team (IATT) on Gender and HIV/AIDS, is participating, *inter alia*, in work on the publication of an information package on gender equality and HIV/AIDS.

373. UNESCO has participated in several important events concerning youth and youth-related policies: the second experts meeting on Youth Policy Indicators organized by the Council of Europe (Strasbourg, France, 13-14 December 2002); the European Conference of Ministers "Youth constructing Europe" (Thessaloniki, Greece, 7-9 November 2002); the IX Ibero-American Conference of Youth Ministers (Salamanca, Spain, 21-22 October 2002). The participation in these conferences provided the Organization with a wide range of relevant information for a publication on youth policies (ongoing), which is intended to support Member State initiatives in this domain.

374. UNESCO also participated in the United Nations Meeting on Global Policies for Youth (Helsinki, Finland, 6-11 October 2002), reviewing achievements in the global priority areas for action on youth, and contributed through several teleconferences to the work of the ITU 2003 World Youth Forum Steering Committee, of which it is a member. UNESCO participated in a Baltic subregional workshop on "How National Commissions and youth NGOs can work together" (Stockholm, Sweden, 22 November), which was organized as a follow-up to the Youth Forum held during the General Conference at its 31st session.

375. UNESCO has reinforced its efforts to involve young people in the fight against HIV/AIDS by launching, in partnership with its youth NGO network, a large initiative within the World AIDS Campaign "Live and Let Live" on International Youth Day (12 August 2002). A special website ([www.unesco.org/youth/SIDAHome.htm](http://www.unesco.org/youth/SIDAHome.htm)) provides young people with information, documents, tools and materials for campaigning and mirrors their activities and ideas. In the same vein, UNESCO organized, in collaboration with the World Bank, the World AIDS Day Youth Debate (video-conferences) on HIV/AIDS-related stigma, discrimination and the related human rights of young people. About 1,000 young people in 35 countries participated in the debates ([www.unesco.org/youth&aids](http://www.unesco.org/youth&aids)). As a member of the Inter-Agency Task Team on Young People and HIV/AIDS, UNESCO also participated in the thematic consultation on HIV/AIDS and young people (New York, 8-10 December 2002) and in the second Meeting on Monitoring and Evaluation of HIV/AIDS Plus in Young Persons (Geneva, Switzerland, 11-12 December 2002), resulting in the development of action plans and related indicators.

376. The Youth Employment Summit (Alexandria, 7-9 September 2002), attended by UNESCO, focused on the role of education in preparing for the job market, on the question of effective citizenship, and on the introduction of "best practices" in job-generating initiatives through the use of ICTs. Preparatory work on indicators and a methodology for the monitoring and evaluation through local youth NGOs of the cross-cutting project "Breaking the poverty cycle of women" in four South Asian countries (Nepal, Bangladesh, Pakistan and India) progressed and field activities will be launched in early 2003.

377. As regards UNESCO's collaboration with NGOs in this domain, the Organization co-organized the 20th World Scout Jamboree "Share our World, Share our Cultures" (28 December 2002 to 7 January 2003, Hadyao Chonburi, Thailand) with WOSM and relevant field offices. The Director-General inaugurated the "Global Development Village" at the Jamboree on 28 December 2002. The contribution of the Organization comprised a film on cultural diversity, projected at the

official opening session; five workshops on the major themes of the Global Development Village, all conducted by young facilitators; a large, interactive stand in collaboration with the International Youth Hostel Federation (IYHF); a side event, organized in collaboration with the World Bank, to present the World AIDS Day Youth Debate; a survey (by questionnaire) to collect youth views and expectations on secondary education and its reform; and finally, the launching of a CD-ROM *Memories and Marvels*. A youth-friendly version of the Universal Declaration on Cultural Diversity is under preparation in collaboration with the **International Youth Parliament**, by means of an Internet forum and a series of workshops in different regions.

378. Concerning the **least developed countries**, detailed information on the follow-up of the LDC-III Conference is contained in document 166 EX/5, Part I (164 EX/Decision 7.1.6 – Brussels Programme of Action for the Least Developed Countries (2001-2010)).

### **External relations and cooperation**

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**17003** 379. Efforts continued to focus on strengthening **cooperation with Member States**, in particular through sustained consultation and coordination with the National Commissions and Permanent Delegations, in order to provide an appropriate and timely response to their needs. In this context, special attention was paid to the follow-up of the **High-Level Conference on Strengthening Cooperation in South-East Europe** held in April 2002. A publication on *Cooperation between UNESCO and its South-East European Member States* was prepared in English and French. The publication summarizes UNESCO's past experience in the region and comprises the major documents of the Conference, including the outline of the major thrusts of UNESCO's future action and the Chairperson's conclusions. This publication will be distributed widely with a view to ensuring greater complementarity of efforts among the various countries and organizations active in South-East Europe. Detailed project documents were prepared for the projects approved at the High-Level Conference for submission to financing sources.

380. Under the auspices of the Task Force on **Reconstruction and Reconciliation in the Middle East** which was established last May, a high-level intersectoral mission led by the Deputy Director-General spent nine days in Israel and the Palestinian Territories in December 2002 (7-15 December 2002). A detailed report on its findings can be found in document 166 EX/40. This document also describes a number of missions to the Palestinian Territories in the fields of culture and communication, as well as measures taken to ensure that some 50 Palestinian students benefit from financial assistance in order to carry out their studies in the 2002/2003 academic year. The strengthening of the UNESCO Office in Ramallah is also described as are further steps necessary to allow the Organization's reconciliation and reconstruction agenda in the region to move forward. On 29 January 2003, the Director-General organized a briefing meeting for Permanent Delegates by Mr Terje Roed-Larsen, the United Nations Special Coordinator for the Middle East Peace Process on current efforts by the international community to reach a comprehensive peace settlement between Israelis and Palestinians.

381. Following the invitation by the Japanese Government to the organizations of the United Nations system to participate in the World Exposition **EXPO 2005 Aichi** (25 March-25 September 2005), an intersectoral working group was set up in August 2002 to prepare UNESCO's participation in this event. During a meeting held last November between the Secretary-General of the United Nations and the Director-General, the Secretary-General entrusted UNESCO with lead agency status for the United Nations Pavilion at the Exposition. The main theme of EXPO 2005 Aichi, "Nature's Wisdom" will be developed through the following three sub-themes "Nature's Matrix"; "Art of Life" and "Development for Eco-Communities".

**17005** 382. Concerning cooperation with **National Commissions**, the results indicate that outreach of National Commissions to their partners continues to be better understood with an evident accelerated demand for training. Detailed information on efforts undertaken to reinforce National Commissions' operational capacities is provided in document 166 EX/5 Part I. It is also important to empower National Commissions with regard to their use of IT materials and communication services to facilitate their outreach role and to encourage their contribution to cluster activities. The IT work culture for more interactive and participatory management needs to be actively promoted. This will permit local projects to be an effective complement to international and interregional activities.

383. Strengthening of **communication capacity** has been pursued through: the launching of the second debate of the Electronic Forum for National Commissions and their Partners on Promoting the Outcomes of the WSSD (Johannesburg, 2002); further seminars on media relations for National Commissions (organized at the cluster meetings in Apia and New Delhi) and IT skills (Havana and Doha); advancement of innovative communication projects including the Knowledge Portal, the CD-ROM for National Commissions; the creation of a website template for National Commissions, publication of the third edition of the newsletter *NCP Synergy*.

**17012** 384. Efforts also continued to develop further **new partnerships**, and to ensure continued mobilization of parliamentarians in all regions to support UNESCO programmes and activities (e.g. a meeting of the Forum of African Parliamentarians for Education for All, FAPED, at the MINEDAF VIII Conference in the United Republic of Tanzania, December 2002, and support to the international debate on "Science policy, technology and innovation" at the Finnish Parliament, Helsinki, January 2003). A *Guide to Cooperation with Parliamentarians for National Commissions* has been published and work continues to launch a UNESCO/IPU network to link National Commissions and national parliamentary unions. Following 164 EX/Decision 7.3 of the Executive Board, steps have also been taken to establish cooperation and renew official relations with the World Federation of **UNESCO Clubs, Centres and Associations** (WFUCA) for two years and then to review its management modalities.

**17016** 385. In the field of cooperation with **international intergovernmental organizations**, UNESCO participated in meetings of various inter-agency coordinating bodies, including: (i) the Directors of Emergency Review of Select 2003 of CAPS (Consolidated Appeals Process), which took place in Geneva on 21 and 23 October 2002; and (ii) the second regular session of 2002 of the United Nations System Chief Executives Board for Coordination (CCS/CEB), held in New York on 8 and 9 November 2002, whose conclusions were transmitted for action to the programme sectors, field offices and institutes. The Organization also participated in the substantive session of ECOSOC for 2002, held in New York from 1 to 26 July 2002. This session, as usual, was held in five segments, the most important of which was the high-level segment which focused on the contribution of human resources development, including the areas of health and education, to the process of development and adopted a Ministerial Declaration on that subject.

386. UNESCO's participation in the fifty-seventh session of the United Nations General Assembly (September-December 2002) was also ensured. The results and resolutions of the General Assembly, in particular those of relevance to UNESCO's work, will be presented to the Executive Board. Furthermore, in the framework of reinforced cooperation with the French-speaking Group at UNESCO and the International Organization of the Francophonie, UNESCO took part in the work of the ninth Conference of Heads of State and Government of French-speaking Countries (*Francophonie Summit*) which was held in Beirut, Lebanon, from 18 to 20 October 2002.

**17018** 387. Since the last session of the Executive Board, and with a view to the drafting of the document on "Relations with non-governmental organizations, foundations and similar institutions"

(166 EX/38), the NGO Section has undertaken an evaluation of UNESCO's cooperation with 214 **non-governmental organizations** admitted to operational relations in 1996, 1997 and 1998 and, to that end, has consulted the programme sectors in order to obtain additional information with a view to the decision on whether or not to renew cooperation with those organizations.

388. The Sector also participated in the regional consultation of NGOs held from 30 September to 2 October 2002 in Lilongwe (Malawi); in the enlarged meeting of the NGO-UNESCO Liaison Committee (28-29 November 2002) and the joint programme commissions organized within that Committee; and in the eighth Conference of Ministers of Education of African Member States (MINEDAF VIII) (Dar as Salaam, United Republic of Tanzania, 2-6 December 2002). Continued support was provided for the mobilization of NGOs in the context of preparations for major international/regional conferences, such as the Porto Alegre World Social Forum (January 2003) and the World Summit on the Information Society (December 2003). Exchanges of information on forms of cooperation with NGOs and other international institutions were continued, primarily within the context of the follow-up to the fourth meeting of NGO liaison officers of multilateral development agencies and international financial institutions. An electronic discussion forum was set up to strengthen inter-agency cooperation. The NGO database and website have been expanded, thus providing a wide range of information on cooperation with each NGO that maintains official relations (formal and operational) with UNESCO.

389. Following the 165th session of the Executive Board (October 2002), at which a number of delegations called for an **overall review of UNESCO prizes**, the Director-General set up a working group, chaired by the Deputy Director-General, in order to: (i) undertake a comprehensive review of all existing UNESCO prizes across the Organization's different fields of competence, including their number, nominal value and support costs, financial regulations, periodicity, selection and award procedures, visibility and impact; (ii) propose measures in order to enhance the impact of the existing prizes and rationalize related costs in terms of funds and staff time; and (iii) propose a set of criteria and guidelines for the creation, management and promotion of UNESCO prizes. The group is currently at work addressing the different aspects of the matter and will submit its recommendations to the Director-General in a few months. In preparing those recommendations, due account will be taken of the previous studies on the subject as well as relevant experience of other United Nations agencies.

**17020** 390. Concerning cooperation with **extrabudgetary funding sources**, a specific report on extrabudgetary activities (166 EX/35) is being presented to this session of the Board.

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### **Salient developments in cluster subregion and overall aspects and trends of programme implementation**

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#### *Rabat Cluster Office*

391. The Office covers five countries: Morocco, where the office is located, Algeria, Libyan Arab Jamahiriya, Mauritania and Tunisia. The region presents a number of linguistic and cultural similarities although each country also retains its own identity and specificity in terms of systems of government and their priorities in the fields of competence of UNESCO.

392. The rich cultural heritage of this subregion, its history and religion make it possible to identify a number of common issues that can be developed in critical strategic themes and interventions. Within this context, national and regional strategies are being drafted in collaboration with the National Commissions in the region in order to begin the preparation of coherent and concrete work plans for the next biennium, 2004-2005. The interest demonstrated by the National Commissions and their ready and substantive collaboration in this process bode well for the emergence of a

common vision, understanding and cooperation intended to uphold the goals of the Organization and provide host governments with the required technical assistance.

393. This strategic planning process and the draft national strategies that are being prepared were validated at a regional consultation meeting held in Rabat from 3 to 6 February. Based on the results of the consultation, one regional and five national strategies will be finalized and a consensus will be reached on the basic substantive themes to be adopted and on the objectives for the work plans. While this process of consultation is still ongoing, nevertheless certain thematic areas are beginning to emerge such as the ones below and one can expect that they will be developed and integrated into future strategic documents.

394. The governments of the five countries have stated their commitment to education in general and to the EFA Dakar goals in particular. Some appear interested in undertaking strategic reforms of the Education Sector while others wish to reinforce different sectoral activities and approaches. Capacity-building and teacher training rank high on most governments' agendas thus providing UNESCO with a real opportunity to make useful and concrete contributions. National EFA plans are in the process of being elaborated throughout the region albeit their articulation and state of preparation varies and UNESCO assistance will continue to be much appreciated in the area of coordination of these plans with the Millennium Development Goals, the UNDAF and Strategic Poverty Alleviation Papers in each of our countries. Education will represent one of the major interventions of our Office and UNESCO Rabat plans to strengthen collaboration with the Beirut Office in this area.

395. The continuing migration from rural to urban areas is increasingly becoming a worrisome issue that affects in particular the socio-economic fabric of the medinas (inner and historic cities) with a dramatic impact on urban density, deterioration of social services, increased poverty levels and growing unemployment. Concomitant effects are a slow, albeit worrisome, increase in the number of individuals affected by the HIV/AIDS virus.

396. Within this context, UNESCO Rabat can and intends to play a significant role in terms of research, advocacy, awareness-raising, training and orientation towards more productive and, to the extent possible, income-generating activities. Integrated models of socio-economic revitalization of the medinas will be vigorously pursued within a framework of sustainable development and the work done by UNESCO over more than 20 years of initiatives associating cultural resources to the creation of better socio-economic opportunities. Indeed, given its expertise in this area and the Organization's mandate to preserve the tangible and intangible heritage of the world, UNESCO should strive to regain its leadership role in this area and become a reference in the region to donors, international cooperation agencies and local governments in promoting the culture and development paradigm to ensure that this approach becomes complementary to any more traditional restoration projects.

397. The management of water resources is another issue of great concern to the region and one in which UNESCO has already done some work in Morocco as well as at the regional level. In some countries, this issue is connected to the dramatic desertification situation which threatens entire cities and heritage sites. UNESCO Rabat plans to develop a strategic approach in collaboration with the Cairo Office and other partners in the region in the context of the celebrations of the International Year of Freshwater.

398. Since May 2002, a number of activities have been developed and are being implemented in order to strengthen the role of the office and increase its productivity. These activities have consisted in streamlining administrative functions, reviewing all post descriptions and reassigning tasks according to individual capabilities. Moreover, some interns and volunteers have been



recruited to assist with programme delivery and to complement the small number of programme specialists in post.

399. The following results have been achieved since May 2002: (a) an outreach and promotional strategy to increase the visibility of UNESCO in the region has been conceived, including the production of an agenda 2003, the launch of a commemorative stamp to celebrate the closing of the International Year of Cultural Heritage and an exhibition on stamps featuring UNESCO in collaboration with concerned Moroccan Ministries; (b) a consultation process with the National Commissions of the cluster was launched in June 2002 and was pursued through correspondence, personal meetings, missions and the regional meeting mentioned above; (c) regular programme activities in each country are being implemented with the assistance of the respective National Commissions; and (d) a number of projects have been developed and submitted to extrabudgetary sources resulting so far in a contribution of close to \$200,000 through the Italian cooperation for a practical regional seminar on Culture and Development to be held in Fez at the end of 2003; \$33,000 through the UNDP in Morocco to provide technical assistance to the Moroccan authorities in one of the World Heritage sites and \$56,900 through the UNDP in Tunisia to prepare a study on the impact of ICTs on media development in Tunisia.

### **Budgetary and financial matters**

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

- (i) the carry over of the unaudited 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 \$1,804,819, including government contributions to the running costs of field units (\$685,179), in accordance with the Appropriation Resolution (31 C/Resolution 73, para. A(b)),

resulting in an adjusted appropriation of **\$554,177,415**. The Director-General expressed his gratitude to governments, institutions and individuals for their generous donations and contributions.

401. As at 31 December 2002, the total amount of appropriation for Parts I to III of the budget is \$553,581,228. The Appropriation Resolution requires, however, that this amount be reduced by \$11,034,300 through absorption during the execution of the programme in order to respect the budget ceiling. The Director-General intends to realize this absorption under the staff costs. As of 31 December 2002, the **total amount obligated under Parts I to III** was \$255,321,374, or 46.8% of the total budget allocation of \$545,575,882.

402. With regard to the **staff costs**, budget allocation as at 31 December 2002 amounts to \$324,070,700 including the reserve for reclassifications (\$321,040,700 provided for in the Appropriation Resolution for 2002-2003, plus the transfer of \$3,030,000 from Part IV of the budget approved under 164 EX/Decision 6.2). As mentioned in the previous paragraph, it is required that this staff costs allocation be reduced by \$11,034,300 through absorption during the execution of the programme. The actual **expenditure on staff costs** as at 31 December 2002 amounted to \$150,906,368, which represents 46.6% of the allocation of \$324,070,700, or 48.2% of the “reduced” allocation of \$313,036,400.

403. Under the **Participation Programme**, 2002 requests representing a total amount of \$77,576,022 were received for the present biennium, of which 853 requests amounting to \$14,515,082 have been approved as at 31 December 2002. This includes 16 requests approved under the Emergency Assistance programme.

404. For the first year of the 2002-2003 biennium, the total expenditure for the implementation of activities funded from **extrabudgetary resources** amounted to **\$249.4 million**, which corresponds to an increase of **\$83.4 million** when compared to the corresponding period in 2000.

Funding source	Implementation expenditure (first year of the biennium)		Increase/(Decrease) in 2002-2003 compared to 2000-2001
	2000-2001 \$M	2002-2003* \$M	
<b>United Nations sources</b>			<b>\$M</b>
UNDP	8.8	4.8	(4.0)
UNFPA	3.0	1.8	(1.2)
UNOIP (Iraq)	12.4	52.2	39.8
Other United Nations sources	6.2	11.4	5.2
<b>Other sources</b>			
World Bank	0.3	1.7	1.4
Regional development banks and funds	1.1	5.1	4.0
Brazil	71.2	84.2	13.0
Other self-benefiting trust funds	2.7	4.6	1.9
Donated trust funds	32.2	38.3	6.1
Associate experts, special accounts and voluntary contributions	28.1	45.3	17.2
<b>Grand total</b>	<b>166.0</b>	<b>249.4</b>	<b>83.4</b>

\* Provisional figures

Two main programmes account for **55%** of the implementation of operational projects: UNESCO cooperation with **Brazil (\$84.2 million or 34%** of total expenditure) under self-benefiting trust funds and the **Iraq “Oil for Food” Programme** (representing **\$52.2 million or 21%** of total expenditure) under United Nations sources. The increase is noticeable in particular for the latter programme with **\$39.8 million or 48%** of total increase. The increase under “Associate experts, special accounts and voluntary contributions” (**\$17.2 million**) is due to two projects that benefit from substantial allocations: Headquarters Renovation and FABS project.

**Hundred and sixty-sixth Session**

166 EX/4  
Part II  
PARIS, 18 March 2003  
Original: English/French

Item 3.1.1 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. 31

Status as at 31 December 2002  
(provisional)

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### ANNEX Detailed status report on the regular budget as at 31 December 2002

## I. INTRODUCTION

1. The “Management Chart for Programme Execution” is a technical document, which is intended to facilitate examination and assessment by the Executive Board of the budgetary implementation of the approved regular budget and extrabudgetary programmes. The nature and presentation of data provided in this document have evolved over the years with a view to meeting the Board’s requirement for full and more relevant information.

2. While preparing the last Management Chart, a serious difficulty was met in completing the analysis by object-of-expenditure due to the manual process of field expenditures. Thus Table 2 and Table 7 were temporarily excluded from the document presented at the 165th session of the Executive Board. Accordingly the Executive Board indicated in 165 EX/Decision 3.1.1 that the Management Chart should ensure a progressive inclusion of the reports on the execution by object-of-expenditure. As a result of a gradual introduction of the system to the field units and the efforts made in the booking of the data from the field, these tables have been reintroduced in the present Management Chart. The data presented in the document, however, need to be treated with caution for the reasons mentioned below.

3. At the time this document was being prepared, UNESCO had completed one fiscal year under the operation of the new FABS system. As a result of this new system, UNESCO is for the first time committing itself to proceeding with monthly and annual closings. This closing procedure beginning in 2002 has led to major tasks of data cleaning, launching monthly closing procedures, and aligning the commitments close to the delivery principle. In spite of the efforts of the teams at Headquarters and of the newly trained field units, approximately \$24 million of expenditures (\$7 million for regular programme and \$17 million for extrabudgetary funds) remained in the suspense accounts as of end December 2002. This amount is considerably higher than the \$5 million that remained in the suspense accounts at the corresponding time of the last biennium. The task of clearing these suspense accounts is being undertaken and is estimated to continue till the end of March 2003. **Consequently the data presented in this report are subject to adjustments pending the finalization of the annual closing exercise, hence the figures presented in the document are provisional.**

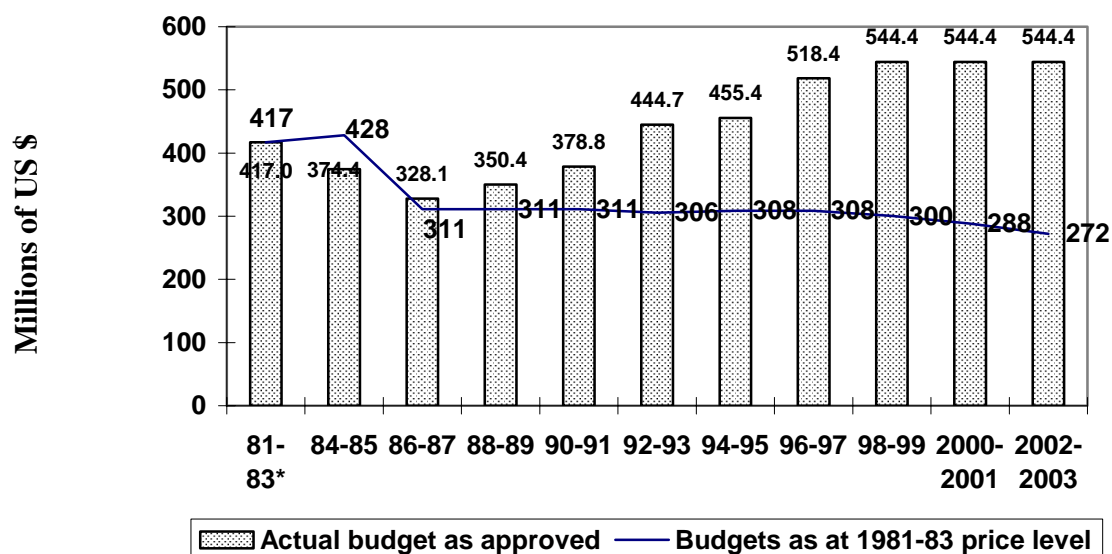
3. In the Management Chart presented at the 165th session of the Executive Board, the format of the document was restructured with a view to facilitating the interpretation of the charts and tables, accompanied by methodological explanations and comments when appropriate. This revised format has been maintained in the present Management Chart.

4. It should be noted that this Management Chart relates to the original 31 C/5 Approved budget (\$544.4 million). It does not include the carry-over of the unspent balance of funds from 2000-2001 amounting to \$8,005,346 the use of which was approved by the Executive Board at its 164th session. (A report on the detailed activities planned under the carry-over funds was presented at the last session of the Executive Board (ref. 165 EX/27).)

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

CHART I

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



#### Methodology:

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.

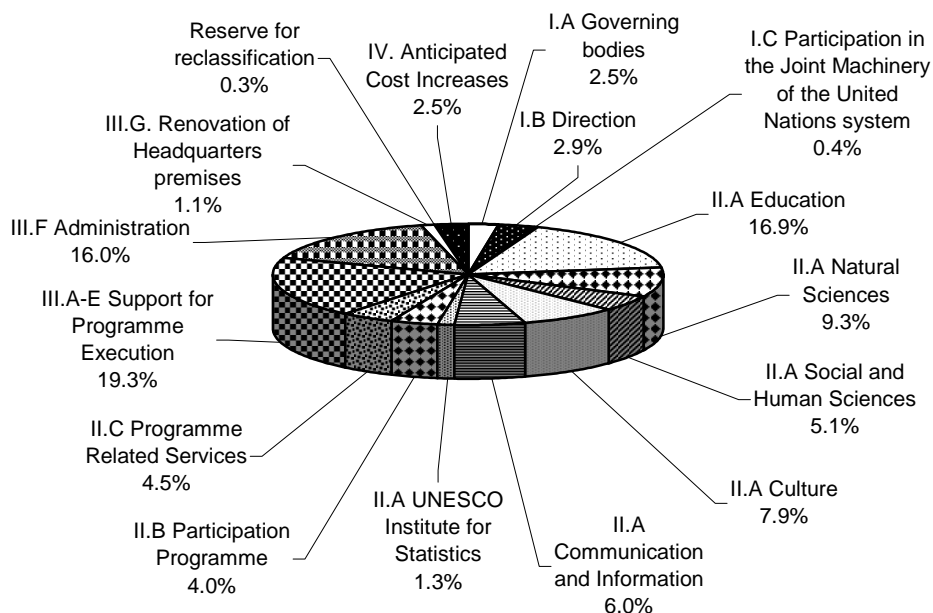
#### Comments:

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**

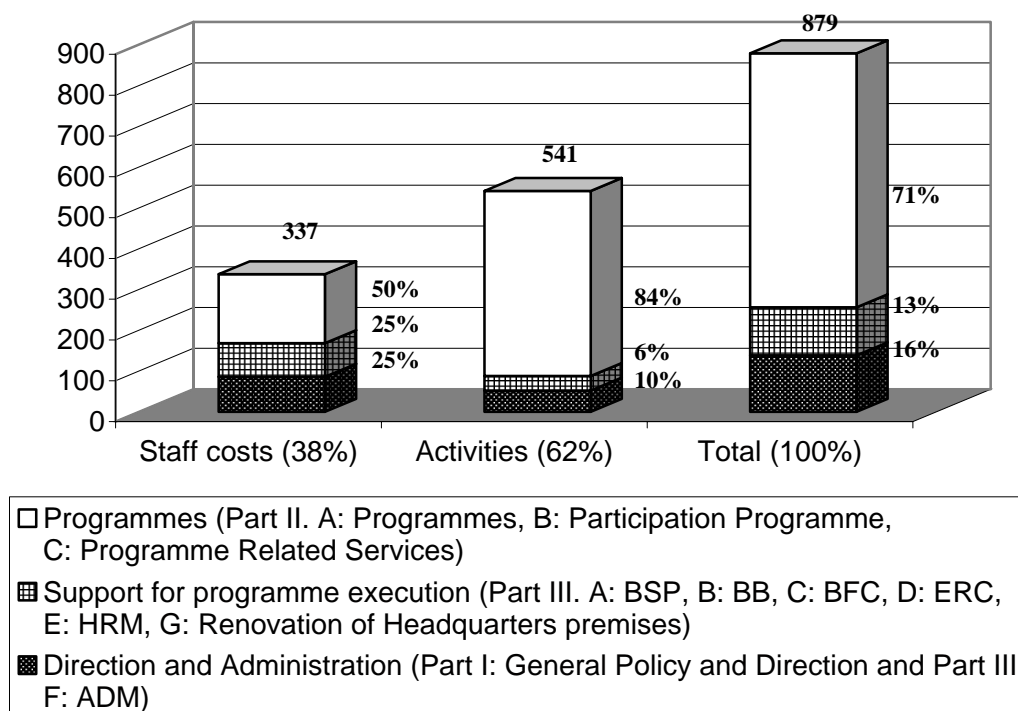


**Methodology:**

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**



**Methodology:**

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

This analysis includes Part IV of the budget and takes into account the \$11 million adjustment to the regular budget (\$544.4 million) which the Director-General plans to absorb under staff costs. 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.

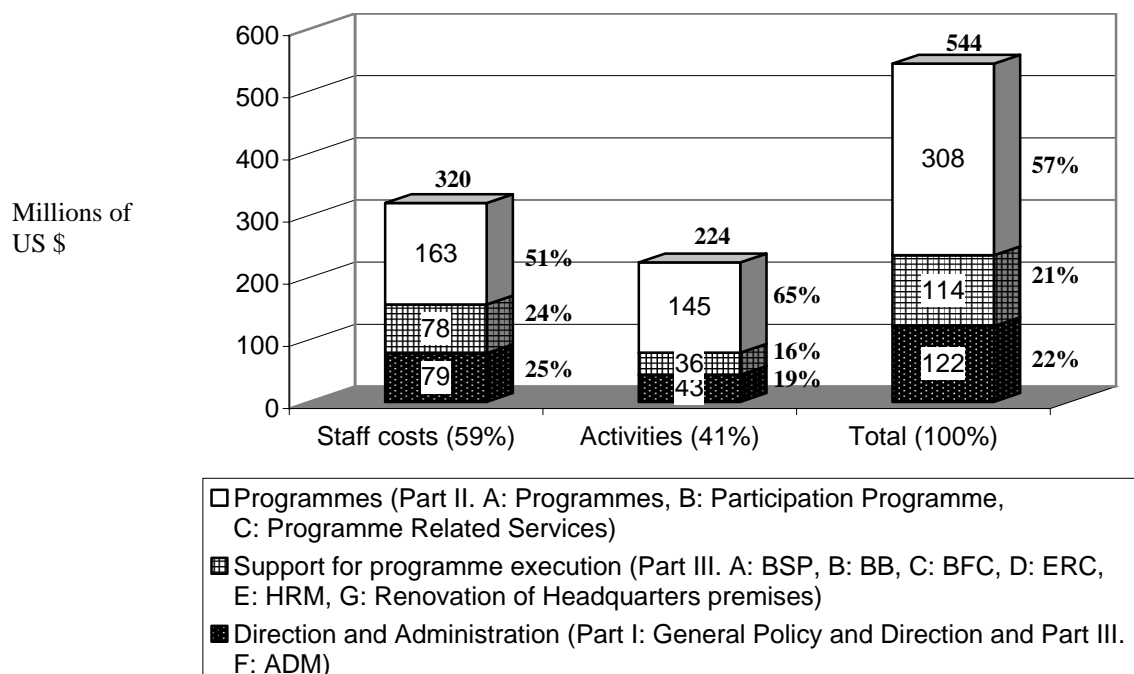
The relative share of “direction/administration” and “support for programme execution” is 29% of the total budget, while the relative share of “direction/administration”, strictly speaking, represents 16% of the total budget.



**CHART 4**

**REGULAR BUDGET 2002-2003**

**BY STAFF COSTS AND ACTIVITIES AND BY PROGRAMME, SUPPORT FOR PROGRAMME EXECUTION AND DIRECTION/ADMINISTRATION**



**Methodology:**

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) which the Director-General plans to absorb under staff costs. Staff costs are limited strictly to the costs of established posts.

**Comments:**

Staff costs account for a greater relative share of the regular budget: while constituting only 38% of the total budget (Chart 3), they represent 59% of the regular budget (Chart 4). This is due to the fact that permanent staff financed under the regular budget are also involved in the implementation of UNESCO’s extrabudgetary programmes. In contrast, established posts financed by extrabudgetary resources are still relatively limited.

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

### III. REGULAR PROGRAMME EXECUTION

**TABLE 1**

#### **REGULAR PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE**

**(Expenditures including staff costs and Participation Programme  
as at 31 December 2002 – provisional)**

#### **Methodology:**

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 “Allocation” is explained by the amounts transferred from Part IV and donations additionally appropriated up to 31 December 2002.

#### **Comments:**

The overall implementation rate as at 31 December 2002 is 46.7% compared to the theoretical target of 50% corresponding to the time elapsed since the beginning of the biennium. As mentioned in the introduction, however, this situation of implementation is only provisional and is subject to adjustments pending the finalization of the annual closing exercise.

Expenditures under Part I are particularly low (39.3%) principally due to the fact that the General Conference will be held in September 2003.

**TABLE 1**  
**REGULAR PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE**  
**(Expenditures including staff costs and Participation Programme**  
**as at 31 December 2002 – provisional)**

Appropriation line	31 C/5 Approved	Work plan* allocation	Expenditure (delivered/ unliquidated)	Implementation rate
	\$	\$	\$	%
<b>PART I GENERAL POLICY AND DIRECTION</b>				
<b>A. Governing bodies</b>				
1. General Conference	6 292 400	6 294 400	744 040	11.8
2. Executive Board	7 839 400	7 858 800	3 312 397	42.1
<b>Total, Part I.A</b>	<b>14 131 800</b>	<b>14 153 200</b>	<b>4 056 438</b>	<b>28.7</b>
<b>B. Direction</b>				
3. Directorate	2 282 100	2 295 800	890 044	38.8
4. Office of the Director-General	6 437 700	6 499 100	3 609 327	55.5
5. Internal Oversight	4 671 600	4 698 000	1 848 223	39.3
6. International Standards and Legal Affairs	2 795 000	2 813 500	1 254 255	44.6
<b>Total, Part I.B</b>	<b>16 186 400</b>	<b>16 306 400</b>	<b>7 601 849</b>	<b>46.6</b>
<b>C. Participation in the Joint Machinery of the United Nations System</b>	<b>2 153 000</b>	<b>2 153 000</b>	<b>1 164 099</b>	<b>54.1</b>
<b>TOTAL, PART I</b>	<b>32 471 200</b>	<b>32 612 600</b>	<b>12 822 386</b>	<b>39.3</b>
<b>PART II PROGRAMMES AND PROGRAMME RELATED SERVICES</b>				
<b>A. Programmes</b>				
I Education	94 091 700	94 900 019	42 509 183	44.8
II Natural sciences	51 867 600	52 520 998	23 600 388	44.9
III Social and human sciences	28 582 200	28 732 200	12 550 331	43.7
IV Culture	43 849 900	44 217 950	19 921 784	45.1
V Communication and information	33 064 600	33 275 936	14 462 717	43.5
UNESCO Institute for Statistics	7 320 000	7 320 000	3 420 000	46.7
<b>Total, Part II.A</b>	<b>258 776 000</b>	<b>260 967 103</b>	<b>116 464 403</b>	<b>44.6</b>
<b>B. Participation Programme</b>	<b>22 000 000</b>	<b>22 000 000</b>	<b>8 216 387</b>	<b>37.3</b>
<b>C. Programme Related Services</b>				
1. Coordination of action to benefit Africa	2 647 700	2 669 100	1 001 950	37.5
2. Fellowships Programme	1 962 400	1 979 900	1 172 846	59.2
3. Public Information	20 354 400	20 550 200	10 229 456	49.8
<b>Total, Part II.C</b>	<b>24 964 500</b>	<b>25 199 200</b>	<b>12 404 252</b>	<b>49.2</b>
<b>TOTAL, PART II</b>	<b>305 740 500</b>	<b>308 166 303</b>	<b>137 085 042</b>	<b>44.5</b>
<b>PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION</b>				
<b>A. Strategic planning and programme monitoring</b>	<b>6 128 000</b>	<b>6 164 100</b>	<b>2 468 680</b>	<b>40.0</b>
<b>B. Budget preparation and monitoring</b>	<b>4 244 900</b>	<b>4 277 100</b>	<b>1 649 034</b>	<b>38.6</b>
<b>C. Field management and coordination</b>	<b>48 954 500</b>	<b>49 700 979</b>	<b>23 087 919</b>	<b>46.5</b>
<b>D. External relations and cooperation</b>	<b>22 008 800</b>	<b>22 168 900</b>	<b>11 856 726</b>	<b>53.5</b>
<b>E. Human resources management</b>	<b>25 684 800</b>	<b>25 931 500</b>	<b>12 646 265</b>	<b>48.8</b>
<b>F. Administration</b>	<b>88 685 500</b>	<b>90 101 900</b>	<b>47 252 821</b>	<b>52.4</b>
<b>G. Renovation of Headquarters premises</b>	<b>6 292 500</b>	<b>6 452 500</b>	<b>6 452 500</b>	<b>100.0</b>
<b>TOTAL, PART III</b>	<b>201 999 000</b>	<b>204 796 979</b>	<b>105 413 946</b>	<b>51.5</b>
<b>TOTAL, PARTS I-III</b>	<b>540 210 700</b>	<b>545 575 882</b>	<b>255 321 374</b>	<b>46.8</b>
Reserve for reclassifications	1 500 000	1 500 000	-	-
<b>PART IV ANTICIPATED COST INCREASES</b>				
	<b>13 690 850</b>	<b>10 320 850</b>	-	-
<b>TOTAL, PARTS I-IV</b>	<b>555 401 550</b>	<b>557 396 732</b>	<b>255 321 374</b>	<b>45.8</b>
<b>LESS: Amount to be absorbed during the execution of the programme and budget within the limits of the approved total budget</b>	<b>(11 034 300)</b>	<b>(11 034 300)</b>	-	-
<b>TOTAL</b>	<b>544 367 250</b>	<b>546 362 432</b>	<b>255 321 374</b>	<b>46.7</b>

\* "Work plan allocation" includes appropriation of donations received and transfers from Part IV to Parts I-III as already approved by the Executive Board.

**TABLE 2**  
**PROGRAMME EXECUTION BY OBJECT-OF-EXPENDITURE**  
**(as at 31 December 2002 – provisional)**

**Methodology:**

Table 2 compares the actual expenditure by object-of-expenditure with the “approved allocations”. This table was not presented in the Management Chart for the last session of the Executive Board due to technical problems, but has been reintroduced as a result of the progressive roll-out of FABS to the field offices.

**Comments:**

Expenditures for temporary assistance show a high implementation rate (84.6%) mainly due to the need to cover a shortage of staff arising from a high level of vacancy under the established posts. Expenditures under participants travel and staff travel (79.6% and 65.7% respectively) continue to show high rates, therefore efforts are being intensified to control these costs through development of alternative means of programme delivery, e.g. the progressive installation and use of teleconferencing ICT facilities. The Organization is also developing management reports on travel in FABS to identify and control travel expenditures.

As mentioned in the introduction, the expenditures by object-of-expenditure are subject to adjustments pending the finalization of the annual closing exercise.

**TABLE 2**  
**PROGRAMME EXECUTION BY OBJECT-OF-EXPENDITURE**

**(Parts I to IV of the budget)**

**Expenditures including staff costs and Participation Programme  
as at 31 December 2002 (Provisional)**

Object-of-expenditure	31 C/5 Approved	Approved allocations*	Expenditure vis-à-vis approved allocations	
	\$	\$	\$	%
<b>SALARIES AND OTHER PERSONNEL SERVICES</b>				
- Headquarters staff costs	243 476 700	246 506 700	117 678 264	47.7
- Field staff costs	76 064 000	76 064 000	29 917 649	39.3
- Temporary assistance	18 584 300	18 584 300	15 727 178	84.6
<b>TRAVEL ON OFFICIAL BUSINESS</b>				
- Participants' travel (including travel of Members of the Executive Board)	8 252 900	8 252 900	6 568 686	79.6
- Staff travel on official business	7 228 800	7 228 800	4 752 042	65.7
<b>CONTRACTUAL SERVICES</b>	52 612 800	53 353 552	19 239 265	36.1
<b>GENERAL OPERATING EXPENSES</b>	19 409 500	19 420 809	11 969 889	61.6
<b>SUPPLIES AND MATERIALS</b>	5 243 400	5 243 400	2 004 486	38.2
<b>ACQUISITION OF FURNITURE AND EQUIPMENT</b>	6 324 600	6 324 600	3 457 068	54.7
<b>FINANCIAL ALLOCATIONS</b>	29 918 400	29 918 400	13 044 753	43.6
<b>CONTRACTS WITH NGOs AND OTHER CONTRIBUTIONS</b>	24 181 200	24 574 139	3 525 261	14.3
<b>PARTICIPATION PROGRAMME</b>	22 000 000	22 000 000	8 216 387	37.3
<b>OTHER EXPENDITURE</b>	14 746 400	15 261 403	11 516 313	75.5
<b>INDIRECT PROGRAMME COSTS</b>	13 667 700	14 342 879	7 704 133	53.7
<b>ANTICIPATED COST INCREASES</b>	13 690 850	10 320 850	0	0.0
LESS: Amount to be absorbed during the execution of the programme and budget within the limits of the approved total budget	(11 034 300)	(11 034 300)		
<b>TOTAL, PARTS I-IV</b>	<b>544 367 250</b>	<b>546 362 432</b>	<b>255 321 374</b>	<b>46.7</b>

\* 31 C/5 Approved, adjusted by between-line transfers approved by the Executive Board and by donations received up to 31 December 2002.

**TABLE 3**

**PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE**

**(Expenditures excluding staff costs and Participation Programme  
as at 31 December 2002 – provisional)**

**Methodology:**

Table 3 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 session.

**Comments:**

The overall implementation rate is 47%, slightly lower than the theoretical target of 50%.

**TABLE 3**  
**PROGRAMME EXECUTION BY PRINCIPAL APPROPRIATION LINE**  
**(Expenditures excluding staff costs and Participation Programme**  
**as at 31 December 2002 – provisional)**

Appropriation line	31 C/5 Approved	Work plan* allocation	Expenditure (delivered/unliquidated)	Implementation rate
	\$	\$	\$	%
<b>PART I GENERAL POLICY AND DIRECTION</b>				
<b>A. Governing bodies</b>				
1. General Conference	5 491 200	5 491 200	352 516	6.4
2. Executive Board	6 531 800	6 531 800	2 660 219	40.7
<b>Total, Part IA</b>	<b>12 023 000</b>	<b>12 023 000</b>	<b>3 012 734</b>	<b>25.1</b>
<b>B. Direction</b>				
3. Directorate	458 500	458 500	270 739	59.0
4. Office of the Director-General	399 500	399 500	243 806	61.0
5. Internal Oversight	567 600	567 600	265 296	46.7
6. International Standards and Legal Affairs	203 100	203 100	97 111	47.8
<b>Total, Part IB</b>	<b>1 628 700</b>	<b>1 628 700</b>	<b>876 952</b>	<b>53.8</b>
<b>C. Participation in the Joint Machinery of the United Nations System</b>	2 153 000	2 153 000	1 164 099	54.1
<b>TOTAL, PART I</b>	<b>15 804 700</b>	<b>15 804 700</b>	<b>5 053 785</b>	<b>32.0</b>
<b>PART II PROGRAMMES AND PROGRAMME RELATED SERVICES</b>				
<b>A. Programmes</b>				
I Education	47 382 700	47 882 219	21 156 783	44.2
II Natural sciences	21 829 900	22 231 298	9 399 858	42.3
III Social and human sciences	11 426 600	11 451 600	5 034 817	44.0
IV Culture	12 312 900	12 453 550	4 931 762	39.6
V Communication and information	14 278 000	14 361 436	5 976 338	41.6
UNESCO Institute for Statistics	7 320 000	7 320 000	3 420 000	46.7
<b>Total, Part IIA</b>	<b>114 550 100</b>	<b>115 700 103</b>	<b>49 919 558</b>	<b>43.1</b>
<b>C. Programme Related Services</b>				
1. Coordination of action to benefit Africa	419 600	419 600	284 696	67.8
2. Fellowships Programme	1 018 600	1 018 600	713 017	70.0
3. Public Information	4 868 000	4 868 000	2 840 800	58.4
<b>Total, Part IIC</b>	<b>6 306 200</b>	<b>6 306 200</b>	<b>3 838 513</b>	<b>60.9</b>
<b>TOTAL, PART II</b>	<b>120 856 300</b>	<b>122 006 303</b>	<b>53 758 071</b>	<b>44.1</b>
<b>PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION</b>				
<b>A. Strategic planning and programme monitoring</b>	984 100	984 100	460 624	46.8
<b>B. Budget preparation and monitoring</b>	70 000	70 000	29 496	42.1
<b>C. Field management and coordination</b>	12 638 700	13 313 879	7 001 104	52.6
<b>D. External relations and cooperation</b>	4 396 500	4 406 500	1 791 628	40.7
<b>E. Human resources management</b>	10 702 100	10 702 100	5 976 912	55.8
<b>F. Administration</b>	26 925 100	27 265 100	15 674 499	57.5
<b>G. Renovation of Headquarters premises</b>	6 292 500	6 452 500	6 452 500	100.0
<b>TOTAL, PART III</b>	<b>62 009 000</b>	<b>63 194 179</b>	<b>37 386 763</b>	<b>59.2</b>
<b>TOTAL, PARTS I - III</b>	<b>198 670 000</b>	<b>201 005 182</b>	<b>96 198 619</b>	<b>47.9</b>
<b>PART IV ANTICIPATED COST INCREASES</b>	3 827 450	3 487 450	-	0.0
<b>TOTAL, PARTS I - IV</b>	<b>202 497 450</b>	<b>204 492 632</b>	<b>96 198 619</b>	<b>47.0</b>
<b>LESS: Amount to be absorbed during the execution of the programme and budget within the limits of the approved total budget</b>	-	-	-	-
<b>TOTAL</b>	<b>202 497 450</b>	<b>204 492 632</b>	<b>96 198 619</b>	<b>47.0</b>

\* "Workplan Allocation" includes appropriation of donations received and transfers from Part IV to Parts I-III as already approved by the Executive Board.

**TABLE 4**  
**EXECUTION OF DECENTRALIZED FUNDS**  
**(Staff costs and activity expenditures in the field**  
**as at 31 December 2002 – provisional)**

Table 4 shows the budget implementation in the field as of 31 December 2002 for Part II (Programme and Programme Related Services) and Part III (Support for Programme Execution and Administration).

**Comments:**

The overall implementation rate is 42.8%. This relatively low rate of implementation compared with the expected theoretical rate of 50% can be explained, as stated in the introductory note, by the fact that a large amount of expenditures incurred in the field remained in the suspense accounts and thus not accounted for as of 31 December 2002. This rate would turn out to be higher when the annual closing exercise is completed.



**TABLE 4**  
**EXECUTION OF DECENTRALIZED FUNDS**  
**(Staff costs and activity expenditures in the field**  
**as at 31 December 2002 – provisional)**

Principal Appropriation Line	31 C/5 Approved for all field units	Allocation for all field units	Expenditure * (delivered/unliquidated) as at 31 December 2002	
			\$	%
<b>PART II PROGRAMMES AND PROGRAMME RELATED SERVICES</b>				
<b>A. Programmes</b>				
I Education**	51 784 600	52 874 227	23 126 662	43.7
II Natural sciences	16 131 600	16 734 468	6 162 642	36.8
III Social and human sciences	7 920 300	7 006 253	2 185 504	31.2
IV Culture	10 983 800	10 865 632	3 992 690	36.7
V Communication and information	11 182 800	11 240 346	4 167 747	37.1
UNESCO Institute for Statistics	150 000	0	0	-
<b>Total, Part II.A</b>	<b>98 153 100</b>	<b>98 720 926</b>	<b>39 635 246</b>	<b>40.1</b>
<b>C. Programme Related Services</b>				
1. Coordination of action to benefit Africa	-	-	-	-
2. Fellowships Programme	-	-	-	-
3. Public Information	310 600	322 600	344 502	106.8
<b>Total, Part II.C</b>	<b>310 600</b>	<b>322 600</b>	<b>344 502</b>	<b>106.8</b>
<b>TOTAL, PART II</b>	<b>98 463 700</b>	<b>99 043 526</b>	<b>39 979 747</b>	<b>40.4</b>
<b>PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION</b>				
<b>A. Strategic planning and programme monitoring</b>	-	11 900	6 295	52.9
<b>B. Budget preparation and monitoring</b>	-	-	-	-
<b>C. Field management and coordination</b>	45 480 000	46 155 079	21 585 010	46.8
<b>D. External relations and cooperation</b>	2 520 800	2 941 400	1 863 382	63.4
<b>E. Human resources management</b>	-	-	-	-
<b>F. Administration</b>	-	-	-	-
<b>G. Renovation of Headquarters premises</b>	-	-	-	-
<b>TOTAL, PART III</b>	<b>48 000 800</b>	<b>49 108 379</b>	<b>23 454 687</b>	<b>47.8</b>
<b>TOTAL</b>	<b>146 464 500</b>	<b>148 151 905</b>	<b>63 434 434</b>	<b>42.8</b>

\* Note: At the time of preparation of this report, approximately \$7 million of expenditures under the regular programme from the field offices remained unaccounted for in suspense accounts.

\*\* The figures for Education includes the UNESCO institutes as a part of decentralization. The rate of execution excluding the institutes is 41%.

**TABLE 5**  
**PARTICIPATION PROGRAMME**  
**(as at 31 December 2002 – provisional)**

**A. EXECUTION BY REGION**

Table 5A shows the execution of the Participation Programme by region as at 31 December 2002, together with the status of implementation of requests approved for international NGOs and under emergency assistance.

**Comments:**

The difference between the allotments issued, i.e. amount of requests approved by the Director-General and the expenditures as of 31 December 2002 can be explained by the fact that the financial reports Member States are required to submit had not been received. This applies particularly to the Africa region.

The overall implementation rate of 56.6% is considered satisfactory compared to the theoretical target of 50%. A detailed report by the Director-General on the implementation of the Participation Programme and emergency assistance is presented in document 166 EX/31.

**TABLE 5**  
**PARTICIPATION PROGRAMME**

**A. EXECUTION BY REGION**

(as at 31 December 2002 – provisional)

Region	Allotment issued	Expenditure (delivered/unliquidated) as at 31 December 2002	
		\$	%
AFRICA	2 856 700	1 120 100	39.2
ASIA AND THE PACIFIC	941 200	504 200	53.6
ARAB STATES	793 250	592 000	74.6
EUROPE 1 (Western Europe, United States, Canada)	1 892 650	1 508 250	79.7
EUROPE 2 (Eastern and Central Europe)	3 485 450	1 557 944	44.7
LATIN AMERICA AND THE CARIBBEAN	3 330 832	2 223 193	66.7
INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS	816 000	311 700	38.2
EMERGENCY ASSISTANCE PROGRAMME	399 000	399 000	100.0
<b>TOTAL</b>	<b>14 515 082</b>	<b>8 216 387</b>	<b>56.6</b>

**TABLE 5**  
**PARTICIPATION PROGRAMME**  
**as at 31 December 2002 – provisional)**

**B. 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 98% of the total expenditure of the Participation Programme. Most of the allotments issued were to finance conferences and meetings, followed by the 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 166 EX/31.

**TABLE 5**  
**PARTICIPATION PROGRAMME**  
**B. EXECUTION BY NATURE OF EXPENDITURE**

(as at 31 December 2002 – provisional)

Nature of expenditure	Allotment issued	Expenditure (delivered/unliquidated) as at 31 December 2002	
	\$	\$	%
<b>A. FINANCIAL CONTRIBUTIONS FOR:</b>			
Conferences, meetings	5 167 270	3 169 170	61.3
Training seminars or courses	1 719 032	1 023 912	59.6
Supplies and equipment	3 382 813	1 882 130	55.6
Fellowships, study grants	350 700	242 900	69.3
Consultants	1 678 987	859 035	51.2
Publications, translations, reproduction	1 362 880	878 885	64.5
Allocations to NGOs	89 950		0.0
<b>Subtotal</b>	<b>13 751 632</b>	<b>8 056 032</b>	<b>58.6</b>
<b>B. MATERIAL AND/OR TECHNICAL ASSISTANCE PROVIDED BY UNESCO</b>			
Conferences, meetings	-	-	-
Training seminars or courses	419 000	-	-
Supplies and equipment	57 000	25 000	43.9
Fellowships, study grants	124 550	87 027	69.9
Consultants	140 400	46 500	33.1
Publications, translations, reproduction	22 500		0.0
Material and/or technical assistance to NGOs	-	-	-
Other material and/or technical assistance provided directly by UNESCO	0	1 828	-
<b>Subtotal</b>	<b>763 450</b>	<b>158 527</b>	<b>20.8</b>
<b>GRAND TOTAL</b>	<b>14 515 082</b>	<b>8 214 559</b>	<b>56.6</b>

**TABLE 6**  
**SITUATION OF POSTS AND STAFF COSTS**  
**(as at 31 December 2002 – provisional)**

**Methodology:**

Table 6A shows the monthly evolution of the net savings in terms of posts from January 2002 to December 2002. The posts shown in this table correspond to the posts that are vacant in budgetary terms, after deduction of those used to finance temporary assistance.

This table shows the number of posts budgetarily vacant, in other words the number of vacant posts that generate savings. 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 costs expenditures as at 31 December 2002 by Headquarters and field.

**Comments:**

From 1 January to 31 December 2002 the average number of posts budgetarily vacant was 171. This number of vacant posts is **111** in excess of the number required (60) to allow for the lapse factor, fixed at 3% for the current biennium in accordance with the budgeting techniques in force.

The low rate of implementation under the staff costs (46.6%) is a result of a cautious approach applied in the management of the staff costs in order to absorb \$11 million during the course of the biennium. Thus a high level of vacancy has been maintained throughout the biennium, although the recruitment has been gradually accelerated.

When compared with the budget available after taking into account the required absorption of \$11 million (i.e. \$324 million - \$11 million = **\$313 million**), the implementation rate would be 48.2%, which is still within the theoretical target of 50%. Efforts will continue to be made to contain the staff costs expenditures of the biennium within the budget.

The level of salary has been increased as of January 2003 in accordance with the decisions of the United Nations General Assembly, but the additional costs are expected to be covered by the proposed transfer of necessary funds from Part IV (presented in document 166 EX/29).

**TABLE 6**  
**SITUATION OF POSTS AND STAFF COSTS**

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

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		
<b>2002</b>										
January	1 983	1 303	471	1 774	57	57	71	24	209	149
February	1 983	1 307	473	1 780	56	54	50	43	203	143
March	1 983	1 308	481	1 789	56	53	47	38	194	134
April	1 983	1 308	479	1 787	56	53	49	38	196	136
May	1 983	1 321	472	1 793	52	44	50	44	190	130
June	1 983	1 331	478	1 809	40	46	45	43	174	114
July	1 983	1 327	478	1 805	54	36	45	43	178	118
August	1 983	1 337	486	1 823	44	36	40	40	160	100
September	1 983	1 351	486	1 837	39	27	40	40	146	86
October	1 983	1 353	477	1 830	41	23	48	41	153	93
November	1 983	1 358	504	1 862	31	28	30	32	121	61
December	1 983	1 350	503	1 853	31	36	26	37	130	70
<b>Average</b>	<b>1 983</b>	<b>1 330</b>	<b>482</b>	<b>1 812</b>	<b>46</b>	<b>41</b>	<b>45</b>	<b>39</b>	<b>171</b>	<b>111</b>

**B. Cumulative situation of staff costs as at 41 December 2002 (provisional)**

	Allocation \$	Expenditure \$	%
HEADQUARTERS	246 506 700	119 142 096	48.3%
FIELD	76 064 000	31 764 272	41.8%
Reserve for reclassifications	1 500 000	-	-
<b>TOTAL (excluding Part IV)</b>	<b>324 070 700 *</b>	<b>150 906 368</b>	<b>46.6%</b>

\* The total allocation takes account of a sum of \$3,030,000 that was transferred from Part IV as approved by the Executive Board at its 164th session.

**TABLE 7**

**STATUS OF REGULAR BUDGET  
BY PRINCIPAL APPROPRIATION LINE AND BY MAIN OBJECT-OF-EXPENDITURE  
(as at 31 December 2002 – provisional)**

Table 7 that used to show the budget provision for Parts I, II.C and III of the budget and actual expenditures by main object-of-expenditure was temporarily excluded from the Management Chart for the last session of the Executive Board due to technical problems..

As a result of the gradual roll-out of FABS in the field and the efforts made in registering the field offices expenditures, this table has been reintroduced into the Management Chart. **Moreover, the table now includes Parts II.A, II.B and IV, thus covering the entire regular budget of the Organization.**

**Comments:**

However, as mentioned in the introduction, the information presented in this table is subject to adjustments pending the finalization of the annual closing exercise.



**Table 7 - Regular budget execution by main object-of-expenditure**

EXPENDITURES AS AT 31 DECEMBER 2002 (PROVISIONAL)

Regular budget 2002-2003														
Principal Appropriation Line	Cost of established posts		Temporary assistance	Participants travel	Staff travel	Contractual services	General operating expenses	Supplies and materials	Acquisition of furniture and equipment	Financial allocations	Contracts NGO and other contributions	Indirect programme costs	Other expenditure	Total
	Headquarters	Field												
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>PART I GENERAL POLICY AND DIRECTION</b>														
<b>A. Governing bodies</b>														
31 C/5 Approved as adjusted	2 130 200	-	8 552 000	2 181 700	-	550 000	739 300	-	-	-	-	-	-	14 153 200
Expenditure as at 31 December 2002	1 177 149	-	1 692 884	760 389	-	170 695	118 911	100 283	36 127	-	-	-	-	4 056 438
<b>B. Direction</b>														
31 C/5 Approved as adjusted	14 677 700	-	195 000	-	655 000	362 000	130 500	120 500	-	-	-	-	165 700	16 306 400
Expenditure as at 31 December 2002	6 471 912	-	405 980	68 517	256 459	125 487	82 553	67 640	115 494	-	7 807	-	-	7 601 849
<b>C. Participation in the Joint Machinery of the United Nations System</b>														
31 C/5 Approved as adjusted	-	-	-	-	-	-	-	-	-	-	-	-	2 153 000	2 153 000
Expenditure as at 31 December 2002	-	-	-	-	-	-	-	-	-	-	1 164 099	-	-	1 164 099
<b>TOTAL, PART I</b>	<b>16 807 900</b>	<b>-</b>	<b>8 747 000</b>	<b>2 181 700</b>	<b>655 000</b>	<b>912 000</b>	<b>869 800</b>	<b>120 500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2 318 700</b>	<b>32 612 600</b>
<b>Expenditure as at 31 December 2002</b>	<b>7 649 062</b>	<b>-</b>	<b>2 098 864</b>	<b>828 907</b>	<b>256 459</b>	<b>296 181</b>	<b>201 463</b>	<b>167 923</b>	<b>151 621</b>	<b>-</b>	<b>1 171 906</b>	<b>-</b>	<b>-</b>	<b>12 822 386</b>
<b>PART II PROGRAMMES AND PROGRAMME RELATED SERVICES</b>														
<b>A. Programmes</b>														
<b>I. Education</b>														
31 C/5 Approved as adjusted	30 386 500	16 631 300	1 468 000	1 750 000	1 320 000	14 946 471	3 760 000	1 229 000	1 245 000	16 091 000	2 707 545	636 600	2 728 603	94 900 019
Expenditure as at 31 December 2002	14 383 474	6 091 101	2 649 507	1 787 525	1 498 998	5 139 826	1 688 485	179 154	359 477	8 219 044	504 234	-	8 356	42 509 183
<b>II. Natural sciences</b>														
31 C/5 Approved as adjusted	22 013 000	8 276 700	1 452 200	1 220 100	1 196 900	7 560 100	715 400	310 400	478 500	5 007 400	3 989 398	300 900	-	52 520 998
Expenditure as at 31 December 2002	10 175 868	2 953 611	1 922 187	1 364 044	886 691	4 009 581	799 414	439 921	166 822	556 499	312 002	-	13 748	23 600 388
<b>III. Social and human sciences</b>														
31 C/5 Approved as adjusted	13 441 500	3 839 100	314 200	898 400	393 300	3 113 500	651 300	135 000	302 600	-	5 445 100	198 200	-	28 732 200
Expenditure as at 31 December 2002	5 657 739	896 438	1 159 949	817 466	374 188	2 066 873	466 274	152 503	122 430	680 237	155 737	-	497	12 550 331
<b>IV. Culture</b>														
31 C/5 Approved as adjusted	25 609 100	6 155 300	580 000	800 000	675 000	5 004 388	670 000	150 000	80 000	2 000 000	1 841 262	215 700	437 200	44 217 950
Expenditure as at 31 December 2002	11 589 499	2 244 038	1 588 415	408 599	458 169	2 314 499	659 460	175 014	213 507	57 778	211 685	-	1 120	19 921 784
<b>V. Communication and information</b>														
31 C/5 Approved as adjusted	13 631 300	5 283 200	377 500	465 800	1 296 100	6 602 093	460 009	182 900	797 400	-	3 970 434	209 200	-	33 275 936
Expenditure as at 31 December 2002	6 542 762	1 886 157	496 515	683 901	490 629	2 894 589	672 374	72 958	343 295	96 894	279 530	-	3 114	14 462 717
<b>UNESCO Institute for Statistics</b>														
31 C/5 Approved as adjusted	-	-	-	100 000	25 000	325 000	-	50 000	-	6 820 000	-	-	-	7 320 000
Expenditure as at 31 December 2002	-	-	-	-	-	-	16 750	1 250	-	3 402 000	-	-	-	3 420 000
<b>Total, Part II.A</b>	<b>105 081 400</b>	<b>40 185 600</b>	<b>4 191 900</b>	<b>5 234 300</b>	<b>4 906 300</b>	<b>37 551 552</b>	<b>6 256 709</b>	<b>2 057 300</b>	<b>2 903 500</b>	<b>29 918 400</b>	<b>17 938 379</b>	<b>1 560 600</b>	<b>3 165 803</b>	<b>260 967 103</b>
<b>Expenditure as at 31 December 2002</b>	<b>48 349 343</b>	<b>14 071 345</b>	<b>7 816 572</b>	<b>5 061 535</b>	<b>3 708 676</b>	<b>16 425 369</b>	<b>4 302 757</b>	<b>1 020 800</b>	<b>1 205 531</b>	<b>13 012 453</b>	<b>1 463 187</b>	<b>-</b>	<b>26 835</b>	<b>116 464 403</b>
<b>B. Participation Programme</b>														
31 C/5 Approved as adjusted	-	-	-	-	-	-	-	-	-	-	-	-	22 000 000	22 000 000
Expenditure as at 31 December 2002	-	-	-	-	-	-	-	-	-	-	-	-	8 216 387	8 216 387
<b>C. Programme Related Services</b>														
<b>1. Coordination of action to benefit Africa</b>														
31 C/5 Approved as adjusted	2 249 500	-	125 000	-	134 600	80 000	40 000	25 000	-	-	-	-	15 000	2 669 100
Expenditure as at 31 December 2002	467 465	-	336 050	663	62 902	49 263	36 500	8 329	35 466	-	5 312	-	-	1 001 950
<b>2. Fellowships Programme</b>														
31 C/5 Approved as adjusted	961 300	-	2 000	-	5 000	5 000	22 000	19 000	-	-	951 600	-	14 000	1 979 900
Expenditure as at 31 December 2002	427 979	-	32 003	-1 558	1 273	-	41 785	5 317	1 096	-	664 943	-	8	1 172 846
<b>3. Public Information</b>														
31 C/5 Approved as adjusted	15 441 600	240 600	739 100	66 900	318 300	1 864 100	484 600	774 400	518 300	-	-	-	102 300	20 550 200
Expenditure as at 31 December 2002	6 547 752	264 385	1 534 814	31 778	85 786	728 661	438 386	250 948	298 983	-	46 906	-	1 056	10 229 456
<b>Total, Part II.C</b>	<b>18 652 400</b>	<b>240 600</b>	<b>866 100</b>	<b>66 900</b>	<b>457 900</b>	<b>1 949 100</b>	<b>546 600</b>	<b>818 400</b>	<b>518 300</b>	<b>-</b>	<b>951 600</b>	<b>-</b>	<b>131 300</b>	<b>25 199 200</b>
<b>Expenditure as at 31 December 2002</b>	<b>7 443 196</b>	<b>264 385</b>	<b>1 902 868</b>	<b>30 883</b>	<b>149 962</b>	<b>777 924</b>	<b>516 671</b>	<b>264 594</b>	<b>335 545</b>	<b>-</b>	<b>717 160</b>	<b>-</b>	<b>8 217 451</b>	<b>13 085 041</b>
<b>TOTAL, PART II</b>	<b>123 733 800</b>	<b>40 426 200</b>	<b>5 058 000</b>	<b>5 301 200</b>	<b>5 364 200</b>	<b>39 500 652</b>	<b>6 803 309</b>	<b>2 875 700</b>	<b>3 421 800</b>	<b>29 918 400</b>	<b>18 889 979</b>	<b>1 560 600</b>	<b>25 297 103</b>	<b>308 166 303</b>
<b>Expenditure as at 31 December 2002</b>	<b>55 792 539</b>	<b>14 335 731</b>	<b>9 719 440</b>	<b>5 092 418</b>	<b>3 858 637</b>	<b>17 203 293</b>	<b>4 819 428</b>	<b>1 285 394</b>	<b>1 541 076</b>	<b>13 012 453</b>	<b>2 180 348</b>	<b>-</b>	<b>8 244 286</b>	<b>137 085 041</b>

Regular budget 2002-2003														
Principal Appropriation Line	Cost of established posts		Temporary assistance	Participants travel	Staff travel	Contractual services	General operating expenses	Supplies and materials	Acquisition of furniture and equipment	Financial allocations	Contracts NGO and other contributions	Indirect programme costs	Other expenditure	Total
	Headquarters	Field												
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION</b>														
<b>A. Strategic Planning and Programme Monitoring</b>														
31 C/5 Approved as adjusted	5 180 000	-	295 000	-	300 000	200 000	92 000	55 000	-	-	-	-	42 100	6 164 100
Expenditure as at 31 December 2002	1 798 446	-	219 563	62 414	109 159	191 437	31 689	27 130	23 579	-	5 000	-	261	2 468 680
<b>B. Budget Preparation and Monitoring</b>														
31 C/5 Approved as adjusted	4 207 100	-	15 500	-	5 300	5 000	27 700	-	16 500	-	-	-	-	4 277 100
Expenditure as at 31 December 2002	1 591 854	-	25 301	818	3 903	-	7 039	12 078	8 041	-	-	-	-	1 649 034
<b>C. Field Management and Coordination</b>														
31 C/5 Approved as adjusted	3 014 300	33 372 800	25 500	120 000	48 000	180 000	38 000	73 100	-	-	-	12 782 279	47 000	49 700 979
Expenditure as at 31 December 2002	1 247 500	14 007 105	33 420	7 984	39 031	8 301	16 250	2 608	21 586	-	-	7 704 133	-	23 087 919
<b>D. External Relations and Cooperation</b>														
31 C/5 Approved as adjusted	15 497 400	2 265 000	397 000	650 000	620 400	1 558 600	471 400	379 200	319 900	-	10 000	-	-	22 168 900
Expenditure as at 31 December 2002	7 978 410	1 541 103	743 094	408 063	319 212	296 700	287 409	125 004	143 065	-	13 402	-	1 265	11 856 726
<b>E. Human Resources Management</b>														
31 C/5 Approved as adjusted	15 229 400	-	1 674 700	-	101 800	8 334 700	20 000	201 300	47 000	-	158 800	-	163 800	25 931 500
Expenditure as at 31 December 2002	10 886 406	-	664 092	131 521	127 823	388 218	128 845	69 220	70 442	32 300	147 338	-	60	12 646 265
<b>F. Administration</b>														
31 C/5 Approved as adjusted	62 836 800	-	2 371 600	-	134 100	2 662 600	11 098 600	1 538 600	2 519 400	-	5 500 000	-	1 440 200	90 101 900
Expenditure as at 31 December 2002	30 734 047	33 711	2 223 403	36 562	37 817	855 134	6 477 767	315 129	1 497 657	-	7 268	-	5 034 328	47 252 821
<b>G. Renovation of Headquarters Premises</b>														
31 C/5 Approved as adjusted	-	-	-	-	-	-	-	-	-	-	-	-	6 452 500	6 452 500
Expenditure as at 31 December 2002	-	-	-	-	-	-	-	-	-	-	-	-	6 452 500	6 452 500
<b>TOTAL, PART III</b>	<b>105 965 000</b>	<b>35 637 800</b>	<b>4 779 300</b>	<b>770 000</b>	<b>1 209 600</b>	<b>12 940 900</b>	<b>11 747 700</b>	<b>2 247 200</b>	<b>2 902 800</b>	<b>-</b>	<b>5 668 800</b>	<b>12 782 279</b>	<b>8 145 600</b>	<b>204 796 979</b>
<b>Expenditure as at 31 December 2002</b>	<b>54 236 664</b>	<b>15 581 919</b>	<b>3 908 873</b>	<b>647 362</b>	<b>636 945</b>	<b>1 739 791</b>	<b>6 948 998</b>	<b>551 169</b>	<b>1 764 371</b>	<b>32 300</b>	<b>173 007</b>	<b>7 704 133</b>	<b>11 488 414</b>	<b>105 413 946</b>
<b>TOTAL, PARTS I-III</b>	<b>246 506 700</b>	<b>76 064 000</b>	<b>18 584 300</b>	<b>8 252 900</b>	<b>7 228 800</b>	<b>53 353 552</b>	<b>19 420 809</b>	<b>5 243 400</b>	<b>6 324 600</b>	<b>29 918 400</b>	<b>24 574 139</b>	<b>14 342 879</b>	<b>35 761 403</b>	<b>545 575 882</b>
<b>Expenditure as at 31 December 2002</b>	<b>117 678 264</b>	<b>29 917 649</b>	<b>15 727 178</b>	<b>6 568 686</b>	<b>4 752 042</b>	<b>19 239 265</b>	<b>11 969 889</b>	<b>2 004 486</b>	<b>3 457 068</b>	<b>13 044 753</b>	<b>3 525 261</b>	<b>7 704 133</b>	<b>19 732 700</b>	<b>255 321 373</b>
<b>Reserve for reclassifications</b>	-	-	-	-	-	-	-	-	-	-	-	-	1 500 000	1 500 000
<b>PART IV ANTICIPATED COST INCREASES</b>	-	-	-	-	-	-	-	-	-	-	-	-	10 320 850	10 320 850
<b>TOTAL, PARTS I-IV</b>	<b>246 506 700</b>	<b>76 064 000</b>	<b>18 584 300</b>	<b>8 252 900</b>	<b>7 228 800</b>	<b>53 353 552</b>	<b>19 420 809</b>	<b>5 243 400</b>	<b>6 324 600</b>	<b>29 918 400</b>	<b>24 574 139</b>	<b>14 342 879</b>	<b>47 582 253</b>	<b>557 396 732</b>
<b>LESS: Amount to be absorbed during the execution of the programme and budget within the limits of the approved budget</b>														<b>-11 034 300</b>
<b>TOTAL APPROPRIATION</b>														<b>546 362 432</b>
<b>TOTAL, EXPENDITURE PARTS I-IV</b>	<b>117 678 264</b>	<b>29 917 649</b>	<b>15 727 178</b>	<b>6 568 686</b>	<b>4 752 042</b>	<b>19 239 265</b>	<b>11 969 889</b>	<b>2 004 486</b>	<b>3 457 068</b>	<b>13 044 753</b>	<b>3 525 261</b>	<b>7 704 133</b>	<b>19 732 700</b>	<b>255 321 373</b>

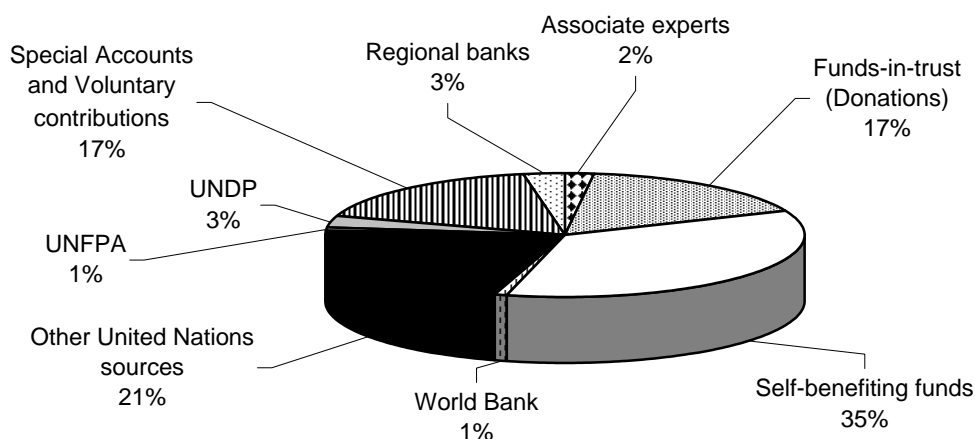
#### IV. PRESENTATION OF EXTRABUDGETARY OPERATIONAL PROGRAMMES

The accounting and budgetary data used in this document have been established on the basis of the provisional accounts as at 31 December 2002.

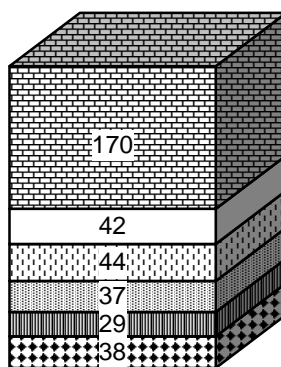
#### CHART 5

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

(allotments as at 31 December 2002 – provisional)



Figures in  
millions of  
US \$



- MP I (ED)
- MP II (SC)
- MP III (SHS)
- MP IV (CLT)
- MP V (CI)
- Other progr.

**Chart 5** shows the allotments for extrabudgetary programmes as at 31 December 2002, by funding source and by major programme.

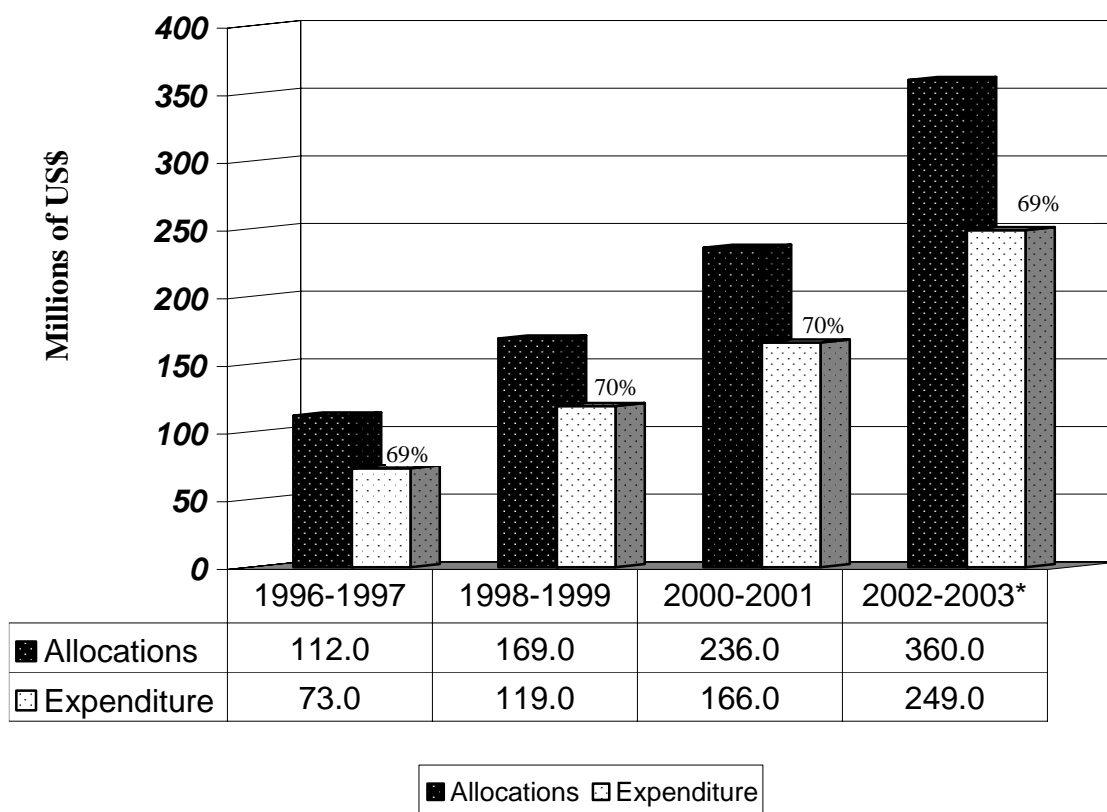
#### Comments:

The bulk of the resources comes principally from the self-benefiting funds (predominance of projects implemented in Brazil) and other United Nations sources (on account of the scale of the programme for Iraq).

The Education Sector is the main beneficiary of the allotments.

**CHART 6**

**EXTRABUDGETARY OPERATIONAL PROGRAMMES  
 ALLOCATIONS VS. EXPENDITURE  
 as at 31 December  
 (first year of each biennium)**



\* Provisional

**Methodology:**

**Chart 6** shows the trend in the implementation of extrabudgetary programmes by comparing the first 12 months of the current biennium with the same period of the three preceding biennia. The allocations include the unspent funds carried over from the preceding biennia.

**Comments:**

The implementation rate has remained at about 70%, which is a relatively satisfactory level compared with the rate of 60% for 2001.

## V. EXTRABUDGETARY OPERATIONAL PROGRAMME EXECUTION

TABLE 8

### EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE (as at 31 December)

**Table 8** shows the situation regarding the execution of extrabudgetary programmes **by funding source**, by comparing the annual allocations and expenditure for the first years of the 2002-2003 and 2000-2001 biennia.

#### **Comments:**

The overall implementation rate (**69%**) is comparable to the level achieved in 2000 (**70%**). A more detailed analysis reveals a continuing increase in the resources made available to UNESCO, as well as in the related expenditure. Thus, total allocations amounted to **\$360 million** for **2002** as against **\$236 million** for the same period, in **2000**, i.e. an increase of **\$124 million** (or **52%**), which is considerable even taking into account the carrying over of unused funds from year to year. Expenditure also increased by **50%**, rising from **\$166 million** in **2000** to **\$249 million** in **2002**.

The self-financing funds of Brazil and of the Oil for Food Programme for Iraq continue to figure prominently, at **33%** and **18%** of the total allocations respectively.

There has also been a considerable increase in the special accounts for two important projects: the renovation of the Headquarters buildings and the FABS project.

Implementation rates above the overall average of 69% were achieved for certain United Nations sources, such as the Office of the Iraq Programme (UNOIP) (**82%**), the United Nations Fund for International Partnerships (UNFIP) (**92%**) and UNEP (**96%**).

**TABLE 8**  
**EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE**

SOURCE OF FUNDS	2002-2003*			2000-2001		
	Allocations 1 Jan 02 - 31 Dec 02	Expenditure 1 Jan 02 - 31 Dec 02	Rate of expenditure %	Allocations 1 Jan 00 - 31 Dec 00	Expenditure 1 Jan 00 - 31 Dec 00	Rate of expenditure %
<b>UNITED NATIONS SOURCES</b>						
→ UNDP	10.9	4.8	44	22.0	8.8	40
→ UNFPA	2.7	1.8	67	4.3	3.0	70
→ Other United Nations sources:						
UNOIP (IRAQ)	63.4	52.2	82	27.4	12.4	45
Others	14.1	11.4	81	8.2	6.2	76
<b>OTHER PROGRAMMES</b>						
→ World Bank	2.9	1.7	59	1.8	0.3	17
→ Regional Development Banks and Funds	9.6	5.1	53	3.6	1.1	31
→ Donated funds-in-trust	59.8	38.3	64	44.8	32.2	72
→ Self-benefiting funds-in-trust:						
Brazil	119.0	84.2	71	84.3	71.2	84
Others	8.0	4.6	58	4.7	2.7	57
→ Associate Experts, Special Accounts and Voluntary Contributions	69.3	45.3	65	34.6	28.1	81
<b>TOTAL</b>	<b>359.7</b>	<b>249.4</b>	<b>69</b>	<b>235.7</b>	<b>166.0</b>	<b>70</b>

\* Provisional figures

**TABLE 9**

**EXECUTION OF EXTRABUDGETARY PROGRAMMES BY REGION  
(as at 31 December 2002 – provisional)**

**Table 9** illustrates the execution of extrabudgetary projects **by region** and by main **funding sources** for **2002**.

**Comments:**

The main beneficiary regions are respectively **Latin America and the Caribbean** (on account of the self-financing funds of **Brazil**) and the **Arab States** (on account of the Oil for Food Programme in Iraq), which alone make up **61%** of the total expenditure. There has, however, been an increase of **27%** for the Africa region, which has been selected as one of the Organization's priorities.

**TABLE 9**  
**EXECUTION OF EXTRABUDGETARY PROGRAMMES BY REGION**  
**1 January 2002 to 31 December 2002\***

in millions of US\$

SOURCE OF FUNDS	TOTAL	AFRICA	LATIN AMERICA AND THE CARIBBEAN	ASIA AND THE PACIFIC	ARAB STATES	EUROPE	INTERREGIONAL AND GLOBAL
<b>UNITED NATIONS SOURCES</b>							
→ UNDP	4.8	2.5	0.1	0.5	1.5	0.2	0.0
→ UNFPA	1.8	0.3	0.2	0.3	0.1	0.1	0.8
→ Other United Nations sources:							
UNOIP (IRAQ)	52.2	0.0	0.0	0.0	52.2	0.0	0.0
Others	11.4	2.2	0.9	1.2	0.0	0.2	6.9
<b>Subtotal, United Nations Sources</b>	<b>70.2</b>	<b>5.0</b>	<b>1.2</b>	<b>2.0</b>	<b>53.8</b>	<b>0.5</b>	<b>7.7</b>
<b>OTHER PROGRAMMES</b>							
→ World Bank (technical assistance)	1.7	0.9	0.4	0.1	0.1	0.1	0.1
→ Regional Development Banks and Funds	5.1	3.2	0.5	0.3	1.0	0.1	0.0
→ Donated funds-in-trust	38.3	6.2	3.1	9.0	2.3	4.4	13.3
→ Self-benefiting funds-in-trust:							
Brazil	84.2	0.0	84.2	0.0	0.0	0.0	0.0
Others	4.6	0.0	0.6	0.0	3.2	0.0	0.8
→ Associate Experts, Special Accounts and Voluntary Contributions	45.3	1.4	1.0	1.8	1.7	3.0	36.4
<b>Subtotal, Other programmes</b>	<b>179.2</b>	<b>11.7</b>	<b>89.8</b>	<b>11.2</b>	<b>8.3</b>	<b>7.6</b>	<b>50.6</b>
<b>TOTAL</b>	<b>249.4</b>	<b>16.7</b>	<b>91.0</b>	<b>13.2</b>	<b>62.1</b>	<b>8.1</b>	<b>58.3</b>

\* Provisional figures



**TABLE 10**  
**EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR**  
**(as at 31 December)**

**Table 10** shows the execution of extrabudgetary programmes by sector for the year 2002 and provides a comparison with the corresponding period, in 2000.

**Comments:**

All the sectors show an increase as compared with the year 2000, in terms of both allocations and expenditure, except for the Social and Human Sciences (SHS). The fall in the case of SHS is the result of the relative decrease noted for the self-financing projects of Brazil that come under this sector.

The Education Sector shows the biggest increase: **\$71 million** and **\$64 million** more in allocations and expenditure respectively.

**TABLE 10**  
**EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR**

in millions of US\$

SECTOR	2002-2003*			2000-2001		
	Allocations 1 Jan 02 - 31 Dec 02	Expenditure 1 Jan 02 - 31 Dec 02	Rate of expenditure %	Allocations 1 Jan 00 - 31 Dec 00	Expenditure 1 Jan 00 - 31 Dec 00	Rate of expenditure %
→ ED	170.4	123.2	72	99.1	59.1	60
→ SC	42.1	29.2	69	25.4	19.8	78
→ SHS	43.7	31.1	71	61.3	53.6	87
→ CLT	36.6	25.7	70	25.3	19.1	75
→ CI	28.9	15.3	53	17.6	9.2	52
→ Others	38.0	24.9	66	7.0	5.2	74
<b>TOTAL</b>	<b>359.7</b>	<b>249.4</b>	<b>69</b>	<b>235.7</b>	<b>166.0</b>	<b>70</b>

\* Provisional figures

## ANNEX

### DETAILED STATUS REPORT ON THE REGULAR BUDGET (as at 31 December 2002 – provisional)

#### **Methodology:**

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

During the discussions held during the last session of the Executive Board concerning the rationality of analysing the staff costs by main line of action, the Secretariat informed the Members that the staff costs are as a matter of fact budgeted and managed at the principal line of appropriation, thus an artificial distribution of staff costs budget and expenditures at the level of main line of action was likely to lead to unrealistic analyses. Certain Members of the Executive Board expressed their wish that the method of presentation be improved.

Accordingly allocations and expenditures staff costs are now shown at the level of principal appropriation line, while those for activity costs are shown at the level of 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 already been approved by the Executive Board.

Detailed explanations for implementation rates higher than 65% or lower than 35% are given separately in **Addendum** to this document.

**DETAILED STATUS REPORT ON THE REGULAR BUDGET  
EXPENDITURES AS AT 31 DECEMBER 2002 (PROVISIONAL)**

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	\$	\$	%	\$	\$	%
<b>PART I GENERAL POLICY AND DIRECTION</b>						
<b>A. Governing bodies</b>						
1. General Conference	5 491 200	352 516	6.4	803 200	391 525	48.7
2. Executive Board	6 531 800	2 660 219	40.7	1 327 000	652 179	49.1
<b>Total, IA</b>	<b>12 023 000</b>	<b>3 012 734</b>	<b>25.1</b>	<b>2 130 200</b>	<b>1 043 703</b>	<b>49.0</b>
<b>B. Direction</b>						
3. Directorate	458 500	270 739	59.0	1 837 300	619 305	33.7
4. Office of the Director-General	399 500	243 806	61.0	6 099 600	3 365 521	55.2
5. Internal Oversight	567 600	265 296	46.7	4 130 400	1 582 927	38.3
6. International Standards and Legal Affairs	203 100	97 111	47.8	2 610 400	1 157 145	44.3
<b>Total, IB</b>	<b>1 628 700</b>	<b>876 952</b>	<b>53.8</b>	<b>14 677 700</b>	<b>6 724 898</b>	<b>45.8</b>
<b>C. Participation in the Joint Machinery of the United Nations System</b>	2 153 000	1 164 099	54.1	-	-	-
<b>TOTAL, PART I</b>	<b>15 804 700</b>	<b>5 053 785</b>	<b>32.0</b>	<b>16 807 900</b>	<b>7 768 601</b>	<b>46.2</b>
<b>PART II PROGRAMMES AND PROGRAMME RELATED SERVICES</b>						
<b>A. Programmes</b>						
<b>I EDUCATION</b>						
<b>I.1 Basic education for all: meeting the commitments of the Dakar World Education Forum</b>						
<b>I.1.1 Coordinating the follow-up of the Dakar Framework for Action</b>						
1 Policy research, monitoring and information dissemination in regard to Education for All	2 121 195	554 985	26.2			
2 National and regional education strategies and EFA action plans	5 871 741	2 909 508	49.6			
3 EFA activities in the E-9 countries	1 040 000	332 631	32.0			
4 Forging EFA partnerships and coordinating the EFA global initiative	672 880	524 062	77.9			
<b>I.1.2 Strengthening inclusive approaches to education and diversifying delivery systems</b>						
1 Strengthening formal education through inclusive and innovative approaches	5 443 510	1 857 780	34.1			
2 Promoting literacy and non-formal education through the diversification of delivery systems	5 016 152	2 030 536	40.5			
<b>Total, I.1</b>	<b>20 165 478</b>	<b>8 209 502</b>	<b>40.7</b>			
<b>I.2 Building knowledge societies through quality education and a renewal of education systems</b>						
<b>I.2.1 Towards a new approach to quality education</b>						
1 Education for a culture of peace and human rights	1 682 071	689 559	41.0			
2 Education for a sustainable future	865 100	474 047	54.8			
3 Promoting science and technology education	594 200	187 771	31.6			
4 Preventive education in response to the HIV/AIDS pandemic	790 193	284 921	36.1			
5 Promoting the use of information and communication technologies for education	724 167	210 496	29.1			
<b>I.2.2 Renewal of education systems</b>						
1 Reorienting general secondary education	184 200	81 390	44.2			
2 Technical and vocational education and training for citizenship and the world of work	1 070 910	405 568	37.9			
3 Reform, innovation and internationalization in higher education	1 341 582	581 602	43.4			
4 Improving teacher education and the status of teachers	629 800	197 582	31.4			
5 Development of new norms and standards	252 160	128 245	50.9			
<b>Total, I.2</b>	<b>8 134 383</b>	<b>3 241 181</b>	<b>39.8</b>			
<b>UNESCO education institutes</b>						
UNESCO International Bureau of Education (IBE)	4 591 000	2 295 500	50.0			
UNESCO International Institute for Educational Planning (IIEP)	5 100 000	2 550 000	50.0			
UNESCO Institute for Education (UIE)	1 900 000	950 000	50.0			
UNESCO Institute for Information Technologies in Education (IITE)	1 100 000	550 000	50.0			
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	2 200 000	1 100 000	50.0			
UNESCO International Institute for Capacity-Building in Africa (IICBA)	1 200 000	600 000	50.0			
<b>Total, UNESCO education institutes</b>	<b>16 091 000</b>	<b>8 045 500</b>	<b>50.0</b>			
<b>Projects relating to cross-cutting themes</b>						
o Eradication of poverty, especially extreme poverty	595 000	193 965	32.6			
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	354 594	27.7			
<b>Total, Projects relating to cross-cutting themes</b>	<b>1 876 776</b>	<b>548 559</b>	<b>29.2</b>			
<b>Funds earmarked for other direct programme purposes *</b>						
A. Mobilization of extrabudgetary resources		-				
B. Public Information		-				
C. Evaluation and reporting		-				
<b>Total</b>	<b>-</b>	<b>-</b>				
<b>General Operating Expenses</b>						
A. ADG's indirect costs	636 600	336 266	52.8			
B. Programme support costs	334 182	148 975	44.6			
C. Common charges	643 800	626 800	97.4			
<b>Total</b>	<b>1 614 582</b>	<b>1 112 041</b>	<b>68.9</b>			
<b>Total, Major Programme I</b>	<b>47 882 219</b>	<b>21 156 783</b>	<b>44.2</b>	<b>47 017 800</b>	<b>21 352 400</b>	<b>45.4</b>

\* Specific activities in these fields will be decided upon by the ADG concerned through a selective process in the course of the biennium, on the basis of an assessment of the most urgent or priority needs. Funds for the activities approved by the ADG will be ploughed back into the relevant programme where expenses will be incurred.

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	\$	\$	%	\$	\$	%
<b>II NATURAL SCIENCES</b>						
<b>II.1 Science and technology: capacity-building and management</b>						
II.1.1 Follow-up to the World Conference on Science: policy-making and science education	1 865 000	803 757	43.1			
II.1.2 Science and technology capacity-building						
1 Capacity-building in mathematics, physics and chemistry	2 416 800	922 599	38.2			
2 Capacity-building in the biological sciences and biotechnologies	1 139 900	429 076	37.6			
3 Capacity-building in engineering sciences and technological research and their applications to developmental issues	875 338	211 416	24.2			
<b>Total II.1</b>	<b>6 297 038</b>	<b>2 366 847</b>	<b>37.6</b>			
<b>II.2 Sciences, environment and sustainable development</b>						
II.2.1 Water interactions: systems at risk and social challenges						
1 Water resources and related ecosystems: assessments and sustainable management at different scales	2 462 406	1 212 907	49.3			
2 Water interactions and security	829 088	309 577	37.3			
3 Land-water interactions: towards sustainable management	937 430	258 026	27.5			
4 Evaluation of the Fifth Phase of the IHP (1996-2001)	60 300	58 467	97.0			
II.2.2 Ecological sciences						
1 Biosphere reserves: the ecosystem approach in action	1 419 110	671 361	47.3			
2 Capacity-building in ecosystem science and management	1 164 600	499 915	42.9			
II.2.3 Cooperation in earth sciences and natural hazards reduction						
1 International cooperation in earth sciences	927 669	468 921	50.5			
2 Natural disaster preparedness and prevention	250 417	106 897	42.7			
II.2.4 Towards sustainable living in coastal regions and on small islands						
1 Enhancing sustainable living in coastal regions and on small islands: mainstreaming integrated approaches and intersectoral cooperation	797 540	354 734	44.5			
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	64 625	36.2			
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	427 736	42.3			
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	516 730	48.7			
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	429 701	54.6			
<b>Total II.2</b>	<b>11 888 410</b>	<b>5 379 597</b>	<b>45.3</b>			
<b>Projects relating to cross-cutting themes</b>						
o Eradication of poverty, especially extreme poverty	1 679 750	311 080	18.5			
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	205 088	30.6			
<b>Total, Projects relating to cross-cutting themes</b>	<b>2 349 750</b>	<b>516 168</b>	<b>22.0</b>			
<b>General Operating Expenses</b>						
A. ADG's indirect costs	251 500	250 401	99.6			
B. Programme support costs	455 500	396 570	87.1			
C. Common charges	989 100	490 275	49.6			
<b>Total</b>	<b>1 696 100</b>	<b>1 137 246</b>	<b>67.1</b>			
<b>Total, Major Programme II</b>	<b>22 231 298</b>	<b>9 399 858</b>	<b>42.3</b>	<b>30 289 700</b>	<b>14 200 530</b>	<b>46.9</b>
<b>III SOCIAL AND HUMAN SCIENCES</b>						
<b>III.1 Ethics of science and technology</b>						
1 Ethics of science and technology and bioethics	2 157 800	1 193 500	55.3			
2 Human sciences and philosophy						
<b>Total III.1</b>	<b>2 157 800</b>	<b>1 193 500</b>	<b>55.3</b>			
<b>III.2 Promotion of human rights, peace and democratic principles</b>						
1 Promotion of human rights and struggle against discrimination	2 314 580	982 482	42.4			
2 Promotion of peace and democratic principles						
<b>Total III.2</b>	<b>2 314 580</b>	<b>982 482</b>	<b>42.4</b>			
<b>III.3 Improvement of policies relating to social transformations and promotion of anticipation and prospective studies</b>						
1 Social transformations and development	3 793 420	1 828 702	48.2			
2 Social science research, training and knowledge sharing						
3 Promotion of UNESCO's role as a forum of anticipation and future-oriented thinking						
<b>Total III.3</b>	<b>3 793 420</b>	<b>1 828 702</b>	<b>48.2</b>			
<b>Projects relating to cross-cutting themes</b>						
o Eradication of poverty, especially extreme poverty	1 785 000	555 763	31.1			
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	126 682	15.9			
<b>Total, Projects relating to cross-cutting themes</b>	<b>2 580 000</b>	<b>682 445</b>	<b>26.5</b>			
<b>General Operating Expenses</b>						
A. ADG's indirect costs						
B. Programme support costs	605 800	347 689	57.4			
C. Common charges						
<b>Total</b>	<b>605 800</b>	<b>347 689</b>	<b>57.4</b>			
<b>Total, Major Programme III</b>	<b>11 451 600</b>	<b>5 034 817</b>	<b>44.0</b>	<b>17 280 600</b>	<b>7 515 514</b>	<b>43.5</b>
<b>IV CULTURE</b>						
<b>IV.1 Reinforcing normative action in the field of culture</b>						
IV.1.1 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage	1 025 400	471 544	46.0			
IV.1.2 Meeting new demands in the area of standard-setting						

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	\$	\$	%	\$	\$	%
1 Draft convention concerning the protection of the underwater cultural heritage	124 340	54 696	44.0			
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)	678 700	282 490	41.6			
3 Establishment of a conceptual and legal framework for a normative instrument on the intangible heritage	158 860	132 907	83.7			
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	114 776	40.4			
<b>Total IV.1</b>	<b>2 271 650</b>	<b>1 056 412</b>	<b>46.5</b>			
<b>IV.2 Protecting cultural diversity and promoting cultural pluralism and intercultural dialogue</b>						
IV.2.1 Safeguarding and revitalization of the tangible and intangible cultural heritage						
1 Safeguarding of the tangible cultural heritage	1 480 097	450 156	30.4			
2 Safeguarding and revitalization of the intangible cultural heritage	1 130 700	287 347	25.4			
IV.2.2 Promotion of cultural pluralism and intercultural dialogue						
1 Construction of cultural pluralism and strengthening of action in favour of indigenous peoples	659 700	213 351	32.3			
2 Encouraging intercultural dialogue for the promotion of universal values	1 281 800	446 546	34.8			
3 Promotion of cultural diversity in cultural goods and services and support of cultural industries	672 200	338 267	50.3			
<b>Total IV.2</b>	<b>5 224 497</b>	<b>1 735 668</b>	<b>33.2</b>			
<b>IV.3 Strengthening links between culture and development</b>						
1 Assistance to Member States for the formulation of their cultural policies	2 323 503	917 534	39.5			
2 Promotion of arts and crafts	-	-	-			
3 Contribution of culture to the implementation of the Dakar Plan of Action: promotion of reading and art education	-	-	-			
<b>Total IV.3</b>	<b>2 323 503</b>	<b>917 534</b>	<b>39.5</b>			
<b>Projects relating to cross-cutting themes</b>						
o Eradication of poverty, especially extreme poverty	1 430 000	537 513	37.6			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	-	-	-			
<b>Total, Projects relating to cross-cutting themes</b>	<b>1 430 000</b>	<b>537 513</b>	<b>37.6</b>			
<b>General Operating Expenses</b>						
A. ADG's indirect costs	215 700	110 348	51.2			
B. Programme support costs	495 700	258 849	52.2			
C. Common charges	492 500	315 437	64.0			
<b>Total</b>	<b>1 203 900</b>	<b>684 634</b>	<b>56.9</b>			
<b>Total, Major Programme IV</b>	<b>12 453 550</b>	<b>4 931 762</b>	<b>39.6</b>	<b>31 764 400</b>	<b>14 990 023</b>	<b>47.2</b>
<b>V COMMUNICATION AND INFORMATION</b>						
<b>V.1 Promoting equitable access to information and knowledge, especially in the public domain</b>						
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	148 540	69.1			
2 Addressing ethical and societal challenges of the information society	623 235	345 703	55.5			
3 Global portals and tools	723 171	277 396	38.4			
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	1 220 632	427 976	35.1			
2 Strengthening public broadcasting	238 837	84 456	35.4			
3 Reinforcing the role of libraries, archives, information services and networks and community multimedia centres	823 214	339 787	41.3			
4 Developing human resources and capabilities	1 052 374	424 086	40.3			
<b>Total V.1</b>	<b>4 896 456</b>	<b>2 047 943</b>	<b>41.8</b>			
<b>V.2 Promoting freedom of expression and strengthening communication capacities</b>						
V.2.1 Freedom of expression, democracy and peace						
1 Freedom of expression, media and democracy	1 114 233	579 092	52.0			
2 Media for peace and tolerance	196 826	88 243	44.8			
V.2.2 Strengthening communication capacities						
1 Strategies and projects for the development of communication and information and promotion of endogenous production	1 842 296	839 152	45.5			
2 Improving professional training in communication and in information technologies	800 805	288 272	36.0			
<b>Total V.2</b>	<b>3 954 160</b>	<b>1 794 759</b>	<b>45.4</b>			
<b>Projects relating to cross-cutting themes</b>						
o Eradication of poverty, especially extreme poverty	400 000	152 462	38.1			
o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	2 890 000	980 498	33.9			
<b>Total, Projects relating to cross-cutting themes</b>	<b>3 290 000</b>	<b>1 132 960</b>	<b>34.4</b>			
<b>Funds earmarked for other direct programme purposes *</b>						
Mobilization of extrabudgetary resources	323 364	109 847	34.0			
<b>Total</b>	<b>323 364</b>	<b>109 847</b>	<b>34.0</b>			
<b>General Operating Expenses</b>						
A. ADG's indirect costs	209 200	119 332	57.0			
B. Programme support costs	1 103 056	466 406	42.3			
C. Common charges	585 200	305 091	52.1			
<b>Total</b>	<b>1 897 456</b>	<b>890 829</b>	<b>46.9</b>			
<b>Total, Major Programme V</b>	<b>14 361 436</b>	<b>5 976 338</b>	<b>41.6</b>	<b>18 914 500</b>	<b>8 486 379</b>	<b>44.9</b>
<b>UNESCO Institute for Statistics</b>	6 820 000	3 410 000	50.0			
<b>Project relating to cross-cutting theme</b>	500 000	10 000	2.0			
<b>Total, UNESCO Institute for Statistics</b>	<b>7 320 000</b>	<b>3 420 000</b>	<b>46.7</b>			
<b>Total, IIA</b>	<b>115 700 103</b>	<b>49 919 558</b>	<b>43.1</b>	<b>145 267 000</b>	<b>66 544 845</b>	<b>45.8</b>

\* Specific activities in this field will be decided upon by the ADG concerned through a selective process in the course of the biennium, on the basis of an assessment of the most urgent or priority needs. Funds for the activities approved by the ADG will be ploughed back into the relevant programme where expenses will be incurred.

Appropriation line	Activity costs			Staff costs		
	Work plan allocation	Expenditure (delivered/unliquidated)	Implementation rate	Allocation	Expenditure (delivered/unliquidated)	Implementation rate
	\$	\$	%	\$	\$	%
<b>B. Participation Programme</b>	<b>22 000 000</b>	<b>8 216 387</b>	<b>37.3</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>C. Programme Related Services</b>						
1. Coordination of action to benefit Africa	419 600	284 696	67.8	2 249 500	717 254	31.9
2. Fellowships Programme	1 018 600	713 017	70.0	961 300	459 828	47.8
3. Public Information	4 868 000	2 840 800	58.4	15 682 200	7 388 656	47.1
<b>Total, II.C</b>	<b>6 306 200</b>	<b>3 838 513</b>	<b>60.9</b>	<b>18 893 000</b>	<b>8 565 739</b>	<b>45.3</b>
<b>TOTAL PART II</b>	<b>144 006 303</b>	<b>61 974 457</b>	<b>43.0</b>	<b>164 160 000</b>	<b>75 110 584</b>	<b>45.8</b>
<b>PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION</b>						
A. Strategic Planning and Programme Monitoring	984 100	460 624	46.8	5 180 000	2 008 056	38.8
B. Budget Preparation and Monitoring	70 000	29 496	42.1	4 207 100	1 619 539	38.5
C. Field Management and Coordination	13 313 879	7 001 104	52.6	36 387 100	16 086 815	44.2
D. External Relations and Cooperation	4 406 500	1 791 628	40.7	17 762 400	10 065 097	56.7
E. Human Resources Management	10 702 100	5 976 912	55.8	15 229 400	6 669 353	43.8
F. Administration						
1. Administrative coordination and support	6 111 300	5 633 563	92.2	3 284 600	1 242 245	37.8
2. Accounting and financial control	1 593 100	815 813	51.2	7 049 200	3 374 804	47.9
3. Information systems and telecommunications	3 741 300	1 604 482	42.9	8 730 100	3 263 483	37.4
4. Procurement	72 500	39 312	54.2	2 901 300	992 369	34.2
5. Conferences, languages and documents	3 686 000	1 840 301	49.9	25 062 700	12 976 058	51.8
6. Common services, maintenance and security	12 060 900	5 741 027	47.6	15 808 900	9 729 363	61.5
<b>Total, III.F</b>	<b>27 265 100</b>	<b>15 674 499</b>	<b>57.5</b>	<b>62 836 800</b>	<b>31 578 323</b>	<b>50.3</b>
G. Renovation of Headquarters Premises	6 452 500	6 452 500	100.0	-	-	-
<b>TOTAL, PART III</b>	<b>63 194 179</b>	<b>37 386 763</b>	<b>59.2</b>	<b>141 602 800</b>	<b>68 027 183</b>	<b>48.0</b>
<b>TOTAL, PARTS I - III</b>	<b>223 005 182</b>	<b>104 415 005</b>	<b>46.8</b>	<b>322 570 700</b>	<b>150 906 368</b>	<b>46.8</b>
Reserve for reclassifications	-	-	-	1 500 000	-	-
<b>PART IV ANTICIPATED COST INCREASES</b>	<b>3 827 450</b>	<b>-</b>	<b>-</b>	<b>6 493 400</b>	<b>-</b>	<b>-</b>
<b>TOTAL, PARTS I - IV</b>	<b>226 832 632</b>	<b>104 415 005</b>	<b>46.0</b>	<b>330 564 100</b>	<b>150 906 368</b>	<b>45.7</b>
LESS: Amount to be absorbed during the execution of the programme and budget within the limits of the approved total budget *	-	-	-	(11 034 300)	-	-
<b>TOTAL</b>	<b>226 832 632</b>	<b>104 415 005</b>	<b>46.0</b>	<b>319 529 800</b>	<b>150 906 368</b>	<b>47.2</b>

\* The entire amount of -\$11,034,300 is shown here under the Headquarters budget although this amount is foreseen to be absorbed within the overall staff costs budget.

**Hundred and sixty-sixth Session**

166 EX/4  
Part II Add.  
PARIS, 26 March 2003  
Original: English/French

Item 3.1.1 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)

**ADDENDUM**

**Explanatory notes on programme execution**

No. 31

Status as at 31 December 2002  
(Provisional)



## EXPLANATORY NOTES ON PROGRAMME EXECUTION

### Ref: Annex to “Management Chart” (166 EX/4 PART II)

In conformity with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, which invited the Director-General “to identify and explain, in a separate section of future reports on the execution of the Programme and Budget, those activities that vary from expected expenditures by a rate of more than 15%”, the present document provides explanations on the **activities for which implementation rates indicated in the Annex to document 166 EX/4 Part II (“Management Chart” as at 31 December 2002) are more than 65% or less than 35%.**

Because the financial data presented in the Management Chart for Programme Execution in 2002-2003 (status as at 31 December 2002) are still being processed under the closing procedure and must be regarded as **provisional**, the related implementation rates presented in this addendum are also provided for information only. In particular, it should be noted, as stated in the introduction of the “Management Chart”, that some \$7 million remained in the suspense accounts as of end December 2002 for regular budget, despite the efforts and progress made in the entry of expenditures sent from the field offices.

The overall implementation rate for activities as at 31 December 2002 for Parts I to III of the programme and budget is provisionally 46.8%. This rate will be revised upwards on completion of the closing exercise.

More precisely, the cross-cutting themes continue to show low implementation rates. The experimental phase of intersectoral programme implementation, requiring joint efforts and planning by several sectors, has in fact contributed to a slowdown in the rate of implementation.

Main Line of Action	Execution Rate	Remarks
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## PART I GENERAL POLICY AND DIRECTION

### A. Governing bodies

- |    |                           |             |   |
|----|---------------------------|-------------|---|
| 1. | <b>General Conference</b> | <b>6.4%</b> | Main expenditures will be incurred in 2003 (General Conference scheduled in autumn 2003). |
|----|---------------------------|-------------|---|

## 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 | <b>26.2%</b> | Activities under this MLA have been reprogrammed and readjusted so as to respond better to new developments. One major activity originally planned was the production of the Sector's report on education; however the success of the EFA Monitoring Report published in November 2002 made it clear that another report would be redundant. This activity will therefore be abandoned and funds reserved will be soon reallocated to other priority areas such as Education for Sustainable Development.   |
| 3 | EFA activities in the E-9 countries  | <b>32.0%</b> | Funds for activities under this MLA were almost entirely decentralized recently.<br><br>The low implementation rate is due to delays in entering into the accounting system the expenditures of field offices.  |
| 4 | Forging EFA partnerships and coordinating the EFA global initiative                      | <b>77.9%</b> | Activities under this MLA, i.e., the preparation of the High-Level Group and the Working Group meetings, were conservatively funded in the 2001-2002 biennium at \$40,000 per meeting. As UNESCO however endeavoured to strengthen its international coordination role during this period, it appeared that the budget foreseen was inadequate. While the 2001 HLG was organized at HQ, the 2002 HLG was held in Nigeria, which led to incompressible additional expenses such as moving the meeting secretariat, UNESCO participants and interpreters to Abuja for several days. Likewise, the Working Group in 2002 broadened the |

Main Line of Action	Execution Rate	Remarks
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participation from developing countries by organizing panel discussions with country teams, which led to increased costs.

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

- |   |  |              |  |
|---|--|--------------|--|
| 4 | Strengthening formal education through inclusive and innovative approaches | <b>34.1%</b> | Similarly as in Subprogramme I.1.1, many activities under this MLA were reprogrammed and readjusted before the end of 2002. Therefore a significant volume of funds has been decentralized to regional bureaux where activities are planned to start during the first quarter of 2003. |
|---|--|--------------|--|

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

**I.2.1 Towards a new approach to quality education**

- |   |  |              |   |
|---|--|--------------|---|
| 3 | Promoting science and technology education | <b>31.6%</b> | The organization of two regional workshops (Asia/Pacific and Africa) had to be postponed to 2003 upon request of UNESCO-Bangkok and UNESCO-Dakar Offices. The Asia/Pacific workshop (Japan) is planned for October 2003 and the African one (Namibia) for August 2003. A draft package of exemplary teaching/learning materials, delivered by the contractor only in January 2003, is currently under revision and expected to be out by August 2003. |
|---|--|--------------|---|

Certain other activities such as the international survey on the state of STE; the manual on Guidelines for Policy-Making in STE and the guidebook on Technology Education, have taken more time due to an implementation delay by the contractors.

The implementation of all delayed activities is foreseen by August 2003.

- |   |   |              |   |
|---|---|--------------|---|
| 5 | Promoting the use of information and communication technologies for education | <b>29.1%</b> | Activities under this MLA were originally scheduled to begin in early January 2003 and processing of contracts is now well under way. |
|---|---|--------------|---|

Main Line of Action	Execution Rate	Remarks
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### I.2.2 Renewal of education systems

4	Improving teacher education and the status of teachers	31.4%	This relatively low implementation rate is due to the fact that some major activities are planned for 2003, namely the ILO-CEART meeting, which will be organized in the second half of 2003. Moreover, some field office expenditures for 2002 especially relating to the activities undertaken by CEPES, IESALC and regional offices, or contracts for national focal points (46) and consultants (46), have not yet been fully reflected in the accounting system as of end December 2002, due to delays in expenditure recording.
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### Projects relating to cross-cutting themes

o	The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	27.7%	The majority of CCT expenditures are planned for the second year of the biennium. The execution rate for 2002 therefore corresponds to forecasts.
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## II NATURAL SCIENCES

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

#### II.1.2 Science and technology capacity-building

3	Capacity-building in engineering sciences and technological research and their applications to developmental issues	24.2%	The implementation of activities has accelerated during the year-end of 2002, however there is a delay in execution of the activities. The implementation is expected to be on schedule from the beginning of 2003.
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### II.2 Sciences, environment and sustainable development

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

3	Land-water interactions: towards sustainable management	27.5%	The relatively low rate of implementation is primarily due to delays in the recording of field expenditures. As at end February 2003, this rate has largely increased to 40.7% (compared with 58% theoretical target).
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Main Line of Action	Execution Rate	Remarks
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- |  |       |   |
|--|-------|---|
| 4 Evaluation of the Fifth Phase of the IHP (1996-2001) | 97.0% | The appointment of the external evaluators, at the end of 2002, represented the major expense under this MLA. The finalization of the reports, for which the costs are minor, will be carried out in 2003. Execution in 2002 was therefore in line with expectations. |
|--|-------|---|

#### Projects relating to cross-cutting themes

- |   |       |  |
|---|-------|--|
| o Eradication of poverty, especially extreme poverty  | 18.5% | The planning and implementation of the projects have met difficulties due to workload on the cross cutting themes members, finalization of contracts and networking for the projects. The effective implementation of activities and delivery of results would be able to be initiated only in late 2002 and early 2003.   |
| o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | 30.6% | The kick-off meeting on the setting-up of virtual laboratories in Africa, the Middle East and Central Asia took place in Amman, Jordan in November 2002, and agreed on scientific and technical aspects of the virtual laboratories. The participating institutions will work mainly during the first six months of 2003 on the assessment of water balance in the Aral Sea, Dead Sea and Lake Chad. |

### III SOCIAL AND HUMAN SCIENCES

#### Projects relating to cross-cutting themes

- |   |       |  |
|---|-------|--|
| o Eradication of poverty, especially extreme poverty  | 31.1% | A substantial number of projects began later than planned, towards the end of the second semester of 2002, requiring, in addition, a lengthy phase for development of their conceptual and analytic framework. In particular the concept of extreme poverty as a violation of human rights, as understood by the World Conference on Human Rights (Vienna, 1993), a concept unexamined thus far, was incorporated into the analytic framework which, once completed, made it possible to launch the actual projects. |
| o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | 15.9% | The first phase of compiling the World Report was mainly devoted to its intellectual preparation. This preparation, which is essential for the work ahead, has so far entailed little expenditure; hence the low rate of budgetary execution. Furthermore, the launch of the SHS cross-cutting theme projects, which are highly decentralized, was delayed because more time was needed to   |

Main Line of Action	Execution Rate	Remarks
		coordinate with local partners and field offices, in the running-in phase of FABS.
<b>IV CULTURE</b>		
<b>IV.1 Reinforcing normative action in the field of culture</b>		
<b>IV.1.2 Meeting new demands in the area of standard-setting</b>		
3 Establishment of a conceptual and legal framework for a normative instrument on the intangible heritage	<b>83.7%</b>	As part of the preparations for a Type II meeting on the international convention for the safeguarding of the intangible cultural heritage, held in February 2003, important preliminary activities were organized in 2002: a working group in March 2002 and a meeting on terminology in June 2002.
<b>IV.2 Protecting cultural diversity and promoting cultural pluralism and intercultural dialogue</b>		
<b>IV.2.1 Safeguarding and revitalization of the tangible and intangible cultural heritage</b>		
1 Safeguarding of the tangible cultural heritage	<b>30.4%</b>	Negotiations concerning the contracts to be implemented under the framework agreement with ICOMOS and ICOM were concluded late in 2002 and funds to carry out these contracts were obligated only at the beginning of 2003.  At the same time, decentralized activities in some field offices (Rabat, Ramallah, Tehran, Havana, Quito and San José) and activities relating to the Mostar Bridge in Bosnia and Herzegovina (Dayton Commission) were postponed until 2003.
2 Safeguarding and revitalization of the intangible cultural heritage	<b>25.4%</b>	The low rate of 25.4% is due to the postponement until 2003 of activities planned for 2002: meeting on languages (Paris, March 2003), seminars in Cairo and Libreville, and certain field office activities planned for Brasilia, La Paz, Accra and Tehran. In addition, the development of the UNESCO record series was delayed owing to prolonged negotiations with record producers.
<b>IV.2.2 Promotion of cultural pluralism and intercultural dialogue</b>		
1 Construction of cultural pluralism and strengthening of action in favour of indigenous peoples	<b>32.3%</b>	This rate is the result of delays in the planned schedule caused by technical problems. For example, the UNESCO Cities for Peace Prize will not be awarded until the end of 2003; the printing and translation of the brochure on cultural diversity

Main Line of Action	Execution Rate	Remarks
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2 Encouraging intercultural dialogue for the promotion of universal values	34.8%	has taken longer than planned; and the preparation of the interregional forum on cultural policies for development was preceded by a substantial preliminary phase devoted to the identification of partners.  Certain projects (for example, Gorée Memorial, Caucasus Plan, Arabia Plan, Al-Andalus, Indian Ocean) were launched later than planned in 2002, owing to extended consultations with the authorities of the countries concerned.
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## 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	69.1%	The year 2002 was the first year of the Intergovernmental Council for the Information for All programme and the funds available to cover the organization of the two bureau meetings and one council session, that took place in 2002, were underestimated.
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#### Projects relating to cross-cutting themes

o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society	33.9%	The implementation of the five projects related to this CCT started very late due to the long process of consultation required for an effective planning of the implementation. However, implementation of activities is now fully under way and should be accelerated in the course of 2003.
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#### UNESCO Institute for Statistics

<b>Project relating to cross-cutting theme</b>	2.0%	The 2% execution rate is due essentially to the fact that the project was revised in 2002. The Dakar and Bangkok workshops were accordingly postponed to 2003; training missions will be carried out and final publications issued only in 2003.  Nearly all the expenditures for this project will be incurred in 2003.
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Main Line of Action	Execution Rate	Remarks
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**C. Programme Related Services**

1	Coordination of action to benefit Africa	<b>67.8%</b>	This overspend is mainly the result of payments for overtime and temporary assistance, as well as the NEPAD meeting in Ouagadougou.
2	Fellowships Programme	<b>70.0%</b>	With a view to satisfying the needs expressed by the Member States, the Fellowship Section endeavoured to implement expeditiously the various fellowship awards: this explains the 70% rate of implementation.

**PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION**

**F. Administration**

1	Administrative coordination and support	<b>92.2%</b>	<p>This high rate of expenditure is mainly due to the transfer of the entire provision of \$5 million to the Special Account for the New Management and Monitoring Instrument, in order to finance urgent requirements for the FABS project, as foreseen in 31 C/5 Approved.</p> <p>Since the Special Account is treated outside the regular budget, the entire amount transferred to the Special Account is registered as expenditure.</p>
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**G. Renovation of Headquarters Premises**

<b>100%</b>	<p>The total provision foreseen under the regular budget was transferred to the Special Account for the restoration and improvement of UNESCO Headquarters.</p> <p>Since the Special Account is treated outside the regular budget, the entire amount transferred to the Special Account is registered as expenditure.</p>
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