

**Hundred and sixty-second Session**

162 EX/4

Part I

PARIS, 21 September 2001

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 I**

**ANALYTICAL REVIEW OF THE EXECUTION OF THE PROGRAMME  
AND FUNCTIONING OF THE ORGANIZATION DURING THE  
FIRST 18 MONTHS OF THE 2000-2001 BIENNIUM**

**SUMMARY**

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

The first part of this document contains an analytical review of the main results achieved during the first 18 months of the current biennium (2000-2001), with a view to providing the Executive Board with relevant information enabling it to evaluate the progress made in relation to the objectives pursued. The list of the main activities (meetings, publications, etc.) carried out during the first six months of 2001 is provided in a separate document (162 EX/INF.3).

The other reports requested by the Executive Board at its previous sessions and dealt with under item 3.1.1 of the provisional agenda are presented in document 162 EX/INF.6.

**MAJOR PROGRAMME I  
EDUCATION FOR ALL THROUGHOUT LIFE**

**I.1 Basic education for all**

	<b>Allocation as at 30.06.2001</b>	<b>Expenditure as at 30.06.2001</b>	<b>Expenditure vis-à-vis allocation</b>
	\$	\$	%
Subprogramme I.1.1	2,891,886	1,790,329	61.9
Subprogramme I.1.2	3,967,012	2,637,960	66.5
Subprogramme I.1.3	5,336,202	3,788,322	71.1
<b>Programme I.1</b>	<b>12,195,100</b>	<b>8,216,611</b>	<b>67.4</b>

1. UNESCO's efforts during the period under consideration were directed first and foremost to the preparation of the World Education Forum (Dakar, Senegal, April 2000) including holding preparatory regional meetings and finalizing the EFA 2000 Assessment and to the implementation of the Dakar Framework for Action. The Forum adopted the Framework with six goals to be achieved, some by 2005 but most by 2015. It also called on countries to strengthen or establish national EFA forums and to prepare comprehensive national EFA plans by 2002 at the latest. The Framework further calls on UNESCO to refocus its education programme to place the outcomes and priorities of Dakar at the heart of its work. A report on the implementation of and follow-up to this Framework for Action is presented in document 162 EX/7.

***I.1.1 Providing basic education for all children***

2. Actions in **primary education** have assured technical support and resource mobilization for educational reforms and EFA programmes. Contributing to the development of EFA national programmes for Burkina Faso, Cambodia, Madagascar, Mozambique and Nigeria have been key priorities. UNESCO's presence is clearly required within the development frameworks, particularly CCA/UNDAF, SWAPs and Poverty Reduction Strategy Papers (PRSP), in order to influence policies, strategies and priority. Particular focus was placed on breaking the poverty cycle for children. UNESCO enhanced the capacity of 24 countries to identify appropriate policies, plan strategies that can go to scale and prepare a monitoring matrix for assistance to the poorest children. This activity involved academics, international agencies and NGOs as well as the media. Collaboration included the World Bank (PRSP Education Chapter) and UNICEF.

3. Capacity-building for enhancing the quality of primary education in Member States remained a priority. Technical support was given in curriculum reform, in-service teacher education and strategies mainly in promoting reading skills, organization and management of multi-grade classes and monitoring learning achievement. Corresponding handbooks were prepared and widely distributed. An international meeting on "Improving primary education quality" provided opportunity for 31 Member States to work on strategies to address major challenges in primary education. Under the EFA initiative on basic learning materials, UNESCO/DANIDA continued to strengthen an enabling environment for sustainable low-cost quality textbooks. Technical assistance has been provided for policy and research elaborating strategies to develop an indigenous publishing sector, including regional training of trainers on desk-top-publishing and the consolidation of book development councils, building partnership between the public/private book sector. Capacities at national and local levels to plan, design, construct and maintain affordable school buildings and furniture have been upgraded during the biennium as a result of the provision

of technical support in a number of countries and territories. Guidelines for the Design of Centres for Street Children have been completed and distributed. A Master Plan for a Youth Centre in Bhutan has been prepared and approved by the Bhutanese authorities.

4. In cooperation with the World Bank and ADEA, and as part of the United Nations initiative for Africa, a ministerial meeting of seven French-speaking countries was held (Bamako, Mali) to address the issue of accelerating the enrolment rate in these countries. Dialogue among parliamentarians was facilitated in Benin in order to encourage prioritization of education. An exchange between African and Asian educationists has been undertaken. Clearly policy and political advocacy is key to encouraging change as demonstrated through this programme. Educational governance has focused on policy review and capacity-building. Activities include a UNESCO/World Bank/ADEA study tour to India and Bangladesh exposing practitioners from four African countries to school-based management practice. Indicators to assess policy implementation in educational governance were developed. International consultation in collaboration with the World Bank led to a collaborative framework among the EFA partners. Case studies are being prepared on implementing educational reforms for the United Republic of Tanzania and Pakistan, highlighting the importance of achieving quality education for all.

5. **Early childhood and family education programmes** have pursued three objectives: developing early childhood policies, strengthening family support policies and reinforcing early childhood information management. Specific outcomes include national policies for integrated early childhood education reinforced in 10 countries, regional networks for family support policies in three regions, and the sharing of information on early childhood with policy-makers and experts. More than 20 countries have been assisted to develop national policies, including improvement of indicators and family support policies. Policy development has led to increased awareness among government officials for their responsibility in the provision of early childhood education. Activities concerned with family support policies have aimed at highlighting the family as prime early childhood caretakers. UNESCO's role as a clearing house for early childhood information has been well established.

6. The conceptual developments of **inclusive education** and its integration into the World Education Forum have formed two key activities including technical assistance to Member States, and contributing to regional activities, including an improved website. Innovative inclusion experiences have been identified and published as case studies: *Including the Excluded: Meeting Diversity in Education*. Pilot projects on inclusive schools initiated in Cambodia in cooperation with UNICEF and NGOs have ranged from improving the school environment meeting the different needs of children with special needs through teacher training, community and parental support, to policy support. As a result of technical support provided to Member States to promote policies for inclusive education for children with special needs, six Pacific countries have developed inclusive policies with improved schooling opportunities for children with special needs.

### ***1.1.2 Fostering literacy and non-formal education among youth and adults***

7. Pursuant to the commitments made at the World Education Forum, in Dakar, activities in the field of **literacy and community education** were carried out on three fronts: development and renewal of international standards in literacy and non-formal education; support to capacity-building of countries in planning, managing, and networking for improving the quality of literacy and non-formal education; and identification and dissemination of good practices as a means of improving country-level policies and programmes.

8. To respond to the request of the United Nations General Assembly (A/RES/54/122), a draft proposal and action plan for a United Nations Literacy Decade was produced, based on a discussion

paper prepared through an expert meeting held in Sèvres, France, from 27 to 29 March 2000, and a strategic session held at the World Education Forum, Dakar, and in consultation with Member States, civil society organizations and international agencies. A renewed vision of literacy towards literacy for all was articulated in this process as the core of education for all efforts and became the foundation of the draft proposal and action plan. UNESCO also promoted the United Nations Girls' Education Initiative (UNGEI) extensively through advocacy at ministerial level and among policy-makers. Research into gender equality in basic education and consultation with international experts led to the development of *Gender Equality in Basic Education-Strategic Framework*, a working document that lays out UNESCO's approach to achieving gender equality as agreed at Dakar. Capacity-building of female teachers and development of gender-responsive training and learning materials are among the activities carried out in this connection.

9. Efforts were made with the UNESCO Institute for Statistics (UIS), the UNESCO Institute for Education (UIE) and International Literacy Institute (ILI) to improve tools for monitoring and evaluating literacy and non-formal education, deemed critically important for ensuring the progress towards the Dakar goals. Following the evaluation carried out on UNESCO/ILI cooperation, the modalities of this cooperation will be revised. Education Management and Information Systems (EMIS) and databases in non-formal education were set up in selected countries.

10. Impact studies of literacy and non-formal education were undertaken in selected countries in order to examine the impact of literacy and non-formal education provisions on learning at the grass-roots level. Cases of integrated basic education policy and training that encompass formal and non-formal systems were explored, examined and exchanged for further development. Literacy programmes that have produced notable and commendable results were selected from around the world and were awarded International Literacy Prizes on International Literacy Day (8 September). The information on these programmes was disseminated around the world.

11. UNESCO promoted the role of civil society organizations in delivering education and other services as a key to education for all, in particular in literacy and non-formal education. A consultation in this regard was held in Bangkok (July 2001) with a view to developing a framework for joint activities to be carried out through the CCNGO/EFA network. Specific activities aimed at reinforcing the NGO/CSO contributions to EFA, coordinating the joint activities according to the agreed framework and to represent the network in the follow-up to Dakar. A website was also launched to consult civil society organizations on a renewed vision of literacy towards Literacy for All.

12. As regards **extending learning opportunities to the unreached**, efforts have been made to continue involving key local partners (governments and non-governmental organizations) to support initiatives for youth in difficult circumstances. Awareness among decision-makers and the general public on the situation of these children has been greatly increased through dissemination of materials, co-sponsorship of films and exhibitions, etc. Educational projects for street and working children and ethnic minorities have also been encouraged, with emphasis on the prevention of HIV/AIDS and drug abuse, the reinsertion through sports and cultural activities and an increased support to institutions and centres that meet their basic needs. Partnerships are continuously strengthened, namely with the World Food Programme.

13. With a number of children without access to basic education, the **Special project: Enhancement of learning opportunities for marginalized youth** demonstrates alternatives to attaining functional literacy, marketable skills, self-employment and entrepreneurship. A review of this project demonstrated the need for a multi-pronged approach to the development of activities concerning excluded youth.

14. During the biennium, the **Special project: Promoting girls' and women's education in Africa**, with 27 countries participating and in cooperation with Forum for African Women Educationalists (FAWE), placed emphasis on regional training of trainers and new training modules on the website: counselling children affected by HIV/AIDS, enterprise education, racial and social harmony. Seventy-three trainers completed a regional training programme in Malawi and Senegal. Botswana, Zimbabwe and Malawi organized youth forums providing training on counselling for children orphaned by HIV/AIDS. The Guidance, Counselling and Youth Development Centre for Africa (Malawi) organized regional training improving exchange of materials. An independent evaluation of the project is being undertaken with a view to mainstreaming the activities. Actions establishing the International Centre for the Education of Girls and Women (Burkina Faso) have continued.

### ***1.1.3 Mobilizing commitments and partnerships for education for all***

15. The **World Education Forum**, convened by UNESCO, UNICEF, UNDP, UNFPA and the World Bank, brought together some 1,100 participants from 164 countries. Preceded by a consultation of non-governmental organizations, it focused on broad policy issues in plenary sessions as well as key operational issues in strategy sessions, from the perspective of the international community. The Forum adopted a Framework for Action for achieving education for all by 2015 at the latest, which includes the World Declaration on Education for All, the six regional frameworks for action as well as an expanded commentary. The EFA Forum was dismantled, and UNESCO was requested to “continue its mandated role in coordinating EFA partners and maintaining their collaborative momentum” (para. 19). Detailed information on the implementation of the Framework for Action of the World Education Forum is contained in document 162 EX/7.

16. The **EFA 2000 Assessment**, launched in 1999 and completed for presentation at the World Education Forum (Dakar, Senegal, April 2000), provided a detailed review of the current status of education in some 180 countries. It evaluated the progress of each country during the 1990s in promoting the goal of education for all and generated a wide range of information on education activities aiming to promote basic education. Pursuant to United Nations resolution A/52/84, the inter-agency EFA Forum, based at UNESCO, coordinated the Assessment and facilitated six regional EFA conferences, leading up to the Dakar Education Forum.

17. In preparation for the Dakar Forum, the EFA Forum Secretariat prepared a Global Synthesis, based on the information gathered by the Assessment. A separate statistical document was prepared by UIS, on the basis of the data collected around 18 core indicators and presented in the national country reports. Other documentation included: six regional synthesis reports and regional frameworks for action, adopted at the regional conferences, 14 thematic studies; and a special issue of the Education for All Status and Trends report, “Assessing learning achievement”.

18. Immediately following the Forum, UNESCO distributed the *Framework for Action* and the Forum's *Final Report* in all six UNESCO working languages. In order to assist countries in the preparation of national EFA action plans by 2002, the brochure entitled *Preparation of National Plans of Action: Country Guidelines* was produced and distributed to all Member States. In view of the importance of the funding of education for all, as a global initiative aimed at developing the strategies and mobilizing the resources needed to provide effective support to national efforts, UNESCO prepared a document in consultation with all EFA partners: *Development Partner Cooperation in Support of Education for All at the Country Level: Rationale and Strategies*. The paper lays out the general principles for understanding among all partners of each of the elements in paragraph 11 of the Dakar Framework for Action: increased external finance, greater predictability, more effective donor coordination, sector-wide approaches, debt relief or debt cancellation for

poverty reduction and regular monitoring and reporting. All EFA partners agreed to regard this document as the basis for a common understanding of the global initiative.

19. UNESCO reinforced **regional and international partnerships and cooperative programmes** with a variety of development agencies in the field of educational policy and development within the framework of the EFA follow-up. Concerning the UNESCO/UNICEF Joint Committee on Education, a number of consultations have taken place to discuss collaboration between the two organizations. Further consultations are foreseen in particular during the second meeting of the Working Group on Education for All (September 2001). Details are contained in document 161 EX/INF.6. Partnerships are being initiated with the World Bank as to the complementarity between PRSP's education component and EFA Plans with a view to reinforcing synergy for support to the preparation of the Poverty Reduction Strategy Papers and national EFA Plans. Cooperative programmes and initiatives have been established with international and regional partners like UNCTAD for LDCs (UNESCO organized a thematic discussion on EFA at the LDC III meeting in Brussels in April 2001), CONFEMEN, Inter-Parliamentary Union, etc., with a view to providing joint support in the preparation of national education policies and programmes. UNESCO/Beirut has served as a catalyst assembling all 15 partners at the regional level and mobilizing all sectors in support of the EFA goals in the region. As a result, an effective follow-up mechanism has been set up (ARABEFA) providing support to the countries in view of establishing their EFA national team and formulating concrete national plans for action, a process that has been initiated in several countries.

20. The first meeting of the Pedagogical Institutes from Georgia, Armenia and Azerbaijan (June 2000, Tbilisi, Georgia) decided to create the Network of the Pedagogical Institutes of the Caucasus Region. The second meeting discussed the follow-up to the Dakar Forum and recommended the creation of a subregional EFA Forum, which will be coordinated by the Ministry of Education of Georgia. The Constituent Assembly of the National Education Forum (Vilnius, June 2001) adopted a resolution constituting the EFA National Forum. UNESCO fielded a joint identification mission to Kosovo with the Council of Europe, with a view to developing a common assistance framework for the educational needs of the region. UNESCO proposed integrating its initiatives within other agency and international initiatives under way, namely under the Graz process. It also proposed using such a framework to promote EFA activities, namely through advocacy and sensitization at regional and country seminars and exchanges in partnership with the Council of Europe, OECD and the Reporting Process Coordination Team.

21. During the past biennium, the **E-9 initiative** benefited from important budgetary reinforcement, which considerably enhanced the effectiveness and impact of UNESCO's EFA activities in the E-9 countries, as well as the scope and level of sharing of experiences among the E-9 countries. The E-9 countries' EFA 2000 assessments reported important progress and new avenues for action were identified at the third E-9 Ministerial Review meeting, in Recife, Brazil, January 2000. The Recife Declaration focuses on the role of information technology to improve the quality of basic education and reach the unreached and emphasized the increased attention being given to gender, teacher training, literacy and non-formal education.

22. In the context of the Dakar follow-up, local-level and in-depth studies led to the development of post-literacy materials and national literacy programmes. In order to achieve better national planning and efficient use of resources, a project for developing a comprehensive information system for the monitoring, management, coordination, planning and promotion of non-formal education and literacy in the E-9 countries is under way, in cooperation with UIS. India, Bangladesh and Pakistan joined hands to organize, together with Maldives, Sri Lanka, Bhutan and Nepal, a South-Asia EFA Forum, which met in April 2001 in Kathmandu. The three E-9 countries will be organizing, with UNESCO support, in-depth training in the field of management of EFA,

curriculum development, improving learning achievement, and literacy and non-formal education. Similar projects are under way in Nigeria and in Egypt, with focus on improving the quality of primary education. In addition, UNESCO Offices in E-9 countries have provided strong support to national projects using ICTs or distance education for in-service teachers.

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

	Allocation as at 30.06.2001	Expenditure as at 30.06.2001	Expenditure vis-à-vis allocation
	\$	\$	%
Subprogramme I.2.1	2,862,493	1,725,582	60.3
Subprogramme I.2.2	3,214,521	2,112,790	65.7
Subprogramme I.2.3	2,638,516	1,613,019	61.1
<b>Programme I.2</b>	<b>8,715,530</b>	<b>5,451,391</b>	<b>62.5</b>

23. The renewal of education systems, programmes and processes to reach the objective of education for all throughout life was the key focus for this programme. Activities have been directed towards reinforcing national capacities to reform and diversify education systems including greater use of open and distance education, in particular as regards teacher education. The three subprogrammes focused specifically on reinforcing the capacities of Member States and the education community at large to rethink the role of education and to undertake the necessary renewal, reconstruction and development of their education systems as a whole. Special attention was given to the challenges facing secondary education, in particular as a result of the progress already made in the provision of basic education and the accelerated progress expected as a result of the World Education Forum and the Dakar Framework for Action. At the level of higher education, priority has been given to improving the status and the pre-service and in-service training of teachers, given the crucial role they play in the renewal of education contents and methods at all levels, and their vital role if the goals of the Dakar Framework for Action are to be achieved.

### I.2.1 *Renewal of education systems for the information age*

24. Activities under this subprogramme concentrated on promoting reflection on **devising forward-looking strategies for realizing the goal of learning throughout life**. Inspired by the Dakar Framework for Action and the report of the International Commission on Education for the Twenty-first Century, reflection and debate at both national and international level on strategies for learning throughout life was promoted. In particular the Organization prepared, in cooperation with the World Bank, a major dialogue event on Building Learning Societies: Knowledge, Information and Human Development during EXPO 2000 (Hanover, September 2000), including an international workshop, several public media events and the launching of International Adult Learners' Week on 8 September. As a result of UNESCO's participation at the G-8 Education Ministers Meeting (Okinawa, Japan, April 2000), the Chair's Summary called for a commitment to basic education goals, and to lifelong learning for all, and referred to the universality of UNESCO and its role in furthering cooperation in education. The report of the International Commission on Education for the Twenty-first Century continued to be published in new language versions and a publication *Learning throughout Life* was prepared in English and French. Since improving educational governance and management has appeared to be one of the priorities in the Arab region as a whole, a project on Educational Decision Support System (EDSS) focusing on building national capacities at central, regional and local levels has been developed and is being implemented by UNESCO/Beirut.

25. The *World Education Report 2000: The Right to Education; Towards Education for All throughout Life* was published in all six official languages. As a result of the evaluation of UNESCO's policy on world reports and considering the priority given to the implementation of EFA, the World Education Report will be replaced by an analytical and informative periodic report on progress and prospects on education for all. Preliminary work on the 2003 edition has begun. The World Education Indicators were further developed in cooperation with the UNESCO Institute for Statistics (UIS), OECD and the World Bank. The Regional Information System for Education (SIRI) is carrying out a programme designed to encourage and assist the countries of Latin America and the Caribbean to improve their education statistics and move towards a region-wide set of common education indicators. It is actively involved in the follow-up of the Summit of the Americas, monitoring and assisting countries' participation in the follow-up of the EFA evaluation, analysis and diffusion of information about international and regional programmes to develop education indicators.

26. The availability of information and documentation is vital to informed decision-making. To improve the Organization's support to Member States in this respect, the quality and coherence of UNESCO's educational, information, documentation and publication services were improved through concertation among Headquarters, field offices and UNESCO institutes and their efficiency enhanced through the use of electronic media. Over 384,000 documents and publications were provided. To facilitate access and visibility, emphasis is placed on the dissemination of educational information through the production of CD-ROMs and the Education website. Practically all education programmes are now online and regularly updated.

27. During the past biennium, the Organization, through its field offices and institutes continued providing advisory and technical upstream services to Member States for the **design and elaboration of national education development policies, strategies and plans**, in particular national EFA plans. A coordination meeting was held at the sectoral level with the representatives of 49 UNESCO Offices (Paris, April 2001) to share information and to clarify the global vision and strategies for attaining the Dakar goals. Since the World Education Forum, the main thrust of UNESCO's action has been to help countries prepare or strengthen the existing education development plans in conformity with the recommendations of the Dakar Framework for Action. UNESCO undertook a survey on the state of the preparation of national EFA Plans with a view to appraising needs for technical support in this area, particularly in developing countries. On the basis of the findings of this survey and at the request of the Member States, technical and methodological support is being provided for elaborating EFA-related plans and programmes through direct technical assistance, capacity-building and facilitating exchange of experience among the States. This includes assistance for the revival of regional EFA forums in Africa, Asia, Latin America and the Arab States, support for the organization and functioning of national EFA groups as in the case of Haiti, Nepal, Senegal and Viet Nam.

28. The seventh meeting of the Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean (PROMEDLAC VII, Cochabamba, Bolivia, March 2001) analysed the results of the assessment of the 20 years of the project and adopted the Cochabamba Declaration and the Recommendations on Education Policies at the Beginning of the Twenty-first Century. The Declaration calls on UNESCO to take the initiative in organizing, together with the ministers of the region, a regional project with a 15-year perspective. A full report of PROMEDLAC VII can be found in document 31 C/REP.5.

29. Upstream support was provided for the formulation of national education reform and development programmes and mobilization of external financial and technical resources in over 40 Member States, particularly in Africa and Latin America such as Chad, Djibouti, Gabon, Haiti, Mali, Nicaragua, Niger, Nigeria, Senegal and Sierra Leone. Technical assistance for the countries



undergoing major reforms such as Algeria, Nigeria, the Republic of Moldova and the Russian Federation (for the Chechen Republic) has been geared to providing capacity-building and assessment of the education situation with a view to preparing the reform on the basis of solid data and national policy dialogue.

30. Within the context of the **countries in situations of emergency, conflict, crisis and transition**, UNESCO has been focusing its efforts on upstream and preventive action and working towards building the bridge between emergency and relief activities, and those oriented more towards development. Its initiatives have emphasized promoting inter-agency cooperation and the involvement of NGOs and civil society, networking and sharing information on best practices, prevention and capacity-building. The secretariat of the Inter-Agency Network on Education in Emergencies is provided by UNESCO. As regards the development of strategies and a normative framework for emergency action, several studies were carried out and their results published and disseminated. A UNESCO website on education in emergency and crisis situations has been created to publish the latest information on the programme activities, in collaboration with the University of Pittsburgh.

31. With regard to follow-up to Dakar, activities focused mainly on the introduction of a programme for countries in a crisis situation and the development of guidelines “Education in situations of emergency and crisis”, intended to help Member States and the UNESCO field offices concerned to draw up national plans. Eighteen countries/territories received financial and technical backstopping, ranging from the training of teachers in refugee camps to the preparation of extrabudgetary projects and including the production of teaching materials (textbooks) and the introduction of new programmes (education for peace, democracy, the environment and the rehabilitation and integration of former combatants). The Programme for Education for Emergencies and Reconstruction (PEER) was strengthened in the Horn of Africa and Great Lakes regions, in particular through the implementation of new extrabudgetary projects in Somalia, Eritrea and Sudan.

32. As regards the **strengthening of national capacities in the use and management of educational spaces and facilities**, technical support services were provided to Member States, particularly in the rehabilitation of schools in the Palestinian Autonomous Territories (West Bank) with the provision of furniture and teaching materials. A handbook on norms and standards for designing schools in the Palestinian Autonomous Territories was distributed to the national authorities, United Nations agencies and bilateral cooperation agencies. Further information on the assistance provided to educational and cultural institutions in the Occupied Arab Territories, is provided in documents 162 EX/45 and 31 C/14. The Organization’s activities under the Iraq Oil for Food Programme are contributing to capacity-building and the transition to sustainable development objectives in the field of education. A booklet *IRAQ – The Pipeline to Learning* on UNESCO’s activities and experiences in rehabilitating the learning environment in a post-conflict situation was distributed to the Iraqi authorities and the design for the construction of a secondary school for girls (approximately 800 students) in Baghdad is being finalized; with regard to the improvement of primary education in rural areas, four manuals on norms and standards have been printed and distributed to the Moroccan authorities and four other manuals are in the process of being printed. In the framework of disaster preparedness activities, a handbook is under preparation on *Maintenance management systems*.

### ***1.2.2 Renovation of general secondary and vocational education***

33. As regards the **renewal and diversification of secondary education**, improving curricula and delivery systems were improved through the development of regional and subregional strategies and cooperation networks and the provision of policy guidelines and technical assistance. Other

objectives pursued included the reduction of gender-disparities as a follow-up to the World Education Forum and youth empowerment through preventive education against HIV/AIDS and drugs in close cooperation with IIEP and Education International.

34. *UNESCO's Strategy for HIV/AIDS Preventive Education* was prepared by an intersectoral group chaired by the Director of the International Institute for Educational Planning (IIEP). A comprehensive mapping exercise of all UNESCO activities, including those in UNESCO Institutes/Centres and field offices related to various aspects of secondary education, undertaken jointly with IIEP in 2000, showed an increased integration of HIV/AIDS preventive programmes in Member States at secondary level. Areas of mutual interest and possible cooperation among agencies and members of the donor community were identified within the framework of the Inter-agency Consultative Group on Secondary Education Reform and Youth Affairs, led by UNESCO.

35. The **international long-term programme for the development of technical and vocational education (UNEVOC)** promoted and monitored the implementation of the recommendations of the Second International Congress on Technical and Vocational Education (Seoul, 1999). Programme actions involved three categories of activities: updating of the *Revised Recommendation concerning Technical and Vocational Education* (last revised in 1974); adaptation of the recommendations to suit the national workplace needs of a selection of Member States; and development of course material in cross-cutting disciplines. There was considerable interest and significant inputs from Member States in the preparation of the updated *Revised Recommendation* to be submitted to the 31st session of the General Conference. The Seoul Congress recommendations were translated into nine languages and disseminated extensively including through a CD-ROM version. Two regional conferences, for the Pacific countries and for the Central Asian republics, were supported with a view to helping those countries to develop mechanisms for applying the Seoul recommendations in their specific national contexts. A course material entitled *Learning about Small Business* was developed in collaboration with the Commonwealth of Learning for the non-formal sector in Pacific countries and is currently being field-tested in Samoa with great success as it promotes the development of indigenous arts and crafts to support the tourist industry. In the future, course material in the cross-cutting disciplines developed for one region may, with some adaptation, be effectively used in another.

36. With the assistance of the German Government, the UNEVOC Implementation Unit in Bonn was upgraded and became the International Centre for Technical and Vocational Education. The setting up of the Bonn Centre was a major event. Staff has been transferred and the Centre is now fully functional. The Bonn Centre acts as a clearing house and international reference and support structure for capacity-building of national UNEVOC centres and the UNEVOC networks. The reinforcement of UNESCO's programme in technical and vocational education led to increased cooperation with external partners, in particular the International Labour Organization. A joint inter-secretariat working group was set up to enhance this cooperation.

37. The promotion of **science and technology education** for 2000-2001 was based largely on the recommendations of the World Conference on Science and also responded to needs expressed at various meetings on science and technology education the world over. Its first focus was on developing an international strategy in collaboration with Member States and intergovernmental and non-governmental organizations in the field of secondary level science and technology education (STE). In this context, UNESCO collaborated in organizing the International Conference on Science, Technology and Mathematics Education for Human Development (ICSTME) (Goa, India, February 2001), whose recommendations will form the basis for the development of a Strategy and a Framework for Action on STME which will be disseminated for implementation to all UNESCO Member States. The second focus of the programme was enhancing regional and national capacities to renew, diversify and expand STE. Seven capacity-building workshops in STE

for teachers, teacher-trainers, curriculum developers and decision-makers were held, between October 2000 and August 2001, at the subregional and regional levels, for Europe (France); Arab region (Lebanon); Africa (South Africa); South Asia (India); Gulf States (UAE); South Eastern Mediterranean (Turkey); Southern Europe (Greece). A third priority was the reinforcement of clearing-house activities, including preparation of teaching/learning materials and thematic publications. *Innovations in Science and Technology Education, Volume VIII*, now in preparation, will look at the directions that STE will and should take in coming decades. *Connect* continues to be widely distributed.

38. In order to enhance STE awareness and to stimulate creativity in science educators, an international survey on “best practices” illustrating a wide range of local or regional innovative/exemplary STE strategies or practices was launched in December 2000. To promote mutual access of information on STE for Member States and UNESCO, a Global Network of Officers in charge of science and technology education at ministries of education of UNESCO Member States, was launched in March 2001. Collaboration was intensified with relevant institutes and agencies active in science popularization and non-formal education. Efforts directed towards reinforcing the environmental dimension in STE included an International Meeting of Experts in Environmental Education: New Proposals for Action (Santiago de Compostela, Spain, November 2000) where Member States discussed new concrete proposals to deal with environmental issues in a scientific manner. Capacity-building in this regard resulted from three subregional workshops/meetings. An audiovisual educational resource on *Origin, Importance, Use and Protection of Water* was prepared. The FRESH initiative (Focusing Resources on Effective School Health) was launched at the Dakar World Education Forum by UNESCO, UNICEF, WHO and the World Bank, in collaboration with Education International, as a means to achieve EFA. Regional and national activities are under way in various countries.

39. During the third and final phase of the **Special project: Scientific, technical and vocational education of girls in Africa**, Volume VII of *Innovations in Science and Technology Education* was published, focusing on scientific, technical and vocational education of girls with special emphasis on Africa. The African Congress on Girls’ Science Education (Lusaka, June 2001) was organized in the framework of the Special project: “Women, science and technology” (Major Programme II) to promote emphasis on science education and related gender-issues in national EFA action plans and other policy reform documents. Around 60 participants from ministries of education, science education projects and African women scientists’ and engineers’ associations from 20 African countries attended the meeting. The African Resource Kit on gender sensitive science activities and experiments elaborated jointly with this Special project on Women, science and technology, will be published late in 2001. The text will comprise three parts: (i) guidelines for teachers and educators; (ii) presenting science to children in an interesting way including simple, low-cost and hands-on science activities and experiments; and (iii) making the curriculum more girl-friendly and gender-sensitive.

### ***1.2.3 Higher education and development***

40. Following the conclusion of the World Conference on Higher Education, activities concerning **policy and reform of higher education** aimed to initiate new thinking on policy development and promote reforms, innovation and international academic cooperation in the field of higher education. Particular efforts were made to strengthen capacities in Member States, especially the most disadvantaged ones. Based on the Follow-up Strategy, concrete actions were taken to implement the recommendations of the World Conference on Higher Education aiming at the renewal of higher education at the system and institutional levels. CEPES, IESALC and the regional offices in Dakar, Bangkok and Beirut, played an important role. The renewal of higher education was accelerated, in particular in Latin America and the Caribbean. For more details, document 31 C/REP.8 should be

consulted. A global network of focal points has been established to disseminate the main outcomes, stimulate ongoing reflection on higher education renewal in the countries and report to the WCHE Follow-up Secretariat. Partnerships in favour of higher education and exchange of good practices were stimulated. Concrete initiatives have been taken to strengthen capacities of Member States, especially the most disadvantaged countries, to undertake reform and development of higher education. Cooperation with IGOs and NGOs specialized in higher education is being strengthened.

41. The publication of the documents of the World Conference on Higher Education on CD-ROM continued (Vol. II, *Speeches and Lectures*, Vol. III, *Commissions*, and Vol. IV *Thematic Debates*). The World Conference on Higher Education website was set up and the Electronic Forum for Higher Education Policy Debate was organized to provide a permanent space for ongoing reflection on the renewal of higher education, notably through innovation good practice and to promote the WCHE objectives. Following the recommendation of the International Follow-up Committee, seven World Conference on Higher Education working groups have been established with the participation of main UNESCO partners: 1. Renewal of systems (including access issues) (The Commonwealth Secretariat); 2. Institutional governance and management (Organisation for Economic Co-operation and Development (OECD)); 3. Teaching and learning issues (Education International (EI)); 4. Research (The Society for Research into Higher Education); 5. Globalization, the world of work and IT applications (International Labour Office (ILO), ICDE); 6. Internationalization and mobility (The International Association of Universities (IAU)); and 7. Higher education and the education system as a whole (Comité pour l'éducation de la Commission française pour l'UNESCO). All groups will report on their activities for the meeting of the International Follow-up Committee, October 2002.

42. The follow-up strategy is fully accepted by Member States and UNESCO partners. Concrete initiatives are taken by Member States and main NGOs and UNESCO Chairs. It is through the mobilization of all partners that the Follow-up of the World Conference on Higher Education will be effective. The expectations from UNESCO remain high. It is clear that due to the limitations of funds and staff, its role will remain essentially catalytic. Actions with limited funds could produce, in less disadvantaged countries, a high multiplying effect.

43. During the final phase of the six-year **Special project: Women, higher education and development** this biennium, activities on training women academics and research on gender-sensitive issues were consolidated. The project, a response by UNESCO to the Beijing Platform for Action, was carried out within the framework of the UNESCO/UNITWIN Chairs programme. Its objective of strengthening the status and empowerment of women in professional fields directly related to development was attained through a strategy of mainstreaming a gender perspective in all policy, planning, programming, implementation and evaluation activities, of promoting the participation of women at all levels and in all fields of activity, and of developing specific programmes and activities for the benefit of girls and women. An external evaluation of the project, produced in July 2001 and discussed at an evaluation meeting, is available.

44. As regards **inter-university cooperation**, existing UNITWIN Networks and UNESCO Chairs were assessed, consolidated and reinforced with due attention paid to their sustainability, and to the need to review and define the criteria for attributing UNESCO Chair status. Some new Chairs were created, taking into account regional and global programme priorities and the need for a better balanced geographical distribution. Cooperation between participating institutions was facilitated through the diffusion of the UNESCO database and the establishment of new partnerships between UNESCO Chairs and development agencies was increased. As a result, the UNITWIN/UNESCO Chairs Programme continued to expand with some 481 established UNESCO Chairs and UNITWIN Networks in July 2001 (405 in December 1999 and 449 in July 2000) in universities of 109 Member States and involving over 1,000 institutions of higher education (host and partner

institutions). The extrabudgetary support provided by various donors (governments, institutions of higher education, banks, companies, NGOs, etc.) directly towards UNESCO Chairs continued at the pace of some US \$5 million during this period. The external evaluation of the programme was considered by the 161st session of the Executive Board. The Secretariat has proceeded to the cancellation of several agreements concerning UNESCO Chairs that have fulfilled their objectives or become “inactive”. Special efforts to support activities of successful UNITWIN projects established in LDCs was undertaken.

45. The programmes related to **academic mobility** concentrated on developing a new conceptual framework to address issues of quality assurance, accreditation and the recognition of qualifications in a coherent manner, including the publication *Study Abroad*. A new website “Studying Abroad” was launched and an expert meeting on the Impact of Globalization on Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education to address the Impact of Globalization on Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education was organized with a view to creating an ongoing platform for dialogue between UNESCO and its partners. Preparatory work was carried out for the organization of the sixth session of the Intergovernmental Committee for the Application of the International Committee for the application of the Mediterranean Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education (November 2001). This Committee has not met since 1995. A draft work plan for the project Higher education, open and distance knowledge base for decision-makers was elaborated together with partners.

#### **The status of teachers and teacher education in the information society**

46. It was made evident at the World Education Forum that more and better trained teachers are vital to the realization of the goals of the Dakar Framework for Action. The objectives of activities carried out in this domain are to assist Member States in renewing and adopting teaching methods and the training of teachers, including the use of open and distance education; promoting the status of teachers in cooperation with ILO and the associations of the teaching profession; and supporting establishment of UNESCO Chairs in Teacher Education. In order to achieve these objectives, case studies on distance learning in teacher education are being carried out that will lead to the publication of *UNESCO Guidelines for Application of Distance Learning and Curriculum in Teacher Education*. In-depth case studies in Australia, Brazil, Chile, China, Egypt, India, Nigeria, Mongolia, South Africa, West Africa and United Kingdom research the most important issues of distance learning applications in teacher training (teaching-learning environment; audience, curriculum, technologies, organization, costs), analyse the outcomes and determine the main advantages, limitations and capabilities of distance learning approach in teacher education.

47. The initial step in preparing the Comprehensive Report on the World Situation with Regard to Academic Freedom and Institutional Autonomy (Article 75 of the 1997 Recommendation concerning the Status of Higher Education Teaching Personnel) was a planning session jointly organized with the ILO, with discussion prompted by respective UNESCO and ILO issues papers, for the purpose of identifying major parameters of the study, major partners, timeliness, and practical anticipated uses of the eventual report by Member States. A framework was established for the report, including direct follow-up to the World Conference on Higher Education and the Dakar World Education Forum.

48. A full report on the Committee of Experts on the Application of the Recommendation Concerning the Status of Teachers (CEART) can be found in document 162 EX/8. The CEART mechanism merits closer review as a potential model for wider inter-agency collaborations. Accordingly, that mechanism will be subject to an evaluation in the latter half of 2001. This contains a sharply focused set of short-term activities which the CEART experts recommended to

the Spring 2001 sessions of the UNESCO Executive Board and to the Governing Body of ILO. An ILO/UNESCO CEART website was launched and a statistical indicator regarding level-of-training was introduced, for the first time, into UNESCO's annual data collection of teacher data.

49. Technical assistance provided to Member States includes technical support to project formulation for the proposed human resource development centre at Punjab University, Lahore, Pakistan; the development of teacher-training materials on health education (in cooperation with ABEGS and WHO) in Saudi Arabia; the development of a coherent educational quality control instruments applied to teacher education and training in Eritrea; and capacity development and provision of printing equipment for educational publishing in Mauritania. In cooperation with ISESCO, two studies are being elaborated: "Study on ways to incorporate ICTs into teachers' training programme" and a "Study on alternative formula to promote skills of university teaching staff". In cooperation with ILO, research on ICTs in education is being carried out into ways of improving access to lifelong learning by using the distance and open learning education based on ICT. Regional seminars were held on the role of distance and open education based on ICT in improving access to lifelong learning.

50. A wide promotion of the fundamental role of teachers in the follow-up to the Dakar World Education Forum was achieved via a wide dissemination of the text of UNESCO/UNDP/ILO/UNICEF Message for World Teachers' Day 2000. The Day was used as an occasion to launch a new UNESCO Chair in Teacher Education in Inter-Cultural Education at the London Institute of Education to prompt discussion on the status of teachers by different segments of civil society, as was done, for example, by UNESCO/Dakar through a series of round tables.

51. Seminars have been organized in cooperation with field offices and the International Institute for Information Technologies in Education (IITE) for Member States to help them develop their own programmes for permanent in-service training or teacher education based on distance learning. Numerous materials were produced and disseminated in order to promote activities and inform the concerned audience on the progress made. Support to Member States in the activities related to teacher education and teacher training in particular continued cooperation and networking of UNESCO Chairs in Teacher Education was initiated. UNESCO Chairs related to teacher education have been or are being established in four Member States.

### **Educating for a sustainable future (Environment, population and development)**

52. For the current biennium, the transdisciplinary project was incorporated into Major Programme I in order to better link its activities to that programme, while still promoting concerted intersectoral and inter-agency actions at the country level on environment, population and development. The tripartite function of transdisciplinarity, innovation and partnering was reinforced during the biennium and the project's objectives and priorities were oriented to take into account the new priorities and structure of the Organization, as well as the evolution of international cooperation since the project was started in 1994. The current policy and adaptation within the United Nations for the follow-up to the major United Nations conferences, especially Rio and Cairo, and the process of United Nations reform were also influential. One of the most important priorities during the period was inter-agency cooperation, particularly at the national level, with UNESCO taking the leadership in developing the United Nations Commission on Sustainable Development Work Programme for Chapter 36 of Agenda 21 on "Education, Public Awareness and Training". UNESCO was also responsible for education in the implementation of the Cairo Programme of Action on Population and Development.

53. With about 70% of the regular programme budget decentralized to field offices, it is in the field that the major thrust for transdisciplinarity and intersectoral cooperation is being carried out. The use of local consultants kept down the costs, and the impact of the different activities was positive. The participation of UNESCO's National Commissions in the implementation of the programme and the relevant networks, institutions and UNESCO Chairs contributed to that of the efficiency of UNESCO's action.

54. The present biennium has seen the development of a comprehensive conceptual framework and programme of activities for the implementation of education for a sustainable future at all levels and through all forms of education was one of the most important priorities for education for sustainable development. The book *Seven Complex Lessons in Education for the Future*, by Edgar Morin, is being used by the academic community and teachers as a key reference for the transformation and adaptation of the educational process. Assistance was provided to governments to review national educational policies from the perspective of sustainable development, through incorporating the concepts of education for sustainability into national strategies and plans. Over 50 UNFPA-funded country level projects and one interregional programme project were implemented. National population and development policies and activities were strengthened in the context of the ICPD Plan of Action adopted in Cairo in 1994, through UNESCO's participation in the United Nations TAP system. This provides technical support to population and development activities at regional and country level through TSS specialists at Headquarters and CST specialists and advisers. Activities in areas such as teacher training at various levels, the development of materials oriented to youth, adolescents, women, peers and gender issues on population, environment and development were particularly important. Network activities and academic cooperation on issues related to sustainability at the higher education level were reinforced and emphasis given to new and revised educational and informational materials such as books, manuals and technical documents, videos, etc., related to key areas of education for sustainable development. Twenty-five modules for teaching and learning for a sustainable future-oriented development were launched, principally, to 60 million teachers in the world and, also, other important materials and innovative pilot projects.

### **UNESCO education institutes**

55. According to their Statutes, separate reports on the activities of UNESCO's institutes in the field of education are being submitted to the General Conference (see documents 31 C/REP.1 for IBE, 31 C/REP.2 for IIEP, 31 C/REP.3 for UIE, 31 C/REP.6 for IITE, 31 C/REP.7 for IESALC and 31 C/REP.8 for IICBA). UNESCO's Strategy concerning institutes and centres in the field of education is taken up in document 162 EX/18 (Proposals on an overall strategy for UNESCO's institutes and centres and their governing bodies) and document 162 EX/INF.8 (Background information on UNESCO institutes and centres). The institutes are associated with all major activities of the Organization (e.g. the organization of the World Education Forum and the follow-up to the Dakar Framework for Action, continued follow-up to the report of the International Commission on Education for the Twenty-first Century) and in some cases contribute substantially to the implementation of certain programme activities (e.g. UNESCO's strategy for HIV/AIDS preventive education). With the expanded use of modern communication technologies, the institutes – together with the UNESCO Secretariat at Headquarters and the field offices – function increasingly as a network of specialized centres of expertise.

## Towards a culture of peace

	Allocation as at 30.06.2001	Expenditure as at 30.06.2001	Expenditure vis-à-vis allocation
	\$	\$	%
Unit 1	40,000	26,429	66.1
Unit 2	2,434,047	1,481,461	60.9
Unit 3	134,585	66,037	49.1
<b>Towards a culture of peace</b>	<b>2,608,632</b>	<b>1,573,927</b>	<b>60.3</b>

### Unit 1 – Culture of peace: raising awareness and building partnerships

56. With a view to promoting access and the right to education and monitoring progress in this respect, UNESCO undertook several activities such as building up collaboration with the European Association for Education Law and Policy. The proceedings of the December 1999 International Colloquium on *The Right to Education of Vulnerable Groups whilst Respecting their Cultural Identity* were published and a manual on human rights education and minorities was prepared in collaboration with the Raoul Wallenberg Institute for Human Rights and Humanitarian Law.

57. As a follow up to 30 C/Resolution 15, an Informal Expert Meeting on Monitoring the Right to Education was held on 23 April 2001 followed by an informal Meeting on Monitoring the Right to Education: Dialogue between the Committee on Conventions and Recommendations (CR) and the Chairperson of CESCR (21 May 2001) at which the Chairperson of CESCR proposed setting up a Joint UNESCO/CESCR Expert Group on Monitoring the Right to Education in all its dimension. The Organization participated in the mid-term evaluation of the United Nations Decade for Human Rights Education (1995-2004). CESCR shares UNESCO's major preoccupations for promoting the right to basic education.

### Unit 2 – Educating for a Culture of Peace

58. As regards the development of national plans and programmes of education for a culture of peace, a new momentum in favour of human rights and democracy in education was generated and Member States' capacities in developing countries strengthened. Three projects stand out. The project Education for peace, human rights and democracy in western and central Africa (Niger, Central African Republic, Chad) involved the elaboration of national strategies of education for peace, human rights and democracy. Activities under the project on support for the implementation of the ten-year education programme in Mali, financed by UNDP with UNESCO as the executing agency, are aimed at introducing culture-of-peace and human rights education into primary and secondary school curricula. Education for Human Rights and Democracy in Southern Africa: A pilot project in Mozambique, Namibia and Zimbabwe seeks to raise awareness of human rights and enhance democratic processes and practices so as to contribute to the development of democratic, non-sexist and non-racial societies. A final evaluation will be organized in September 2001.

59. The Fifth Session of the Advisory Committee on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance was held at UNESCO Headquarters in March 2000. The Committee (composed of 12 members bringing together expertise from different regions) discussed different issues pertaining to strategies for human rights education and culture of peace. Cooperation with the Council of Europe was enhanced and bilateral consultations led to a platform of cooperation particularly in the field of civics education, human rights, peace and democracy education. Following a joint UNESCO/Council of Europe mission to the Republic of



Serbia (July 2001), a long-term strategy related to the introduction of citizenship and human rights education is being developed. The UNESCO Manual on education for human rights *All Human Beings...* is being translated into Serbian. The Organization is supporting the introduction of intercultural and human rights education in the formal education system of Albania, at primary and secondary levels. “The Practice of Citizenship”, a UNESCO civics education kit, has been translated into Albanian. UNESCO is a technical and financial partner in a pilot project on *Training of Kosovar Teachers in Democracy and Human Rights* in Kosovo. A civics education website project, covering both Bosnia and Kosovo, implemented through the Dadalos NGO, has been in operation for a year. This website (in Bosnian, Albanian and German), linked to Civitas, is one aspect of a project including teacher training, and targeted 260 teachers in the two areas. One three-week seminar to train a core group of trainers has been held and UNESCO teaching materials on human rights, tolerance, intercultural understanding and democracy have been translated into the Albanian and Bosnian languages and published.

60. The Asia-Pacific Centre of Education for International Understanding (ACEIU) was created in August 2000, with the signing of an Agreement between UNESCO and the Government of Korea, to promote and develop education for international understanding through research and development, training, teaching materials development, collection, production and dissemination of information and networking. In cooperation with Education International, a trilingual multimedia CD-ROM “Educating for Citizenship”, intended for pre-primary and primary teachers was produced. A UNESCO Chair in Intercultural Education was set up at the University of Jyväskylä, Finland.

61. In the general context of follow-up to MINEPS III, priority was given to the main objectives set by the Declaration of Punta del Este. Specifically, and to help fight against the lowering of ethical and moral standards in sport, anti-doping educational materials were produced. The use of sport as a means to promote social development, mutual understanding and tolerance was the theme of the round table “Daily Sport and Peace”, which was held in Yamoussokro, Côte d’Ivoire, and brought together 12 out of the 15 countries of the Economic Community of West African States (ECOWAS). The participants, of ministerial rank, adopted several important measures contained in a five-year action plan incorporating an evaluation period. Several meetings among various actors were also held under the auspices of CIGEPS as part of the follow-up to MINEPS III. Among the most significant measures adopted have been the draft international charter on the preservation and promotion of traditional games and sports, the study on the possible drafting of an international instrument on doping and the establishment of an international network on women and sport.

62. Among the activities concerning education for non-violence, a meeting was held at UNESCO Headquarters on 26 April 2000 on the theme: “Young people, violence: what are the answers?”. The aim was to undertake a preliminary review of the response by the education system to the many manifestations of intolerance and violence among young people. UNESCO supported the study day on non-violence in the school environment organized in N’Djamena (Chad) on the initiative of a group of secondary school pupils and intended to raise awareness among pupils, teachers, parents and education personnel about the effects of violence. Practical tools were produced for conflict resolution in the formal and non-formal school environment (“A selection of UNESCO’s practical and referential materials related to peace education”; “Best practices on conflict resolution at school”; “The art of living in peace”).

63. The Associated Schools Project Network (ASPnet) continued to expand with the registration of some 500 schools and seven Member States bringing the total up to 6,782 schools in 170 participating countries. The main objective pursued has been the reinforcement of the qualitative development of ASPnet. Action focused on four main fields: (i) national capacity-building; (ii) production and diffusion of information and educational resource material;

(iii) contributions to the International Year of the Culture of Peace; and (iv) development of new educational approaches and stronger regional/international cooperation and solidarity through ASPnet intersectoral Flagship Projects. Under the Participation Programme some 50 requests were evaluated and approved mainly for assistance to strengthen ASPnet at the national level by organizing training workshops, seminars, summer camps, study tours, producing educational resource material, etc. Fourteen of the ASPnet coordinators were designated “Outstanding National Coordinator” (ONC).

64. ASPnet is designed to have a multiplier effect and various innovative resource materials were prepared as a result of ASPnet initiatives. A *Peace Package* (English, French and Spanish) was widely diffused and posters for, *inter alia*, the International Day of Remembrance of the Slave Trade and its Abolition (23 August) and the 2001 International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance were disseminated to all ASPnet schools to mobilize them in carrying out appropriate activities in 2001. Assessment is a vital and integral aspect of ASPnet activities and, in this regard, an evaluation questionnaire accompanied the *Peace Package*.

65. Associated Schools in many Member States were actively involved in contributing to the International Year for the Culture of Peace. Hundreds of thousands of signatures were collected in support of Manifesto 2000. A special ASPnet “Peace Pillar Award” (designed by Finnish art students) was produced and will be awarded to schools for outstanding work in favour of a culture of peace. A new subregional project, Peaceful Alternatives to Conflict through Education (PACE), has been launched to bring a selected number of ASPnet schools in South-East Europe to work together on joint projects and share experiences to building partnerships among participating schools. New educational approaches and stronger regional/international cooperation and solidarity were developed through ASPnet intersectoral Flagship Projects: the “World Heritage in Young Hands” Education Project and the “Breaking the Silence” – Teaching about the Legacy of the Transatlantic Slave Trade Project (TST). Interest and active participation remained high in the ASPnet subregional flagship projects mobilizing schools to promote both environmental protection and intercultural dialogue: Baltic Sea Project; Western Mediterranean Sea Project; Caribbean Sea Project; Blue Danube River Project; and Zambesi River Project. The ASPnet International Workshop (Doha, January 2001) recommended that a global strategic review of ASPnet be conducted in order to improve the pilot role of the Network, ensure the mainstreaming of ASPnet innovations, and enhance the production of effective prototype educational resource materials, etc.

66. As regards **linguistic diversity and multilingual education**, support to Member States to elaborate and implement language policies was provided through the regional expansion of the LINGUAPAX network at the LINGUAPAX VIII Conference in Kiev, Ukraine (September 2000), the aim of which was to promote foreign language teaching in Eastern and Western Europe, as well as through the project on the establishment of a language institute on regional languages in the Caribbean region (Haiti). A feasibility study for the creation of the African Languages Academy was carried out in 2000. International Mother Language Day was launched in February 2000 with a special ceremony at Headquarters in the presence of the Director-General and of the UNESCO Goodwill Ambassador for Language, former President Vigdis Finnbogadóttir. An evaluation of the LINGUAPAX programme was carried out in 2000 and its results presented to the Executive Board in 2001. The second and third editions of the LINGUAPAX network bulletin were prepared and distributed, and support was given to the LINGUAPAX Chair in Languages for the production and distribution of *Une éthique pour la francophonie 2000*. Technical support was provided for the preparation of the European Year of Languages.

67. An Asian meeting was convened in India in 2000 on the linguistic heritage of the region. In 2001, a further meeting was held in Australia for Australia and the Pacific on the language situation

of that region. Work on learning materials in relation to the preparation of orthographies and alphabets for unwritten languages which constitute almost half of the world's languages has been carried out in 2001. The first phase of a training for trainers project has been completed with the preparation of a manual presenting basic linguistic techniques for language standardization. Instructional design from an e-learning perspective is now in the preparatory stages. The project will be launched in its pilot phase in three regions: Africa, Latin America and Asia, in order to test the feasibility of the materials and of the open learning design. The second session of the International Advisory Committee for Linguistic Pluralism and Multilingual Education was held in Barcelona in 2000.

### Unit 3 – From interculturality to cultural pluralism

68. Within the objective on encouraging intercultural dialogue, an important UNESCO initiative in education in this biennium was its input into the harmonization of the humanities curricula in primary and secondary schools of Bosnia. The international symposium on the humanities subjects in the three school curricula used in Bosnia (Sarajevo, February 2000), was a decisive step in clarifying the ways of respecting the constitutional rights of constituent peoples as well as the rights of each child to have access to the complete richness of the Bosnian cultural heritage in the largest sense. In recent years, the Georg Eckert Institute has been one of UNESCO's key partners as regards the revision of school textbooks, especially history textbooks. It is at the head of an international network of specialists and publishes a six-monthly electronic newsletter on UNESCO's account; in April 2001, in cooperation with UNESCO, it organized a seminar on the teaching of history in Sarajevo that presented alternative ways of teaching history, with emphasis on multi-perspective history.

## MAJOR PROGRAMME II THE SCIENCES IN THE SERVICE OF DEVELOPMENT

### II.1 Advancement, transfer and sharing of scientific knowledge

	Allocation as at 30.06.2001	Expenditure as at 30.06.2001	Expenditure vis-à-vis allocation
	\$	\$	%
Follow-up to the World Conference on Science	952,927	590,986	62.0
Subprogramme II.1.1	8,796,801	6,111,419	69.5
Subprogramme II.1.2	2,589,400	1,617,814	62.5
<b>Programme II.1</b>	<b>12,339,128</b>	<b>8,320,219</b>	<b>67.4</b>

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

69. In its capacity as clearing house for the follow-up to the World Conference on Science (WCS, Budapest, 1999) and one of two principal convenors of the Conference, UNESCO concentrated its efforts on making the conclusions of the Conference widely known, and on building up partnerships with Member States and over 40 intergovernmental organizations and 170 non-governmental organizations, as well as with industry in the implementation of recommendations of the WCS. In pursuance of the decision by the Executive Board, the Organization oriented its own action in science and allied areas in line with the proposals contained in the *Report by the Director-General*

on the reorientation of UNESCO's programmes in the sciences to take account of the conclusions of the World Conference on Science (160 EX/11). The first phase incorporated cooperative actions with partners and UNESCO's regional programmes for WCS follow-up. In particular, UNESCO held in November 2000, an informal consultation meeting with selected partner organizations in the United Nations family and the non-governmental sphere in order to coordinate and consolidate action relating to the follow-up to this Conference.

70. Several events were organized within this framework to contribute to a better definition of regional and national needs. These included a Workshop of Experts from Pre-Accession CEEC and Europolis Group European S&T Policy and EU Enlargement (Italy, May 2000), and the fourth Central European Workshop on Basic Sciences for Development: Implementation of the Recommendations of the World Conference on Science – Cooperative Initiatives and Needs at the Subregional Level (Slovak Republic, June 2000), in cooperation with the Slovak National Commission for UNESCO and the Slovak Academy of Sciences. In addition, the European Forum of Young Scientists (Poland, October 2000), convened by UNESCO and the Marie Curie Fellowship Association, in cooperation with the Parliamentary Assembly of the Council of Europe, resulted in a resolution calling for greater support for young researchers in transition countries within the Council of Europe.

71. The results and recommendations of the World Conference on Science were also widely disseminated. The *Declaration on Science and the Use of Scientific Knowledge* and the *Science Agenda – Framework for Action* were reproduced in booklet form in the six official languages of the Organization. These booklets were made available to Member States and other major partners in the WCS process and disseminated to many stakeholders in science. A dedicated website containing new documents and an online newsletter was set up. The Proceedings of the WCS were also published in book form and distributed to National Commissions, Permanent Delegations and heads of delegations to the WCS.

72. A significant event for engineering and the **University Industry-Science Partnerships (UNISPAR)** Programme and related activities in the area of university-industry partnership was the first World Engineers' Convention held in Hanover in June 2000. The UNESCO participation in this important event included a video address by the Director-General. In addition, the UNISPAR Programme participated in UNIDO's "Workshop on Knowledge-Based Enterprise Creation through Technology Business Incubators" (Trieste, March 2000). Furthermore, the establishment of an African Centre for Maintenance and Maintenance Network is under way. Also, cooperation with ICET (WFEO and UATI) and other partners has resulted in the development of activities relating to a "Virtual Library for Sustainable Development" and "World Technology Report".

73. Several meetings were held in order to increase **national capacities in science and technology policy formulation and management**, facilitate the exchanges of experiences and best practices in that regard and strengthen regional S&T networks: a subregional seminar on the "Best practices for fostering education research industry relations in the CEE countries"; and a regional workshop on "The upgrading of absorptive capacities of domestic firms and institutions" of CEE countries, held in Budapest, Hungary, respectively in October 2000 and May 2001; a subregional workshop on the "Reform of the system of national academies of sciences in the countries of the South Caucasian region" (Tbilisi, Georgia, May 2001); and a UNESCO co-sponsored international seminar on S&T, technology and enterprises creation, organized by the Arab Biosciences Network and TWAS (Beirut, Lebanon, November 2000).

74. A regional meeting on "Exchange of experience and best practice in S&T and innovation policies" was held in Damascus, Syria, in which senior policy-makers from 16 Arab states took part alongside with senior policy experts from Malaysia, Finland, China, Brazil and Uruguay. The

meeting, which was co-organized by ALECSO and the Arab Science School, called for the holding of an Arab Presidential Summit to be devoted to science and technology. Furthermore, leading scientists from Morocco, Tunisia, Egypt, Sudan, Syrian Arab Republic, Jordan, Saudi Arabia, Kuwait, Palestine and Lebanon participated in the foundation meeting for the establishment of an Arab Academy of Sciences organized in May 2001 by UNESCO, ALECSO and TWAS. The Academy was formally launched in June 2001. Technical assistance was also provided to several countries for the revitalization of their national science and technology systems and policies, including Bahrain and Lebanon. Technical support is also provided towards the creation of a Science City in Tangiers, Morocco, and a Science Centre in Manama, Bahrain. Within the framework of the Encyclopedia of Life Support System (EOLSS) project, several UNESCO-EOLSS Chairs were created, one in Sustainable Development in Chile, one in Water Resources in Amman, Jordan, and one in Arid Zones Management in Mali.

75. As a follow-up to the recommendations of the World Conference on Science that called for building alliance between modern technical science and holistic wisdom and traditions from all cultures, an international conference on science and traditions was organized in Brussels, Belgium (February 2001) in cooperation with the Royal Academy of Sciences.

### *II.1.1 Advancement, transfer and sharing of knowledge in the basic and engineering sciences*

76. Activities in the engineering sciences and renewable energies aimed at improving engineering education courses, **university-industry cooperation in engineering sciences and technology**, and at enhancing UNESCO's contribution to the World Solar Programme 1996-2005. The activities have promoted the development of engineering and engineering education through enhancing cooperation with international, regional and national engineering organizations. Emphasis was also laid on gender issues, young educators and scientists and the contribution of engineering and technology to poverty reduction. Grants provided for research studies have enabled officials from developing countries and countries in transition to acquire knowledge in environmental engineering. The training of trainers in the new trends and innovations in university science education was pursued. Furthermore, under a UNESCO/Islamic Call Society agreement, the project on university science education was developed in Burkina Faso, Chad, Mali and Niger; more than 500 specialists received training.

77. Efforts for **promoting cooperation in research and training in mathematics, physics and chemistry** were continued. One of the main achievements was the progress of the SESAME (Synchrotron-light for Experimental Science and Applications in the Middle East) project which is being developed with the support of UNESCO by the 11 governmental members of the SESAME Interim Council from the Middle East and Mediterranean regions. It was decided to locate the SESAME research facility in Allaan (Jordan). Training programmes for scientists, engineers and technicians have been and are being implemented with the help of synchrotron light laboratories worldwide. Start-up funds have been identified and concerted efforts are under way to raise additional funds from a number of interested sponsors.

78. The Abdus Salam International Centre for Theoretical Physics (ICTP), which UNESCO and the IAEA jointly operate in Trieste (Italy) with the financial support of Italy, organized about 60 training courses, schools and workshops on a wide range of physics and mathematics for the benefit of about 3,000 scientists from developing countries. Special attention was given to the introduction of new methodology and didactical materials in chemistry sciences through the organization of advanced training courses in different parts of the world, in close cooperation with the different committees, and the International Union of Pure and Applied Chemistry (IUPAC). The total number of participants who passed through the training in chemistry programmes for this period was around 1,000.

79. UNESCO pursued its efforts to reinforce **national scientific capacity and transfer of new scientific advances and novel applications in the biosciences and biotechnologies** through the provision of training and research opportunities. It also continued to enhance East-West, North-South scientific collaboration and exchange visits for young scientists, especially from developing, least developed, and E-9 countries, and to address the needs of Member States through its field offices and an increased collaboration with National Commissions, and competent NGOs. The award of short-term fellowships, the organization of advanced training courses and workshops and the support to collaborative research projects have helped mostly developing countries to benefit from breakthrough research in the priority areas of the biological sciences and the biotechnologies. The focus of these activities has been on national capacity-building and on Africa, least developed countries, youth and women.

80. Nineteen UNESCO/ICRO advanced training courses and international symposia, nine international UNESCO-Microbial Resources Centres (MCBN) meetings and workshops, eight UNESCO-Biotechnology (BAC) and Molecular and Cell Biology Network (MIRCEN) training courses and four international meetings were organized. Further support was provided for three BAC-BETCEN and four MIRCEN courses in China, Egypt, South Africa and through the UNESCO Offices in Beijing, Cairo, Nairobi and Pretoria. The UNESCO Cairo Office also supported the organization of two training courses in the field of microbiological resources under the aegis of the UNESCO/MIRCEN Network providing up-to-date information on the production and utilization of biomass and metabolite, and three training courses and conferences in the field of plant biotechnology and its application. Three regional training workshops were supported by the UNESCO New Delhi Office in Biotechnology techniques, food microbiology and herbarium conservation techniques. Within the framework of the MIRCEN programme, the Dakar Office in cooperation with the Institut de Recherches et Développement (IRD)-Dakar and the IRD-Abidjan, organized a Summer School in microbial ecology of tropical soils, for African researchers. The Nairobi Office also provided support for a course on molecular biological techniques in malaria research and the third training course on tropical bryology and lichenology. Funds were also provided through this office for the organization of the fifth International Meeting of African Neuroscientists.

81. A total of 135 research fellowships were made available for young researchers from developing countries (MCBN 32, MIRCEN 44 and BAC 59). A further 19 research fellowships and travel grants were provided through the UNESCO Beirut, Brasilia, Cairo, Guatemala, Islamabad, Moscow, Nairobi, Jakarta and Venice Offices, for research and training activities in the area of plant, aquatic, environmental and microbial biotechnologies, cell and molecular biology, and for the participation of less advantaged researchers in inter-university exchange and university-industry cooperation in the biological sciences and the biotechnologies. In addition, six short-term fellowships were made available in the area of the medical sciences. The UNESCO Nairobi Office, also made available 11 travel grants mainly to allow the participation of African scientists in international conferences and workshops in Ethiopia, India, Malaysia, South Africa and the United Kingdom. With the object of fostering development of endogenous national capacities in microbial and plant technology, the UNESCO Cairo Office supported short-term fellowship grants to three scientists under the UNESCO/AGERI Short-Term Fellowship Programme in Plant Biotechnology. Support was provided by the UNESCO Apia Office for the participation of three Pacific island researchers to attend an international symposium in the area of nitrogen-fixation, in Australia.

82. In a cost-sharing collaboration with the American Society for Microbiology (ASM), eight UNESCO-ASM research awards were made and six UNESCO-IUMS fellowships were provided to researchers from China (2), Cuba, Egypt, Liberia and Viet Nam to carry out research in Belgium, Japan, Netherlands, United Kingdom and United States. Twelve MCBN research projects were

supported and support was provided also for the research activities of seven MIRCEN centres, for research in fields such as bioinformatics, bioprospecting and microbial diversity. The UNESCO Dakar Office supported MIRCEN activities in conjunction with the Mucuna Project, in Burkina Faso, Niger and Senegal. UNESCO Nairobi Office has provided grants for two African universities for the purchase of laboratory equipment.

83. Within the framework of the **Special project on biotechnologies for development in Africa**, five research fellowships were provided to young scientists from Benin, Cameroon, United Republic of Tanzania and Nigeria to carry out research in Egypt, France, Malaysia, Netherlands and the United Kingdom. Support was also provided through the UNESCO Dakar Office for a training course on biological nitrogen fixation, organized in collaboration with the African Association for Biological Nitrogen Fixation.

84. Concerning **cross-disciplinary partnerships and increasing access to scientific information**, the external evaluation of the cooperation between UNESCO and ICSU under the terms of the Framework Agreement was completed. The Framework Agreement is considered to have been advantageous in better defining the role ICSU plays in strengthening national and regional capacities in research on behalf of UNESCO. The recommendation concerning an increase in regional involvement in the implementation of the Agreement will be addressed during the preparation for the next Framework Agreement. Cooperation with ICSU made it possible *inter alia* to promote capacity-building in frontier areas in Africa, the Arab States and Asia, to facilitate small States' participation in international events designed to enhance public understanding of science and improve scientists' understanding of the public's aspirations, to undertake a project on the standardization and dissemination via the Internet of physico-chemical data, to investigate the use of marine predators as indicators of changing oceanographic conditions, and to initiate a project on earthquakes and megacities.

85. UNESCO pursued its efforts to reinforce national research capacities in the basic and environmental sciences through scientific research and training programmes worldwide. Twenty-four UNESCO/ICSU/TWAS short-term fellowships in the basic sciences were awarded to young scientists, 10 of whom are women, from developing countries and countries in transition. Under the joint lectureship/professorship programme, nine distinguished professors visited science institutions in developing countries to deliver lectures on topical issues, provide training, and help in the setting up of research centres and in the choice of research subjects. In the framework of the TWAS/UNESCO Associate Membership Scheme at Centres of Excellence in the South, 75 associates from the South visited Centres of Excellence in the South.

86. Public awareness of scientific development constituted a priority during the period considered. An International Workshop on Science Communication was convened in London in July 2000 by UNESCO, the Department for International Development (DFID), the British Council, and the United Kingdom Government Office for Science and Technology. It resulted in an invitation to UNESCO to develop an International Science Communication initiative that would help to build science communication capacity globally, with particular reference to the needs of the developing world. An online directory of science communication organizations was developed as a first step in the creation of this mechanism. In addition, a major international conference on Electronic Publishing in Science was co-organized with ICSU in February 2001 at UNESCO Headquarters to take stock of recent developments in electronic publishing in science and to prepare recommendations on good practices, legal and ethical issues, peer review and increasing access to scientific literature in developing and transition countries. Another event in science communication and popularization was the training course on Science Journalism which was held in Cairo, Egypt (July 2000) with the cooperation of the Al-Ahram Institute and the Arab Union of Journalists.

87. In the framework of two **Special projects: Women, science and technology** (Science Sector) and **Scientific, technical and vocational education of girls in Africa** (Education Sector), UNESCO, in cooperation with AESCO (Aide à l'équipement scolaire et culture) and FEMSA (Female Education in Mathematics and Science in Africa) organized the African Congress on Girls' Science Education in Lusaka (Zambia) in June 2001. It was attended by 60 participants from 20 African countries and resulted in the Declaration of Lusaka which makes a number of recommendations to promote science education of girls in Africa. The Declaration has been sent to the Ministers of Education as follow-up to the World Education Forum (Dakar, Senegal, 2000). Training workshops were organized in Africa and the Mediterranean countries, as well as excellence camps for girls in Africa. A kit was produced for teachers. A significant increase in Participation Programme requests was also registered in this area.

### **The World Solar Programme 1996-2005**

88. In the framework of the World Solar Programme 1996-2005, a twofold strategy continued to be pursued, concentrating on the enhancement of investment opportunities for renewable energy and energy efficiency projects and on the promotion of training, education and information efforts in this field. During the period under review, and as requested by the General Assembly of the United Nations, the World Solar Programme 1996-2005 (WSP) was more closely integrated into the efforts of the United Nations system. Activities helped facilitating, through integrated interdisciplinary action, information, research, education and training, the wider use of renewable energy sources. UNESCO's association with a number of regional business and investment fora for renewable energy sources has emphasized the merits of interaction between policy-makers, investment actors, researchers and professionals in the field of renewable energy.

89. A major priority was identified for bilateral and international cooperation in the field of appropriate specialized education, training and information programmes. In this context, lessons drawn from the effective implementation of the Global Renewable Energy Education and Training Programme (GREET), notably its African Chapter, and the International Renewable Energy Information and Communication System (IREICS) which are two global projects of universal value in the WSP, demonstrated the importance of focusing on capacity-building in sustainable and renewable energy and on providing policy-makers with scientifically based information regarding the use of energy for development purposes.

#### ***II.1.2 Advancement, transfer and sharing of knowledge in the social and human sciences***

90. The activities carried out under this subprogramme illustrate the multiplier effect of UNESCO's collaboration with external partners, notably universities, specialized NGOs and electronic networks, in the execution of its overall objective to upgrade capacities in the social sciences and to foster a new profile of academic responsibility towards society. They also show the importance of maintaining the highest standards in key publications and data banks to assist the scientific community in taking hold of complexity, and appropriately translating research results into curricula of relevance, tools for policy conception and handy information for the public at large.

91. More specifically, the **UNITWIN/UNESCO Chairs Programme** dealing with interdisciplinary social science issues and MOST themes has succeeded in reaching out to over 100 new partner institutions and links worldwide by serving these networks through a few new UNESCO Chairs based on first-class cooperation modalities, interdisciplinary excellence, thematic diversification and synergies with the MOST Programme. Likewise, links with sister agencies, such as with WHO or UNU have produced beneficial synergies through the strategic pooling of resources, both intellectual and financial. The MOST Ph.D. Award is gaining momentum by not only spurring on excellence among young social scientists, but also networking them together as an



invaluable resource pool for MOST's future. NGOs such as the umbrella organization International Social Science Council (ISSC) and many other UNESCO longstanding partners specialized in urban areas and social problems, have played an indispensable role as partners enabling UNESCO to reach out to all corners of the globe.

92. An evaluation is currently under way of the Organization's **information and documentation services in the social sciences**, with the objective of providing a basis for their streamlining and further developing a comprehensive communication strategy. The plan for social science publications was reassessed in the course of the biennium. The *International Social Science Journal* continued its regular quarterly publication in six languages and served as a window of the world on the social science activities of the Organization. The DARE database and the MOST Clearing House provided much-used services to social scientists of all kinds. On the other hand, plans to produce a second *World Social Science Report* in the biennium, following the first Report in 1999, were halted in the light of the Executive Board recommendations on UNESCO's world reports.

## II.2 Sciences, environment and socio-economic development

	Allocation as at 30.06.2001	Expenditure as at 30.06.2001	Expenditure vis-à-vis allocation
	\$	\$	%
Promoting integrated approaches to environment and development	203,700	116,442	57.2
Subprogramme II.2.1	5,150,717	3,599,278	69.9
Subprogramme II.2.2	2,751,690	1,840,999	80.7
Subprogramme II.2.3	2,286,179	1,772,695	77.5
Environment and development in coastal regions and in small islands	1,285,104	929,101	72.3
Human development for sustainable living conditions in the Pacific	258,000	220,103	85.3
Subprogramme II.2.4	2,258,800	1,500,314	66.4
Subprogramme II.2.5	2,353,050	1,575,731	67.0
Cities: Management of social transformations and the environment	290,007	160,558	55.4
<b>Programme II.2</b>	<b>16,837,247</b>	<b>11,715,221</b>	<b>69.6</b>

### Promoting integrated approaches to environment and development

93. During the period under review, UNESCO has continued to participate in the United Nations system inter-agency arrangements in the area of environment and development. In this way, UNESCO participated in the Inter-agency Meeting on Sustainable Development (New York, March 2001) and also participated, as focal point, in the second meeting of the Environmental Management Group (EMG) which took place in Geneva in June 2001. Following a decision of the UNEP Governing Council on the issue of "International Environmental Governance", the EMG created an Issue Management Group (IMG) on environmental education with UNESCO as task manager. UNESCO is also actively involved in the preparation of the Rio+10 World Summit on Sustainable Development (Johannesburg, September 2002) and participated to this effect in the preparatory work of the tenth session of the United Nations Commission on Sustainable Development (New York, April 2001). In-house, an ad hoc working group composed of the DAGs of the programme sectors is being established to coordinate UNESCO efforts for Rio+10.

94. The second meeting of the Steering Group of the Chairpersons of IOC, IGCP, IHP, MAB and MOST was held in Paris in May 2001. Joint activities among the programmes were considered, as well as preparation for the World Summit on Sustainable Development to be held in Johannesburg in September 2002. The Chairpersons reviewed draft documents 31 C/4 and 31 C/5 in the light of their earlier recommendations to the effect that interdisciplinarity as both a conceptual and operational reality be recognized as a strategic niche for UNESCO action, and that the C/4 document envisage a faster progression of UNESCO towards greater interdisciplinarity, including the leadership, managerial and budgetary instruments, and incentives necessary to achieve this goal.

### *II.2.1 Earth sciences, earth system management and natural disaster reduction*

95. Particular emphasis was given to **promoting earth system management, international cooperation and capacity-building in earth sciences**. Fifty-one multinational projects of the International Geological Correlation Programme have been carried out on geological problems of worldwide extent, giving special emphasis on the benefits for society, by promoting, notably the involvement of scientists from developing countries. This entailed systematic transfer of both knowledge and experience among several thousands of geoscientists from all over the world. In August 2000, IGCP, GARS, DMP, Geological Map and Stratigraphic Chart projects have been successfully involved in the 31st International Geological Congress (IGC), held in Rio de Janeiro, Brazil, under the theme “Geology and sustainable development: Challenges for the third millennium”. Twenty-three individual IGCP projects held their annual meetings, workshops and special sessions. An exhibit booth was reserved at IGC’s GEOEXPO to present activities of UNESCO’s Natural Sciences Sector and, in particular, the IGCP programme.

96. Implementing the decision of the Executive Board at its 161st session “not to pursue the development of a UNESCO geosites/geoparks programme but instead to support ad hoc efforts with Member States as appropriate”, respective cooperation with Austria, China, Germany, Malaysia, Morocco and the “European Geoparks” project has been started.

97. UNESCO’s programmes on the introduction of modern technologies focused on the strengthening of PANGIS and SANGIS networks in geological data handling in the Africa and South-East Asia regions. New software packages were developed to facilitate the exchange of bibliographical data via the Internet. A workshop on bibliographical geodata handling was organized for six countries in South-East Asia, in cooperation with CCOP and United Nations-ESCAP in Bangkok in June 2001. In cooperation with ICSU an international meeting was organized in May 2001 at Headquarters to discuss with space agencies, civil defence organizations, scientific unions and geological survey representatives the possibility of organizing a geo-hazard theme study in the framework of IGOS. A working group for the preparation of such an IGOS geo-hazard theme focusing on landslides, volcanoes and earthquakes, was created and a first working group session took place in July. The CEOS-SIT, IGOS-partners and the G3OS sponsors have expressed strong support for this initiative. The United Nations-Geographic Information Working Group (UNGIWG) invited UNESCO to co-chair with UNITAR a task group on the study of the training needs in the United Nations system with regard to the use of GIS.

98. Within the Programme of Capacity-Building and Geological Maps, the teaching and research capacities of universities and research centres of earth sciences, as well as the cooperation between the scientific communities from governmental and private institutions, universities and research centres and the exchange of information and transfer of technology not only between North and South but also within the southern hemisphere, have been reinforced. About 750 geoscientists from developing countries participated in 20 regular postgraduate training courses, “ad hoc” postgraduate seminars and roving courses on geological parameters for environmental protection, on geology,

geochemistry, geophysics, and on mitigation of the impact of natural events of geological origin. Special attention was given to the publication of the International Stratigraphic Chart and its explanatory note. 4,500 copies were distributed at the 31st International Geological Congress, Rio de Janeiro, Brazil (August 2000). Additional support was given to the preparation of electronic dummies of the Structural Map of the Indian Ocean, the Tectonic Map of Africa, the Metallogenic Map of Africa and the Seismotectonic Map of the World.

99. Particular emphasis was given to **reducing vulnerability to natural disasters** through appropriate scientific training and education, as well as through information activities and guidelines for pre- and post-disaster situations. Activities were thus developed to help communities at risk in Central America, the Mediterranean and the Arab world, Africa, Central and South-East Asia and the Pacific. The International Decade for Natural Disaster Reduction (IDNDR) was superseded by the International Strategy for Disaster Reduction (ISDR). This strategy is still in its early days; nevertheless, efforts continued to promote “a culture of prevention” with emphasis on proactive action. An international conference on “Earthquake disaster reduction”, financially supported by the UNESCO Nairobi Office, was held in Kampala, Uganda, in December. A new project “Seismic Network in Libya” was launched in December 2000; apart from setting up a seismic and strong motion network, it aims at integrating Libyan seismology with the rest of the Mediterranean seismology.

### *II.2.2 Ecological sciences and the Man and the Biosphere (MAB) programme*

100. An overall evaluation of the implementation of the **Seville Strategy for biosphere reserves as tools for reconciling conservation and development** (1995) was carried out and discussed at an international “Seville+5” meeting, in Pamplona in October 2000, thanks to the support of the Spanish authorities. On the basis of this evaluation, future directions were identified, and endorsed by the MAB International Coordinating Council, in November 2000. In addition, the Biosphere Reserve Integrated Monitoring (BRIM) programme was redesigned, thanks to the establishment of collaborative arrangements with several of the main ongoing global and regional monitoring programmes and initiatives and the integration of socio-economic aspects.

101. The results of the periodic review of 108 biosphere reserves designated over ten years ago were presented to the MAB International Coordinating Council (ICC) in November 2000, with recommendations for improvement when necessary. Member States were requested to take appropriate measures to meet these recommendations and support was provided when feasible. Since December 2000, 11 new periodic review reports have been received and will be examined this biennium. In addition, some 20 biosphere reserves took action to improve their functioning before submitting their periodic review report. Thirty-four new biosphere reserves were designated in 21 countries, some of them covering extensive areas of land and coastal/marine systems. An ad hoc task force on transboundary biosphere reserves, composed of experts from various regions, met in October 2000 to elaborate a set of recommendations for the establishment and functioning of transboundary biosphere reserves. Member States have applied these recommendations in numerous sites in Africa, Europe, Asia and Latin America, with the support of the Secretariat.

102. Regional networks have been very active during the period considered. Regional meetings have served to reinforce exchanges of expertise and implement joint activities, activated by the field offices concerned. In Africa, a subregional meeting was organized in Nairobi (September 2000) and thematic working groups subsequently created, joining those of francophone Africa, animated with the support of the Dakar Office. A regional project on “conservation and sustainable use of biodiversity in dryland biosphere reserves in West Africa” approved for financing by GEF-UNEP, is being implemented by MAB in Benin, Burkina Faso, Côte d’Ivoire, Mali, Niger and Senegal. In Europe, a gathering of biosphere reserves and National Committees was held in Cambridge (United

Kingdom) in April 2000. In Asia, a new MAB network for South and Central Asia was created at a meeting in India in February 2001. In Latin America, an IberoMAB network meeting took place in June 2001 in Costa Rica.

103. The periodic review process has led, in several countries, to a substantial improvement of the functioning of their biosphere reserves and in some cases, to an overall evaluation of their participation in MAB and to the nomination of new biosphere reserves, well designed and involving new partnerships. The concept of biosphere reserves has continued to attract interest and a new generation of biosphere reserves has emerged, serving as a land-use planning tool and a concrete instrument to implement the Convention on Biological Diversity.

104. The Organization continued to support **collaborative research programmes for enhancing knowledge on ecosystem function, services and values**. The testing of novel ecological hypotheses and development of associated theories and approaches have been achieved in two important areas, i.e. “emerging ecosystems” – ecological systems emerging from new combination of species and/or global change – and in the area of comparing and harmonizing different approaches for conservation priority setting. The first subject area has important management implications, and the consolidation of the novel ecological theory of emerging ecosystems has been carried out in close cooperation with the Scientific Committee on Problems of the Environment (SCOPE). The critical analysis of existing approaches for conservation priority is being pursued in collaboration with the institutions responsible for those approaches, such as Conservation International, Birdlife International and the 1971 Convention on Wetlands (Ramsar).

105. Options for putting in operation the “ecosystem approach” – a strategy for the conservation and sustainable use of biodiversity adopted by the governing body of the Convention on Biological Diversity – at the regional level have been developed in three regions: Southern Africa, South America and South-east Asia. This has resulted in the compilation of case studies and the production of a global analysis report entitled: “The Ecosystem Approach: From Concept to Action”. Cooperation with Columbia University (United States) resulted in the organization of a high level Conference on “Biodiversity and Society” in May 2001 which was attended by some 200 participants. Discussions were based on nine in-depth case studies in various regions and focused on better understanding the benefits that human societies derive from natural ecosystems.

106. UNESCO pursued its support to the training of specialists focusing on regional priorities and the wider dissemination and exchange of scientific information: in the framework of the **Special project: Young scientists’ involvement in the MAB programme**, 21 MAB Young Scientists Awards were awarded in 2000/2001, with strong emphasis on women and Africa. In addition, national MAB Young Scientists efforts, including diploma schemes, have been initiated in several countries (e.g. in Indonesia). The UNESCO-Cousteau Ecotechnics Programme established new Chairs in Bahrain and Lebanon, and regional activities in the Arab region. The Postgraduate Regional School on Integrated Management of Tropical Forests (ERAIFT) started its activities with the first graduation of specialists at the doctorate level. As a result of the reinforcement of UNESCO’s cooperation with the Multilateral Environment Agreements, UNESCO/MAB has been requested to develop strategies for, and products on, education and public awareness on biodiversity and desertification for the State parties. A strategy on education on biological diversity has been elaborated and an education kit on desertification produced in three languages.

107. The exchange of information and expertise among regional networks have been enhanced and the ecological theory, important for management of natural resources, biodiversity conservation and sustainable development, landscape planning and policy-making, has been consolidated.

### ***II.2.3 Hydrology and water resources development in a vulnerable environment***

108. Activities for the period considered focused on fulfilling the objectives of the fifth phase (1996-2001) of the **International Hydrological Programme (IHP-V)**, and in bringing to UNESCO the United Nations system-wide World Water Assessment Programme (WWAP). UNESCO contributed in particular to strengthening regional and national capacities in various ways. The 14th session of the Intergovernmental Council of IHP, concerning the governing mechanism of the programme, has adopted on a trial basis the holding of regional meetings of IHP National Committees that would report back to the IHP Council for an eventual formalization of a system including regional councils and has entrusted an ad hoc committee with the task of considering guidelines for strengthening the IHP National Committees. The initiatives for setting up of regional centres of excellence on water matters under the auspices of UNESCO have been intensified. The establishment of the Regional Centre on Urban Water Management in Tehran will be considered by the 31st session of the General Conference and the proposed establishment of the Regional Centre for Training and Water Studies of Arid and Semi-arid Zones in Cairo will be reviewed by the 162nd session of the Executive Board. UNESCO's capabilities for strengthening national scientific capabilities will be reinforced with the establishment of the UNESCO-IHE Institute of Water Education in Delft. The proposal for this Institute was endorsed by the 161st session of the Executive Board and shall be considered for final approval by the 31st session of the General Conference.

109. Substantial progress was achieved in IHP's comprehensive agenda for achieving a better understanding of the hydrological systems including global hydrological processes, ecohydrology and groundwater. The Flow Regimes from International Experimental and Network Data (FRIEND) project has continued to flourish with nine active regional groups stretching over four continents and executing a vigorous programme of activities. Groundwater resources at risk, one of the priority areas of IHP, has been addressed in depth, particularly in arid and semi-arid climates. Urban drainage in different climates has been the specific subject of study. This improved understanding contributes to the formulation of sound water resources management practices, including those for the mitigation of water-related disasters.

110. Another major concern has been contributing elements for the **resolution of water-related conflicts**. The undertaking of the PCCP (From Potential Conflict to Cooperation Potential) initiative jointly by IHP and WWAP is an important component. Another relevant IHP initiative recently launched is the International Shared Aquifers Resources Management (ISARM). The World Water Vision project by UNESCO, which culminated in the Second World Water Forum (The Hague, March 2000) presented key considerations on the future water security issue.

111. The water programme has seen an upsurge in the number and intensity of its actions, reflecting the heightened emphasis on water issues at an international scale and the increasing recognition of the competence of UNESCO in this field.

### **Environment and development in coastal regions and in small islands (CSI)**

112. The first 18 months of the 2000-2001 biennium have been a watershed for the Environment and Development in Coastal Regions and in Small Islands (CSI) platform. During this period the "wise practices" concept, which acknowledges the inequalities of the real world and provides guidance on what can wisely be done under the prevailing circumstances was further developed. This was achieved through three major modalities of action: field projects, which develop on-the-ground intersectoral action, the formulation, testing and application of wise practices; university Chairs/twinning, which provide interdisciplinary education and support to the pilot projects, critique and analysis of wise practices, and linkages with other institutions; and an Internet-based forum

which is at the crossroads for the continual exchange and review of wise practices and as a source of new ideas.

113. The integration and linkages among these components was advanced through interregional workshops in Thailand (CSI Strategy Meeting, July 2000) and Samoa (Wise Coastal Practices for Sustainable Human Development in Small Island Developing States, December 2000). Fifteen project and university Chair summaries have been published on the CSI website with the remaining eight to be added by the end of the year. The workshops promoted linkages between CSI and non-CSI activities, and advanced project assessment procedures. A third interregional workshop in Dominica (Furthering Coastal Stewardship in Small Islands, July 2001) developed concepts relating to ethical codes of practice and voluntary contracts. Also field project assessments, using the 16 established wise practice characteristics, have been initiated, the first assessment (Thailand) being already on the website.

114. Working in a feedback-driven mode, the multilingual virtual Forum has advanced “wise coastal practices for sustainable human development” among 6,000 people worldwide; the number continues to grow. An analysis was conducted of the Forum’s first 52 wise practices and 118 discussion items up to 30 September 2000 (Work in Progress 2); they focus on small-island issues, community empowerment, coastal tourism, fisheries, local and indigenous knowledge systems, freshwater resources, coastal erosion, planning, gender issues and human rights. This assessment was discussed in English, French and Spanish via the Forum from February to April 2001. In addition, the February 2001 issue of UNESCO’s *Sources* highlighted the advancement of wise coastal practices using concrete case studies gathered through the Forum. A summary of CSI’s four years of “Experiences with Intersectorality” was presented to the “Working Group on Intersectorality” in early 2000.

115. The project **Human development for sustainable living conditions in the Pacific** was intended to assist the Pacific population, particularly young people, to acquire the knowledge and skills needed to ensure sustainable living conditions and competent management of current social and cultural changes. Several joint and collaborative projects have been carried out in this context, including: the setting up and strengthening of 14 National Commissions; research on social change and the establishment of an International Council for Studies of Pacific Islands; the development of National Youth Leadership Programme; support for the development of culture of maintenance through the TVET curriculum; three pilot projects in community development based on traditional and natural heritage; four projects on the production of educational programmes using traditional and electronic media. Furthermore, it should be recalled that the Executive Board, at its 159th session in May 2000, examined UNESCO’s “Implementation of the outcome of the Global Conference on the Sustainable Development for Small Island Developing States”. It recommended enhancing actions and structures to serve SIDS. This recommendation was implemented through renewed SIDS emphasis in the field projects, university Chairs/twinning and the aforementioned workshops in Samoa and Dominica.

#### ***II.2.4 UNESCO Intergovernmental Oceanographic Commission***

116. With respect to **reducing scientific uncertainties about coastal and oceanic processes**, UNESCO continued to contribute to the activities of the Joint Group of Experts on the Scientific Aspects of Marine Environmental Protection (GESAMP), and particularly its Working Group on Marine Environmental Assessments (MEA). Two reports prepared by the Working Group, addressing respectively the state of the marine environment and its current major issues and emerging problems, and the assessment needs of the Global Programme of Action for the Protection of the Marine Environment from Land-based Activities (GPA) are being disseminated widely to governments, international organizations and the marine environmental management community.

117. Several initiatives were pursued or initiated to gain a better understanding of fundamental coastal and oceanic processes. The IOC ad hoc study group on benthic indicators, established in 1999 with the aim to develop indicators for the status of marine benthic environment to be used in rapid assessment of anthropogenic stresses, made great progress during meetings in Paris, May 2000 and Charleston, March 2001. Such indicators are expected to provide guidelines for environmental management applications. The new IOC ad hoc study group on coral bleaching and related indicators of coral reef health had its first meeting in Paris, April 2001. Central scientific questions and techniques were discussed and critical gaps in knowledge identified. The indicators are expected to be utilized for improved management of coral reefs to mitigate the accelerating decline of corals. In October 2000, the UNESCO/IOC chairs the Management Group of the Global Coral Reef Monitoring Network (GCRMN) published the Status of Coral Reefs of the World 2000 Report, which documented the continuing decline in the condition of the world's coral reefs.

118. The group of experts on Sub-Marine Groundwater Discharges (SGD) convened in Paris (February 2000) prepared a proposal for an intercalibration programme, which will be implemented through a series of pilot site measurements around the world. In June 2000, the Guidelines for vulnerability mapping of coastal zones in the Indian Ocean was published jointly with the European Union, as well as a Manual on Coastal Erosion Management for the Indian Ocean, and a Manual on Integrated Coastal Area Management (ICAM). The SCOR IOC Ocean Carbon Advisory Panel made significant progress on a number of programme areas, including the development of an inventory of ongoing ocean carbon observing programmes, the development of ocean carbon observing requirements for GOOS and the IGOS partners, and collaborating with international research programmes to integrate ocean carbon measurement strategies into programmes such as CLIVAR and the proposed GOOS Pilot Project on Time Series Stations. In addition, the Panel is maintaining a watching brief on CO<sub>2</sub> sequestration issues.

119. Under the Harmful Algal Bloom (HAB) programme, assistance has thus been provided to the Member States in building up capacity to better mitigate the effects on human health and ecosystems of HABs based on joint action with, and sponsorship by, internationally recognized national institutions and North-South institutional twinning. The results include: training of more than 65 scientists and managers in HAB taxonomy, toxicology and monitoring; the publication of a Science Plan; preparations of an Implementation Plan for the new international research programme on the Global Ecology and Oceanography of Harmful Algal Blooms (GEOHAB); and provision of study grants and scientific literature to developing country marine science institutions working with HAB algae.

120. The IOC's Ocean Science Section (OSC) has undergone three external reviews and was reorganized into a new, interdisciplinary branch called the Ocean Ecosystems and Marine Environmental Protection Science, with three interactive lines of work: Oceans and Climate; Ocean Ecosystems and Marine Environmental Protection; and Integrated Coastal Area Management.

121. The **Global Ocean Observing System (GOOS)** has been simplified into an Open Ocean GOOS devoted mainly to weather and climate forecasting and related issues, and a Coastal GOOS with a much higher density of observations that addresses a wider variety of issues including pollution and living marine resources. The details of the design will vary from one area to another, depending on local concerns. For each of these two major themes (coastal and open ocean) there is a scientific advisory panel. The user community was consulted about the GOOS design at a first meeting held in Costa Rica in November 2000, and at a second one held in Trieste in June 2001.

122. During 2000, three GOOS advisory bodies (the Coastal GOOS, Health of the Ocean (HOTO) and Living Marine Resources (LMR) Panels) were merged to form the Coastal Ocean Observations Panel (COOP). COOP, which first met in November 2000 and again in June 2001, will produce a

comprehensive design plan for an observing and forecasting system for coastal seas. Open ocean affairs are dealt with by the Ocean Observations Panel for Climate (OOPC), which as of January 2001 now covers monitoring, describing and understanding the physical and biogeochemical processes that determine ocean circulation and effects on the carbon cycle and climate variability, and with providing the information needed for ocean and climate prediction, including marine forecasting. GOOS implementation will depend to a fair extent on the success of the new Joint WMO/IOC Technical Commission for Oceanography and Marine Meteorology (JCOMM), whose structure, functions and work programme were approved at the first intergovernmental JCOMM meeting at Akureyri in Iceland (June 2001). GOOS is also being implemented regionally. A series of key meetings were held to take forward the development of an Indian Ocean GOOS, NEAR-GOOS (North-East Asia), Pacific GOOS (August 2000), IOCARIBE-GOOS (November 2000; April 2001), and Black Sea GOOS (May 2001). MedGOOS attracted major funding from the European Commission to expand development in the Mediterranean.

123. Work on the pilot project **Global Ocean Data Assimilation Experiment (GODAE)**, was initiated. Several countries have made financial commitments to the *Argo* profiling float project, which is a contribution to GODAE. Regional implementation planning meetings for *Argo* were held in the Atlantic (Paris) and Pacific (Tokyo) in 2000. The existing commitments to *Argo*, which are from Australia, Canada, China, Denmark, European Commission, France, Germany, India, Japan, New Zealand, Republic of Korea, Spain, United Kingdom, United States, amount to 984 floats already funded and commitments to fund 2,274 over the next three years.

124. A new Tropical Moored Buoy Implementation Panel (TIP) will be inaugurated under the auspices of CLIVAR, GOOS and GCOS to cover buoy array requirements in all the tropical oceans, with emphasis on technical and logistical issues related to implementing and sustaining buoy programmes in support of climate studies and El Niño forecasts. To expand African membership in PIRATA (the Pilot Research Array (of buoys) in the Tropical Atlantic) a meeting was held in Casablanca in March 2000.

125. UNESCO and IOC are partners with the space agencies and others in the Partnership for an Integrated Global Observing Strategy (the IGOS Partnership). In January 2001, the partners published an ocean theme document indicating the capabilities of and developments needed in space-based measurements to make GOOS work.

126. The Group of Experts on Technical Aspects (GETADE) of the **International Oceanographic Data and Information Exchange Programme (IODE)** held its eighth session in Greenbelt, Maryland (United States), in March 2000. The GETADE identified the following critical activities that need to be undertaken by IODE: cooperation with NASA's GCMD towards a global ocean metadata system; development of the MEDI software for off-line metadata entry; development of a marine XML; development of the IODE Resource Kit, a comprehensive reference tool for ocean data and information management; development of a computer-based training kit for ocean data/ocean information management; continued development of the Global Directory of Marine and Freshwater Professionals (GLODIR).

127. The sixteenth session of the IOC Committee on International Oceanographic Data and Information Exchange, which took place in Lisbon, Portugal, between 30 October and 9 November, was a milestone for IODE as it defined some crucial recommendations for new directions of the programme focusing on close collaboration between IODE Data and Information Management, operational oceanography and ocean science communities. The Committee further decided to take forefront action in new technologies such as Internet portals, distance learning and XML, as well as in strengthening IOC/IODE's presence in the regions. The IODE Committee also restated its strong support for "free and open data exchange" that has been used with considerable success since the



establishment of IOC in 1960. The first version of the “IODE Resource Kit” containing data and information management reference material and software tools useful for data centres is freely available on the Internet and on CD-ROM.

128. The first Planning Workshop for the Ocean Data and Information Network for Africa-Second Phase (ODINAFRICA-II), aimed at providing support for the development of human and institutional capacities at the national level on oceanographic data in Africa, was held in Dakar, Senegal, in May 2000. The national partners of the project approved the work plan and budget of the project, the application of two additional members to become national partners (Togo and Comoros) and decided on a management structure composed of two regional coordinators. The Government of Flanders (Kingdom of Belgium) approved the project proposal in July 2000 and will provide US \$2,317,000 over a four-year period. The ODINAFRICA project’s website was launched in April 2000. It intends to be an information portal about African ocean and coastal research and management. ODINAFRICA will also continue the newsletter *WINDOW*, previously focusing on the IOCINCWIO only, but now covering the entire African continent.

129. IOC’s Regional Committee for Central Eastern Atlantic (IOCEA) organized its fifth session in Dakar, Senegal, in May 2000, and the Regional Committee for the Northern Indian Ocean (IOCINDIO) its third session in Tehran, Islamic Republic of Iran, in February 2000, preceded by the Regional Workshop on Integrated Coastal Area Management and Marine Pollution. IOC, together with the Advisory Committee on Protection of the Sea (ACOPS), has launched a Global Environmental Facility (GEF)-Medium Size Project (MSP) on “Development and protection of the coastal and marine environment in sub-Saharan Africa”. The project, whose goal is to assist sub-Saharan countries in achieving sustainable management of their coastal and marine environment and resources was developed in response to resolutions of the Pan-African Conference on Sustainable Integrated Coastal Management (PACSICOM) and of the Cape Town Conference (1998).

130. The 10th and 11th sessions of the ACC Subcommittee on Oceans and Coastal Areas (SOCA) currently chaired by IOC, were held in January and May 2001 to consider the progress of the development of the United Nations Atlas of the Oceans; preparations for the first intergovernmental review meeting on GPA (Montreal, November 2001); IOC’s contributions to the reporting and participation by SOCA in the 10-year review and appraisal of the implementation of Agenda 21 (Rio+10); results of the review of the joint Group of Experts on the Scientific Aspects of Marine Environmental Protection (GESAMP) and the future of SOCA in the light of review of the ACC machinery. In particular, the Subcommittee stressed the need for a mechanism such as ACC/SOCA. The second meeting of the United Nations Open-ended Informal Consultative Process on Oceans (ICP) was held at the United Nations Headquarters in May 2001. The discussions were organized around the following areas of focus: (i) marine science and the development and transfer of marine technology including capacity-building; and (ii) coordination and cooperation in combating piracy and armed robbery at sea. The IOC Advisory Body of Experts on the Law of the Sea (ABE-LOS) held its first meeting in Paris to address the IOC role in relation to UNCLOS.

### ***II.2.5 Social transformations and development***

131. In accordance with the recommendation of the mid-term evaluation of the MOST Programme, the strategic plan for the period 2000-2001 seeks to establish more durable linkages between scientific circles and policy-makers and to highlight the relevance of the social sciences in policy-making. Over the last two years, MOST has pursued its activities concerning the production of knowledge on social policies. Through its projects and networks it has developed a number of thematic approaches, in particular relating to international migrations, urban policies and urban governance and the relationship between globalization, governance and national development

strategies. A general evaluation covering the period 1994-2001 will be carried out in 2002 in the context of the procedure of external evaluation of the MOST Programme.

132. The issue of international migration as a driving force in building a multicultural nation is a key phenomenon of globalization. Through its work in the MOST Programme, UNESCO is maintaining its lead role as an agency that complements the demographic work conducted by UNFPA and the refugee work of IOM, by providing new knowledge on the rights and the socio-economic conditions of migrant workers. In this context, the Asia Pacific Migration Research Network (APMRN), which obtained support from the Ford Foundation and the Australian Social Science Research Council for the establishment of the CAPSTRANS centre of excellence, has won increasing political and academic recognition in the Asia-Pacific region.

133. In Africa, support was provided to the MOST research network Ethnonet Africa thereby contributing to scientific work and policy analysis on causes and manifestations of ethnic conflicts in sub-Saharan Africa and on how to move towards multicultural understanding. The results of the research were presented during the Annual Conference of the Pan-African Association of Anthropology (Libreville, Gabon, August 2001). The Organization also supported the preparation of a document on racism and ethnicity in relation to the Durban World Conference against Racism, Xenophobia and Intolerance.

134. Among the international comparative research projects on **urban policies**, the projects on “City Words” and “Cities, the environment and social relations between men and women” have helped to define a new approach to urban development. In the context of the project “Socially sustainable cities” carried out in 2000-2001, guidelines were produced for municipal decision-makers relating to public services, town-planning, housing and urban governance. Lastly, the project “Urban development and freshwater resources in small coastal cities”, carried out by MOST, IHP and CSI at different locations: Essaouira (Morocco), Mahdia (Tunisia) and Saïda (Lebanon), has expanded to Adriatic sites such as Omisalj (Croatia) and Kotor (Montenegro). The replicability of the “laboratory-house” project for the inhabitants of Mahdia will give this project greater visibility and strengthen solidarity among the cities which are members of the network.

135. The following three research projects on **globalization and governance** have been completed: Institutional modernization of social politics in Latin America; Sustainability as a social sciences concept; and the ALFA Network on local development policies. Three other projects are in their concluding phase: Mercosur: Spaces of interactions, space of integration; Social and economic transformations connected with the international drug problem; and Globalization, structural adjustment and the transformations of rural societies in Arab Mediterranean countries. The Circumpolar Coping Processes project, as well as the project on Personal and institutional strategies for the management of transformation risks in Central and Eastern Europe, are currently preparing their second phase. Two projects are currently being developed: Globalization and rights in the Mercosur (GEDIM) and Democratic governance and NGOs in the Arab countries. In Asia, RUSHSAP is collaborating with the Chinese Association for Social Science (CASS) to organize workshops to prepare and inform national officials and local residents about sustainable practices and governance issues in the management of the national parks. Such projects can help to promote civil society participation, but they often require more resources and increased collaboration from relevant sectors in UNESCO and other United Nations agencies.

136. Lastly, the MOST Programme was entrusted with the preparation of a strategy proposal concerning development and **poverty eradication** (160 EX/13) and a plan of action against poverty, in partnership with other sectors. Through its activities, MOST has made a constructive contribution to the follow-up to major United Nations conferences: Copenhagen+5, during which MOST organized a symposium on the theme of “social capital and poverty reduction”, Istanbul+5, during

which a symposium was held on “participatory governance and combating poverty” and also an exhibition entitled “Humanizing the City”. Lastly, the MOST Programme is preparing Rio+10 in partnership with the Natural Sciences Sector.

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

137. The last phase of the action-research project “Cities”, launched in 1996, was, as planned, concerned with the evaluation, capitalization and dissemination of the project’s results. Presented at the United Nations special session on Habitat+5 in June 2001 among the 16 flagship projects in the implementation of the Agenda adopted by the Istanbul Conference (1996), the project’s aims were: (i) to encourage and support the initiatives of the inhabitants with a view to improving their living conditions; (ii) to boost the capacities of local actors in particular young people and women; and (iii) to establish partnership links among the actors of civil society, social science researchers and public decision-makers seeking to strengthen participatory and democratic urban governance.

138. An external evaluation conducted by a research at the Ecole des Hautes Etudes en Sciences Sociales in Paris (April 2000-March 2001) underscored the tangible results obtained in this context. Following a participatory analysis, the inhabitants of the sites concerned – Yeumbeul and Malika in Dakar (Senegal) and Jalousie in Port-au-Prince (Haiti) – themselves took part in the improvement of health, social and economic infrastructure: extension of the water network, cesspits, refuse collection, women’s economic initiatives, community centre, improvement of public areas, paving of streets, construction of footbridges, creation of a wall fresco, construction of a football pitch. Over and above these specific results which are part of a strategy for poverty reduction, these actions have helped to strengthen among the inhabitants the concept of citizenship, pride in belonging to the neighbourhood, a sense of dignity and the capacity to negotiate with the authorities, be they the municipal authorities, the representatives of the State or of publicly owned companies.

139. The authorities in Senegal and Haiti took part in the evaluation and considered the activities conducted as part of the “Cities” project to be “models” from which they could draw inspiration in the context of their plans to combat urban poverty. Sessions to capitalize on and disseminate the results to local actors, national NGOs, the mayors of the countries concerned and adjacent countries, the national political authorities, social science researches, newspaper editors and radio and television journalists helped to boost the project’s impact. The principal conclusions of the evaluation are recapitulated in the final document *Fight Urban Poverty: A general framework for action* (MOST Policy Paper No. 8, June 2001). Through this project, UNESCO drew attention to the importance of an integrated approach to the urban environment and the legitimization of grass-roots organizations. The project, which enabled a democratic culture to emerge in the sites concerned through its catalytic effect, could also provide inspiration and guidance in public policy-making.

### **II.3 Philosophy, ethics and human sciences**

	<b>Allocation as at 30.06.2001</b>	<b>Expenditure as at 30.06.2001</b>	<b>Expenditure vis-à-vis allocation</b>
	<b>\$</b>	<b>\$</b>	<b>%</b>
<b>Programme II.3</b>	<b>2,361,667</b>	<b>1,886,912</b>	<b>79.9</b>

140. In pursuance of 30 C/Resolution 24, an International Symposium on Bioethics and the Rights of the Child, organized by the World Association of Children’s Friends (AMADE) and UNESCO, was held in Monaco in April 2000, and was attended by Her Royal Highness the Princess of

Hanover, President of AMADE, Ms Jaroslava Moserová, President of the General Conference, and His Serene Highness the Hereditary Prince Albert, Honorary President of AMADE. More than 200 experts and observers from 45 countries attended the symposium. The papers submitted prompted rich and lively discussions on the three themes examined, namely the origins of the child; the ties of the child and the body of the child. At the end of the symposium, the participants adopted the *Monaco Statement: Considerations on Bioethics and the Rights of the Child*, which was conveyed to IBC and IGBC and is the subject of a document submitted to the General Conference at its 31st session (31 C/12).

141. The seventh session of the **International Bioethics Committee (IBC)** (Quito, Ecuador, November 2000) comprised a round table on “Bioethics education”, a consultation with patients’ associations (in keeping with Article 24 of the Declaration), three state-of-the-art reviews and a discussion group on the economic aspects of research on the human genome. The reviews covered research on ageing, neuroscience research and the prospects opened by human genome mapping. Two meetings were devoted to examining the draft reports of IBC working groups that met in Paris in April 2000 on the “ethical aspects of embryonic stem cell research” and on “solidarity and international cooperation between developed and developing countries concerning the human genome”. IBC, which will continue to examine the ethical aspects of embryonic stem cell research in the light of discussions and existing legislation and standards at the national, regional and international levels, has also voiced its support for the projected network of institutions for medical ethics training (NIMET).

142. On the initiative of the Director-General, an International Symposium on Ethics, Intellectual Property and Genomics was convened in Paris from 30 January to 1 February 2001. The symposium brought together not only researchers, jurists, philosophers, sociologists and representatives of bodies concerned by these questions in many countries, in particular patent offices, but also, for the first time, representatives of international intergovernmental organizations (in particular FAO, OECD, WTO, WIPO, WHO and the European Union) and non-governmental organizations and representatives of the industrial sector.

143. The second session of the Intergovernmental Bioethics Committee (IGBC) was held at Headquarters, in May 2001, with 120 participants from 65 countries, including 31 representatives of States Members of IGBC, observers from international non-governmental organizations and various media, and the Chairperson, three Vice-Chairpersons and two members of IBC. IGBC noted the many initiatives which had been taken by Member States: legislation and regulations had been adopted or were being drawn up in the fields covered by the Declaration; guidelines governing research had been adopted or were being considered; provision had been made for penal sanctions against attempts at human reproductive cloning or in cases where a form of discrimination on the basis of genetic characteristics could be proved. The recommendations made by IGBC on all these matters are set out in document 31 C/REP.14.

144. Two IBC working groups met at Headquarters in June 2001, one to draw up proposals on the follow-up to the International Symposium on Ethics, Intellectual Property and Genomics, and the other to prepare a general report on the problems posed by the collection, processing, storage and utilization of genetic data, the principles that should govern the standards to be adopted in those fields, and how those standards should be applied.

145. During the period under consideration, UNESCO participated in various meetings, in all the regions of the world, on bioethics issues linked in particular to developments in genetics. A number of publications were produced on those themes, such as the teaching notes entitled *OGM: le champ des incertitudes*, published in French, and a book entitled *Women’s rights and bioethics*, published in March 2001. In the field of bioethics, UNESCO has therefore continued to play its role as an

intellectual forum and in providing guidance for standard-setting action and advice in matters relating to national capacity-building. It has also increased its cooperation with the organs and specialized agencies of the United Nations system and with other intergovernmental organizations.

146. In the framework of the work of the **World Commission on the Ethics of Scientific Knowledge and Technology (COMEST)**, chaired by H.E. Ms Vigdis Finnbogadottir, Former President of Iceland, significant progress has been made with regards to the ethics of outer space. Chaired by Professor J.E. Fenstad (Norway), the COMEST Subcommission on the Ethics of Outer Space held its first meeting at UNESCO in July 2000. The report of the meeting which focused on the risks that space technologies and exploitation of space bring to humankind, human integrity and human dignity draws a series of Draft Ethical Recommendations to be submitted at the second session of COMEST, in autumn 2001. The conclusions of this meeting were presented during a press conference, organized in the premises of the European Space Agency (ESA), attended by representatives of national and international specialized press and widely echoed worldwide, e.g. by CNN.

147. During this period, large diffusion was also given to the publication *The Ethics of Space Policy*, prepared by Professor Alain Pompidou (France), Rapporteur of the Subcommission. A fruitful collaboration was established with the United Nations Office for Outer Space Affairs (OOSA) in the frame of the United Nations Committee on the Peaceful Use of Outer Space (COPUOS). In this regard, COMEST was invited to participate in the 40th session of the COPUOS Legal Subcommittee, Vienna (Austria), April 2001 and in the international symposium on “The Human Dimension in Space Science and Technology Application”, convened in June 2001. The debates of the 44th session of COPUOS (Vienna, June 2001) led to a decision to prepare, by 2003, a joint report COMEST-COPUOS on the ethics of outer space. This report should contain an analysis of the ethical principles relating to current and future human activities in outer space, within the framework of existing International Space Treaties.

148. The COMEST Subcommission on the Ethics of Fresh Water, chaired by Lord Selborne (United Kingdom), held its second meeting at UNESCO in February 2000. The publication *The Ethics of Freshwater Use: a Survey* was issued in November 2000 and widely circulated in order to raise awareness among the public at large about the ethical issues and risks in this field. During the period under consideration, support was provided for the establishment of the first node of the *Research and Ethical Network Embracing Water (RENEW)* in Australia and for the setting up of a national advisory committee on the ethics of science and technology in South Africa. Furthermore, collaboration has been initiated with the International Secretariat for Water (Canada) in the framework of its activities related to youth. A survey on “good practices” in fresh water management, sent to the National Committees of the International Hydrological Programme (IHP) in collaboration with the Division of Water Sciences, is intended to facilitate the exchange of information and experience, encourage the implementation of new principles and ethical standards and provide training for experts in that field.

149. The first meeting of the Subcommission on the Ethics of Energy, chaired by Professor J.P. Kimmins (Canada) (November 2000) took into account a whole series of issues at stake as for the many problems and risks determined by the production, use and distribution of energy. As in the case of the ethics of outer space, a report including a series of draft recommendations in the field of the ethics of energy will be submitted to the next session of COMEST. *The Ethics of Energy: a Framework for Action*, a publication directed to the general public, was also prepared, where the issues, risks and conceivable solutions in the domain of energy sources are addressed in a clear yet rigorous language. Activities in this field have already drawn the attention of the World Energy Council (WEC). Finally, the fourth COMEST Subcommission on the Ethics of the Information Society, chaired by Ms M.R.C. Greenwood (United States), held in

June 2001 focused on a wide set of ethical issues posed by the development of the information society at large, and its educational, scientific and cultural implications. Among other topics examined were: the social significance of communication practices produced by the technological progress; the mental representations brought into play; the ways of strengthening social links often severed in industrialized metropolis; the tremendous impact of the virtual world on young people; the severe educational implications of the fragmentation of knowledge; the cultural impact of the globalization of information, etc.

150. An informal meeting, held in December 2000, provided to COMEST's members up-to-date information on the work carried out by the various subcommissions and their achievements. During the meeting was also presented an international survey on the ethical challenges that the advances in communication and information technologies would pose to scientists, engineers and the society at large carried out by the American Association for the Advancement of Science (AAAS) in the frame of the preparatory activities of its Subcommittee on the Ethics of the Information Society. COMEST was represented at the Meeting of the AAAS, Washington D.C., United States, September 2000, which examined the possibility of an oath or pledge for scientists and engineers and on the mechanism, which could ensure the universal character of such an oath.

151. In December 2000, the brochure *Shared Responsibilities*, which presents the general framework, role and activities of COMEST, was issued and widely circulated. Three publications were reprinted because of the interest they have aroused worldwide: *The Ethics of Space Policy*, *The Ethics of Freshwater Use: A Survey* and the report of the Subcommittee on the Ethics of Outer Space. The activities carried out during this period have allowed COMEST to gain a relevant position at the international level, showing a comparative advantage in raising awareness, generating a global dialogue in the field of the ethics of science and technology, orienting decision- and policy-making, setting up networking, increasing capacity-building in the Member States, and capturing the attention of governments, media and the public. Fruitful in-house cooperation has also been established with the Natural Sciences Sector and the Communication and Information Sector.

152. In the field of **philosophy and the human sciences**, the international symposium “Intellect, Imagination, Intuition: Reflections on the Horizons of Consciousness”, was held at the Russian Academy of Sciences, in St Petersburg, in September 2000. During the symposium, a round table was organized in the frame of the transdisciplinary project “Crises and development in contemporary notions of identity”, on the transformations in the perceptions of the self, the society and the world, vis-à-vis the challenges of globalization, as well as the developments in information and communication technologies.

153. A meeting of experts on *L'Acte Constitutif de l'UNESCO – Philosophie et histoire d'un système conceptuel*, held at UNESCO Headquarters in September 2000, focused on the philosophical foundations of the concepts rooted in the UNESCO Constitution. Following the Agreement between UNESCO and RAI (Radiotelevisione Italiana) Educational for the translation and the dissemination of the *Multimedia Encyclopaedia of the Philosophical Sciences*, the English and French translation of the section on the “Indian Thought” is under completion.

154. Activities for the conclusive phase of the “Universal Ethics Project”, included the production of a document entitled “Universal Ethics and a Common Framework for the Ethics of the Twenty-first Century: Briefing: Assessment and Recommendation”. In order to enhance the ethical reflection in the international community, and to identify new directions for the work of the Organization in this field, an expert meeting, entitled “Ethics for the Twenty-first Century”, was organized in September 2000. It gathered philosophers, policy-makers, sociologists, ethicists, theologians, political scientists and human rights activists, and provided a platform for intercultural

dialogue on ethics in the contemporary society. The report of this meeting is currently being produced.

155. Lastly, the main objective of the “Lines of thought at the dawn of the third millennium” network has been to promote interdisciplinary reflection on the philosophical, ethical and cultural issues facing contemporary society. Various activities were carried out in that context: publication of the results of work done in 1998-1999 (*Chemins de la pensée : vers de nouveaux langages*); meeting in 2000 and preparation for late 2001 of a publication on the theme: “Within nations and beyond: the place of the book”; preparations, in collaboration with ICPHS, for a meeting on society, knowledge and skills; and formation of a network and dissemination of information in collaboration with the relevant NGOs.

### **Towards a culture of peace**

	<b>Allocation as at 30.06.2001</b>	<b>Expenditure as at 30.06.2001</b>	<b>Expenditure vis-à-vis allocation</b>
	<b>\$</b>	<b>\$</b>	<b>%</b>
Unit 1	1,064,922	768,904	72.2
Unit 2	1,049,100	467,626	44.6
Unit 3	94,000	77,123	82.0
<b>Towards a culture of peace</b>	<b>2,208,022</b>	<b>1,313,653</b>	<b>59.5</b>

### **Unit 1: Culture of peace: raising awareness and building partnerships**

156. UNESCO is actively participating in the celebration of the International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001) and preparatory process of the World Conference against Racism (Durban, South Africa, 31 August-7 September 2001), including regional conferences and three sessions of the Preparatory Committee. During the Conference itself, UNESCO is organizing three panels/round tables and an exhibition on its activities against racism. Several publications have been issued before the Conference including a publication entitled *United to Combat Racism* prepared in cooperation with the Office of the United Nations High Commissioner for Human Rights (OHCHR) including articles of experts on recurrent and new forms of discrimination. An information document concerning the Organization’s contribution to the Conference will be presented to the 162nd session of the Executive Board (162 EX/INF.6).

157. UNESCO’s activities in the struggle against discrimination have focused on strengthening of anti-discrimination components in human rights education, including preparation of innovative and practical educational aids adapted for various target groups (young people, professionals who have special responsibilities in these fields, etc.). UNESCO partners (in particular UNESCO Chairs, human rights research and training institutions, NGOs, Associated Schools) should be actively involved in research and information. Cooperation with intergovernmental organizations in this regard, first of all with the Office of the High Commissioner for Human Rights, International Labour Organization, Organization of African Unity, Council of Europe and others should be strengthened.

158. Strengthening cooperation with the Office of the United Nations High Commissioner for Human Rights was the subject of consultations with the senior staff of OHCHR in June 2001. UNESCO participated in the meeting of Chairpersons of United Nations treaty bodies in 2001; in the 56th and 57th sessions of the Commission on Human Rights; in the sessions of the

Subcommission on the Promotion and Protection of Human Rights; in the Open-ended Working Group on the Right to Development; in the sessions of various treaty bodies and in various manifestations organized by OHCHR. Cooperation with United Nations bodies, programmes and specialized agencies should also be strengthened, in particular with UNDP, ILO, UNICEF, WHO, human rights treaty bodies, in particular the Committee on Economic, Social and Cultural Rights, the Committee on the Rights of the Child, the Committee on the Elimination of Racial Discrimination and the Committee on the Elimination of Discrimination against Women. Mutual participation in meetings, convening of regular consultations, joint preparation of publications on issues such as poverty alleviation, promotion of human rights oriented-development, gender equality, cultural rights and economic, cultural and social rights might be useful in this regard.

159. UNESCO continued to provide support for national culture of peace programmes launched in several countries at the request of Member States and comprising a wide range of activities in the Organization's fields of competence. Accordingly, under the mobilizing project for a culture of peace in Cambodia, a national study was conducted, with the support of the UNESCO Office in Phnom Penh, on the best traditional or innovative practices for conflict prevention and resolution. In Mali, the mobilizing project for a culture of peace, launched in 2000, provided a framework for various activities, including a study on views on peace and human rights in areas affected by conflict, and was followed by a workshop on the subject, organized in conjunction with the Bamako Office.

160. In Guatemala, a similar project, carried out by UNESCO and the Ministry of Education and financed by the Italian Government, has involved schools, municipalities, youth associations and the general public in debates and activities of various kinds. In addition to an active role in the signature campaign for Manifesto 2000, several events were held in the contexts of the project: "Graduation 2000" involving over 5,000 graduating students; training seminars for teachers, peace promoters and "multiplying agents"; proposals for national curriculum reform, etc. Lastly, in the Russian Federation, the culture of peace project was very successful and aroused great interest throughout the country, with a large number of civil society initiatives involving more than 20 cities and regions. A noteworthy outcome was that the project laid the foundations for a federal programme on tolerance and prevention of extremism (POTPEX). It is hoped that the experience gained and the many publications produced by the pilot project will prove useful to other countries.

161. A UNESCO SECURIPAX Virtual Web Forum on "Human security: imagine prevention, reconsider action" was launched in July 2000. Its main purpose is to facilitate the exchange of experience, research findings and publications in that field, while ensuring closer cooperation between UNESCO, the network of peace research and training institutions, the United Nations University (UNU), the University for Peace (UNIPAZ), UNIDIR, etc.

162. The first international meeting of peace research and training institutions on the theme "What Agenda for Human Security in the Twenty-First Century?" was held at Headquarters in November 2000. The 90 institutions represented at that meeting adopted an Agenda for Action that will serve as a basis for the work of the UNESCO SECURIPAX international network which was officially launched during the meeting. The proceedings of the meeting will be published in English and French in September 2001 and disseminated on the FORUM SECURIPAX site. Priority will be given to regional and subregional approaches in order to strengthen action in support of the most vulnerable communities and integrated forms of training for human security. Four subregional meetings have already been scheduled for Africa, Central and South Asia and Latin America in 2001. In the latter region, UNESCO continued its cooperation with the Conference of Central American Armed Forces (CFAC) at its third meeting (Tegucigalpa, Honduras, December 2000), devoted primarily to the work of the UNESCO-CFAC Itinerant Chair in the culture of peace and sustainable development.



163. A meeting of experts on the theme “Peace, human security and conflict prevention in Africa”, organized jointly by UNESCO and the Institute for Security Studies (ISS), was held in Pretoria (South Africa) in July 2001. It was attended by representatives of African subregional organizations such as the Institute for Global Dialogue (IGD), ECA, SADC, ECOWAS, University of Southern Africa, African Leadership Forum (ALF), ECCAS and COMESA. The final report and all the statements will be issued in a UNESCO-ISS publication. Preparations are under way for three regional meetings of experts, which will be held: for Central Asia, in Almaty, Kazakhstan, in September 2001; for South Asia, in Karachi, Pakistan, in October 2001; and for Latin America and the Caribbean, in Santiago, Chile, in November 2001.

164. Efforts continued to be made to ensure wider dissemination and application of the Declaration of Principles on Tolerance. Adopted by UNESCO in 1995, the Declaration is the only standard-setting instrument of universal scope in that field. Greater assistance has therefore been provided for its translation and dissemination in the Member States and to help ensure its inclusion in educational curricula. A report was prepared on the implementation of the Declaration and the Follow-up Plan of Action for the United Nations Year for Tolerance 1998-2000. That report, drafted in pursuance of United Nations General Assembly resolution 53/151, was taken into account in the report on a culture of peace submitted by UNESCO to the Millennium Assembly (September 2000).

165. The celebration of the International Day for Tolerance (16 November 2000) mobilized the public in ever growing numbers as well as non-governmental organizations. The reasons for the Day’s success were mainly the Organization’s awareness-raising work since 1995, the resultant increase in awareness and the educational and cultural activities undertaken on that occasion in the Member States. The third International Film Festival against Exclusion and for Tolerance (November 2000, at Headquarters) also raised awareness among both schoolchildren and the general public through the projection of some 30 films followed by a debate. More than 5,000 spectators took part. Furthermore, the UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence, which is awarded every two years, was awarded at its third prize-giving ceremony (16 November 2000), to the Coptic Patriarch Shenouda III (Egypt), a leading figure in the interreligious and intercultural dialogue in Egypt and throughout the Middle East.

166. The activities undertaken under the Women and a Culture of Peace Programme (WCP) has sought to: (i) support women’s initiatives for peace; (ii) empower women for democratic participation in political processes to increase their capacity and impact in economic and security issues; and (iii) contribute to gender-sensitive socialization and training for non-violence and egalitarian partnerships especially geared towards young men and boys. In particular, the programme provided support and participated in a number of activities marking the celebration of the International Year for the Culture of Peace, and aimed at mobilizing partners for a culture of peace particularly through networking of women’s associations and organizations active in the fields of peace, human rights and democracy. The most noteworthy include the Forum of Women Artists of the Mediterranean for a Culture of Peace (Rhodes, Greece), Ignite the Power of Peace Conference (Pan-Pacific and South-East Asian Women’s Association, Cook Islands), Establishing a Culture of Human Rights (Harvard University, United States), Training Seminar on Women for University Volunteers (Murcia University, Spain) and Women’s World Forum against Violence (Queen Sophia Centre for the Study of Violence, Spain). Information, articles and documentation were provided to a large number of interested parties and networks were broadened and strengthened.

167. The Asian Women for a Culture of Peace Conference was organized in cooperation with the Government of Viet Nam and the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) in Hanoi, in December 2000. Its main purposes were to provide a forum for

Asian women to share their visions, experiences and strategies on the themes of peace-building and non-violence in Asia, and to coordinate their actions for the promotion of a culture of peace and sustainable and environmentally sound development. Approximately 150 delegates and observers from 35 countries in Asia and the Pacific, as well as representatives of the United Nations system, national government and non-governmental organizations and regional institutions attended the Conference which ended with the adoption of the Hanoi Declaration, the Asian Women's Plan of Action for a Culture of Peace and Sustainable Development. Calls were made for the establishment of a follow-up mechanism. The outcome of the Conference was placed on the agenda for the ASEAN meeting, and interest was expressed in a follow-up meeting for SAARC countries, which is currently being discussed with funding partners and relevant NGOs. Finally, the South-East Asia Gender Equity Programme of the Canadian International Development Agency has provided funds for the printing of the Conference report and brochure.

168. Two educational tools for training in peace-building and non-violent conflict resolution were finalized. Both the module on "Promoting women's participation in conflict resolution to build a culture of peace" (cooperation with the Forum for African Women Educationalists – FAWE), and "Education for a culture of peace in a gender perspective: a prototype study unit for teacher education" (cooperation with Betty Reardon, Columbia University/IPRA), were tested and will be published in 2001. Preliminary reviews made at the testing have been very positive and fully-fledged training utilizing the manuals is expected to commence early in the next biennium, notably in Africa. The book *Male Roles, Masculinities and Violence: A Culture of Peace Perspective* based on the findings from the meeting on this theme held in 1997 is also being used in the teaching of university courses.

169. WCP collaborated with the Greek NGO, KEGME and INSTRAW, and with the support of the European Commission, in a three-phased programme in the Balkans on building bridges for "Women's dialogue for the promotion of stability, human rights and peace in South-East Europe", provided training in conflict resolution (using the UNESCO/FAWE training module), and participated in the strategy meeting which called for the establishment of a women's communication network as well as peace education training for the Balkans. Intellectual support was also provided to a Forum of Women Artists from the Mediterranean for a Culture of Peace, where a strong network that will meet yearly was established. In general terms, the activities have led to the enhancement of women's capacities as promoters of a culture of peace at the national and regional levels, an increase in the numbers of women trained in non-violent conflict resolution and has provided a neutral meeting ground for women from different backgrounds and opposing parties to meet and strategize their actions for reconciliation and/or peace-building.

## **Unit 2: Educating for a culture of peace**

170. A new momentum has been reached for the preparation, adoption and implementation of national plans and programmes of human rights and democracy education and strengthening of the involvement of human rights research and training institutions in the implementation of the Plan of Action for the United Nations Decade for Human Rights Education. UNESCO actively participated in the mid-term evaluation of the Plan of Action. The relevant report has been presented to the fifty-fifth session of the United Nations General Assembly and its conclusions were discussed at the 11th Meeting of the Directors of Human Rights Research and Training Institutions. The results of the mid-term evaluation will be taken into account at the forthcoming regional conference on human rights education for Latin America and the Caribbean (Mexico City, 28 November-1 December 2001). The possibility of a joint conference with OHCHR on the results of the United Nations Decade for Human Rights Education (1995-2004) in 2004 will be considered. Upon a recommendation of the International Jury, the UNESCO Prize for Human Rights Education for 2000 was awarded to the City of Nuremberg, Germany. Honourable mentions have been given to

Flor Alba Romero (Colombia), UNESCO's Associated Schools Project (Pakistan) and the NGO HURIGHTS OSAKA (Japan). The award ceremony was organized on 21 April 2001 in Nuremberg and received a wide media coverage.

171. The network of UNESCO Chairs in Human Rights, Democracy, Peace, Tolerance and Culture of Peace expanded. New Chairs have been established in 2000-2001 in Armenia, Democratic Republic of the Congo, France, Germany, Islamic Republic of Iran, Lithuania, Mali, and the United States of America. The second meeting of UNESCO Chairholders was organized in Stadschlaining, Austria (May 2000), and led to a new agreement of cooperation among the Chairs. The Chairholders Forum on the Internet was launched. The second issue of the Bulletin for UNESCO Chairs was published. Financial assistance has been given to UNESCO Chairs in developing countries and countries in transition (Armenia, Democratic Republic of Congo, Ecuador, Lithuania, Mali and Zimbabwe).

172. Efforts were pursued to improve the content and methods of education and training for a culture of peace. Existing UNESCO educational materials were translated in various languages and widely disseminated: the second volume of the manual on human rights for universities entitled *Human Rights: Concept and Standards* has been translated into Bulgarian. An Arabic version is under preparation; popular teaching aid *Human Rights: Questions and Answers* have been translated into Albanian, Assamiya, Basque, Kannada, Finnish, Japanese, Swedish and Romanian; a *Guide to Human Rights* presenting brief information on human rights institutions, standards and procedures have been published in 3,000 copies and widely disseminated. Two editions of *Human Rights – Major International Instruments: Status as at 31 May* have been published in 2000 and 2001. In view of existing deficit of human rights education and information materials and the numerous demands for translation of UNESCO publications on human rights, efforts in this direction should be continued and the UNESCO Chairs be more actively involved in this process. Increased cooperation among the Chairs at regional and interregional level will be encouraged.

173. UNESCO continued its action to promote and consolidate democratic culture in regions and countries in transition. The activities aimed more particularly to make representatives from academic and professional circles, civil society and public authorities aware of the need to revisit curricula for education for democracy and governance in the light of the new context of globalization. Aware of the fragility of democratic processes, the Organization has endeavoured to encourage the development of institutional frameworks adapted to each society and of mechanisms conducive to effective participation by citizens in the decision-making process at all levels. Accordingly, for example, in Niger, a project financed by UNDP and implemented in the context of the symposium on *Armée et démocratie en Afrique: cas du Niger* (Army and democracy in Africa: the case of Niger), aims to promote the consolidation of peace and social dialogue among all citizens.

174. In cooperation with the French National Commission for UNESCO and the Institut de Hautes Etudes de la Défense (IHEDN), the Organization has launched a training project for secondary school teachers in France as part of the education for citizenship programme. An intersectoral steering committee, comprising the various French partners and the sectors concerned, has had the task of determining curriculum content. A manual entitled *Defence in the service of peace*, comprising approximately 150 pages of thematic sheets, and a CD-ROM are in the pipeline.

175. The UNESCO Prize for Peace Education, which is intended to reward a particularly outstanding example of activity designed to alert public opinion and mobilize the conscience of mankind in the cause of peace, was awarded in 2000 to the professor and researcher Toh Swee-Hin, a native of Malaysia and Australian citizen residing in Canada, whose candidature was submitted by the Philippines. Three honourable mentions were accorded to Mr Pierre Weil (France), a

psychologist, writer and educator; Ms Christiana Ayoka Mary Thorpe (Sierra Leone), Chairperson of the Sierra Leone Chapter of the Forum for African Women Educationalists – FAWE; and the Middle East Children Association (MECA), a non-profit organization established in 1996 by Israeli and Palestinian educators.

176. As part of the Follow-up to the Special Project on Women and a Culture of Peace in Africa (1998-1999) and the Pan-African Women's Conference on a Culture of Peace and Non-Violence, Zanzibar, May 1999, financing and books were provided for the establishment of a documentation centre in Zanzibar. Editing of the seven case studies on African women's best practices in conflict resolution and peace-building commenced. The Somalia case study was recently published in Somali, whereas the others are being synthesized for publication into one volume. The programme continues to receive a great deal of requests for information regarding opportunities to participate in the follow-up activities to the Special Project and the Pan-African Conference.

### Unit 3: From interculturality to cultural pluralism

177. Lastly, the Organization is participating in preparations for the international colloquium on *Les civilisations dans le regard de l'autre* (Civilizations as seen by others), organized on the joint initiative of UNESCO and the Ecole Pratique des Hautes Études (EPHE), to mark the United Nations Year of Dialogue among Civilizations, in Paris, on 13 and 14 December 2001. The purpose of the colloquium is, on the one hand, to ascertain more precisely the fabric of dialogue among civilizations, its contribution to peace and to interactions among peoples and, on the other, to contribute to an understanding of what constitutes a civilizational fact. Eminent persons from the international intellectual world, historians, philosophers, philologists, linguists and ethnologists are among those who will participate in the colloquium.

## MAJOR PROGRAMME III CULTURAL DEVELOPMENT: THE HERITAGE AND CREATIVITY

### Culture and development

	Allocation as at 30.06.2001	Expenditure as at 30.06.2001	Expenditure vis-à-vis allocation
	\$	\$	%
<b>Culture and development</b>	<b>979,800</b>	<b>715,423</b>	<b>73.0</b>

178. The urgency of bringing culture from the margins to the heart of policy-making for development was underscored by the World Commission on Culture and Development and confirmed by the Action Plan adopted by the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998). In 2000-2001, UNESCO continued to encourage and support initiatives by governments, international organizations and institutions aimed at developing and implementing **more broadly based cultural policies**. In particular, the collection and dissemination of policy-relevant knowledge and information was facilitated through strengthened support to existing networks (CULTURELINK and the Budapest Observatory of Financing Culture) and the establishment of the International Network of Observatories on Cultural Policies as well as through preparatory work for the launching of the project of Observatory of Cultural Policies in Africa. Action to strengthen national capacities included: follow-up to the international conference on the training of cultural managers (Paris, November 2000); and implementation of two extrabudgetary projects on teacher training in the field of cultural development, and on the cultural

approach to HIV/AIDS prevention. This latter project, carried out jointly with UNAIDS, covers nine countries in three regions.

179. The publication in November 2000 of the Second World Culture Report, Cultural Diversity, Conflict and Pluralism, rekindled discussion of various trends and issues affecting the world's cultures and of the need for data and indicators in the field of culture to improve public decision-making in this sphere. Even more importantly, it is helping to consolidate the basis for an international conceptual framework.

180. In September 2000 the meeting of the Expert Committee (category VI) on UNESCO's role in the promotion of cultural diversity in the context of globalization, which was held at UNESCO Headquarters, formulated a set of proposals which could provide guidelines for an intersectoral plan of action on cultural diversity. The experts also recommended that a draft declaration on this subject should be drawn up. The second Round Table of Ministers of Culture "2000-2001 – Cultural Diversity: Challenges of the Marketplace" gave a clearer definition of the points to be covered in UNESCO's draft Declaration on Cultural Diversity, to be submitted to the General Conference for approval at its 31st session. Its discussions focused on four themes: culture and trade today; equity and balance in international flows of cultural products; strengthening and developing domestic cultural industries; and the way forward: ideas for action. The leaflet entitled *Culture, trade and globalization: questions and answers*, which can be consulted on UNESCO's website, answers questions about the concepts, ideas and legal agreements underlying discussion of this subject at international level. A monograph entitled *The cinema: a form of merchandise like no other*, which was produced in collaboration with IFTC and contains contributions by experts from all the world's regions, is soon to be widely distributed.

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

	Allocation as at 30.06.2001	Expenditure as at 30.06.2001	Expenditure vis-à-vis allocation
	\$	\$	%
Subprogramme III.1.1	3,480,332	2,138,409	61.4
Subprogramme III.1.2	1,068,900	651,418	60.9
<b>Programme III.1</b>	<b>4,549,232</b>	<b>2,789,827</b>	<b>61.3</b>

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

181. Since 1 January 2000, China and Rwanda have become party to the **Convention for the Protection of Cultural Property in the Event of Armed Conflict** (The Hague, 1954), thus bringing to 100 the total number of States Parties. China has become party to the 1954 Protocol; Belarus, Bulgaria, Cyprus and Qatar have ratified the Second Protocol; and Azerbaijan and Panama have acceded to it. Other States are considering ratification and accession. There is an increased awareness on the part of Member States of the need for the new legal instrument to improve the protection of cultural heritage during hostilities which would supplement the Hague Convention, and the necessity of establishing an institutional body that would supervise the implementation of the Convention and the Second Protocol. As regards this Protocol, a large number of States are obliged to modify their national legislation and in particular their Constitution in order to be able to become party to it. It would therefore be advisable to strengthen cooperation with the International Committee of the Red Cross (ICRC) and, in particular, to organize more joint regional seminars on international humanitarian and cultural heritage protection law especially in Africa and in Latin America.

182. Further progress was made in the elaboration of the **draft convention on the protection of the underwater cultural heritage**. The third and fourth meetings of governmental experts were held on this subject: the first from 3 to 7 July 2000 and the second from 26 March to 6 April 2001. The meetings, involving over 350 experts of more than 100 countries together with representatives of intergovernmental and non-governmental organizations, reached a consensus on many issues, notably on: the priority to be given to the preservation *in situ* of underwater cultural heritage; the principles of cooperation between States and information-sharing; the relation to the law of salvage and finds; the need to raise public awareness concerning the value and interest of cultural underwater heritage; and the draft Rules of the Annex to the draft convention concerning activities directed at underwater cultural heritage. However, no consensus was reached on the responsibility for the protection of underwater cultural heritage undertaken on the continental shelf and the handling of provisions relating to State vessels and aircraft. The fourth meeting was adjourned to a second session held from 2 to 7 July 2001 due to the need for further discussions on key issues. Five informal meetings were held between January and July 2001. At the end of the second session of the fourth meeting, after considerable efforts by a large number of States to reach consensus texts and by others who had agreed not to block a consensus despite their reticence to approve the text, the draft convention was approved for submission to the 31st session of the General Conference by 49 votes for, 4 against and 8 abstentions. The publication and distribution in the year 2000 of the second volume of background materials on the protection of underwater cultural heritage have contributed to raise awareness of the scientific community and the general public on the importance of protecting this heritage.

183. As regards the implementation of the **Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property** (1970) and other related activities, the adoption of the **International Code of Ethics for Dealers in Cultural Property** should assist in removing stolen cultural objects from art trade. In particular, the adoption of the Object ID will contribute to a better identification of stolen cultural objects. Consultations with the United Kingdom authorities in 2000 culminated in the announcement in January 2001 that the United Kingdom will join this instrument. Similar consultations were held with the Japanese authorities in March 2000. Planning and programming assistance was given through UNESCO Apia for a subregional meeting for Pacific States held in Nadi, Fiji, in June 2001, on the implementation of the Convention. A Spanish version of the handbook *Preventing the Illicit Traffic in Cultural Property: A Resource Handbook for the Implementation of the 1970 UNESCO Convention* published in 2000 was reprinted in Brazil and China. Further promotion of the 1970 Convention is essential in order to have this instrument better known and applied. Direct consultations with States contemplating accession is successful and should be increased. A campaign should be envisaged to publicize and invite donations to the Fund of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation. Assistance in elaborating national legislation on the protection of cultural heritage should remain a priority.

184. Funding of around \$16 million was obtained for a number of **heritage preservation and revitalization projects** submitted to donors. The Kathmandu and Bangladesh campaigns were brought to a successful conclusion and evaluations carried out. Those undertaken for the National Museum of Egyptian Civilization and Ethiopia are progressing satisfactorily. UNESCO contributed scientific and technical expertise in the context of partnerships with UNDP (Yemen, Kuwait, Bulgaria, Cyprus and Egypt); the World Bank (Mauritania, Morocco, Bosnia and Herzegovina, Cambodia, East Timor and Palestine); IDB (historic urban centres in Latin America); the European Union (Ethiopia and Palestine); the Council of Europe (Balkans and Central and Eastern Europe); and a number of foundations (Soros, Getty, Aga Khan). All these projects involved a substantial

training component for the benefit of those responsible for the heritage or for museums, with a view to increasing their revenue from tourism (Central Asia in particular).

185. As regards the **restoration of heritage damaged by conflicts**, the financial and institutional basis of the ASPARA authority in Cambodia was reinforced and local site management further improved following expert and advisory missions. The International Historical and Archaeological Documentation Centre, set up with UNESCO's assistance, now has its own premises. In Bosnia and Herzegovina the reconstruction of the Old Bridge at Mostar, undertaken in collaboration with the World Bank, progressed satisfactorily despite delays caused by the situation in the country. Several other important monuments have been or are being restored (Tabacica Mosque, Hammam and the small bridge). On 31 March 2001 the Dayton Commission successfully completed its task of drawing up a list of national monuments and draft heritage protection legislation. Funding is now being sought for restoration projects in Kosovo that have been prepared in conjunction with the Council of Europe. Lastly, the museum at Pristina has been restored with the help of a French NGO.

186. Ongoing projects in the Palestinian territories were delayed because of the situation in the territories. Funds were allocated for emergency work to safeguard the cultural heritage of Central Africa, in particular for museums. Two missions were undertaken by Ambassador Pierre Lafrance, the Special Envoy of the Director-General, to Afghanistan and the region to attempt to stop the destruction of the Buddhas of Bamiyan. Agreements were established with various NGOs in Japan, Switzerland and Pakistan for the preservation of stolen Afghan cultural properties. An exhibition, "Heritage of Humanity beyond Destruction", was held jointly with a symposium on Afghanistan. The Organization is currently preparing a conference of specialists in Islamic law and religion co-organized with OIC, ISESCO and ALECSO in Qatar, in December 2001, on cultural heritage. Two particularly emblematic new operations should be mentioned: one involves the joint restoration, in Cyprus, of an Islamic monument in the south of the island and a Christian monument in the north, and the other the protection and restoration of a group of monuments in the Democratic People's Republic of Korea (tombs at Kokuryo), financed by a trust fund set up by the Republic of Korea.

187. Difficulties encountered in the implementation of these actions are essentially due to the inadequate numbers and qualifications of national heritage protection personnel, but other factors include the economic interests of promoters or public administrations responsible for land use and town-planning, which often pay insufficient attention to the need to preserve the heritage; security problems and inadequate "governance". It will therefore be necessary to reinforce the training component in these areas and continue to associate UNESCO with the efforts made by the other United Nations bodies to restore peace and enable local institutions to operate in a democratic way.

188. Efforts to **preserve and revitalize the intangible heritage** focused on two flagship activities: the proclamation of masterpieces of the oral and intangible heritage of humanity and preparations for the establishment of a new international standard-setting instrument to safeguard the intangible cultural heritage. The first proclamation of masterpieces of the oral and intangible heritage of humanity took place on 18 May 2001, following the meeting of the jury. Nineteen candidatures were awarded this distinction. The main purpose of this project is to enhance international recognition of the oral and intangible heritage and encourage governments, non-governmental organizations and local communities to identify components of this heritage and to adopt the measures necessary for its safeguard and revitalization. The prizes encouraging such action were established with funds donated for this purpose by the United Arab Emirates, the Republic of Korea, Bolivia and Uzbekistan.

189. This first proclamation, of an experimental nature, gave a clearer idea of the priority attributed by Member States in the various regions to the many different components of the intangible

heritage and made it possible to take stock of the situation and needs as regards the safeguard of this heritage. As often noted previously, it sometimes proves difficult to establish direct contact with the associations, NGOs and communities that possess the skills involved. An extraordinary meeting is expected to be held in September 2001 in Elche (Spain) to review the jury's deliberation procedure. Another international meeting, held in Turin in March 2001, enabled experts to examine a preliminary study on the desirability of establishing a new standard-setting instrument. At the conclusion of this meeting a new operational definition of the term "intangible cultural heritage" was proposed and the objectives of a possible standard-setting instrument were set. The concepts underlying such an instrument, however, will have to be studied in more detail.

190. Two international training workshops on the **Living Human Treasures system** were held: the first one, in Seoul (Republic of Korea), in November 2000 and the second in Tokyo (Japan), in February 2001 on "The role of education in the preservation of traditional performing arts" and on the "Protection of intangible heritage". Participants from 17 countries (Latvia, Azerbaijan, Lithuania, Benin, China, Philippines, Russian Federation, Kyrgyzstan, Indonesia, Islamic Republic of Iran, Malaysia, Barbados, France, Romania, United Republic of Tanzania, Republic of Korea and Egypt) took part in the first workshop. Experts from 15 countries (Benin, Brazil, China, Czech Republic, Finland, France, Ghana, Italy, Japan, Mexico, Philippines, Republic of Korea, Russian Federation, Thailand and Viet Nam) took part in the second. The workshops focused on the training aspects of traditional performing arts, methods of survey to establish a national inventory of the intangible cultural heritage, and methods of protection and their evaluation. Projects were identified for eventual international cooperation. The workshops also led to the adoption of recommendations to governments and to UNESCO on the Living Human Treasures system.

191. A seminar was organized for the Caribbean countries in Kingston (Jamaica) in 2001 within the framework of a worldwide survey on the application of the **Recommendation on the Safeguarding of Traditional Culture and Folklore** (1989). Participants from 13 countries and territories (Saint Lucia, Jamaica, Cuba, Guyana, Barbados, Grenada, Dominica, Curacao, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Suriname, British Virgin Islands and Trinidad and Tobago) took part in this seminar. The twofold aims were to assess the implementation of the UNESCO recommendation through a thorough examination of the safeguarding and preservation of traditional culture as part of the national cultural policy in the Caribbean and discuss legal protection issues for the region. A Conference and Round Table of Eastern and Central European Parliamentarians on the theme "Folk Culture at the Beginning of the Third Millennium: New Challenges and Means of Support" was held in Vilnius (Lithuania), in 2001. The debates focused on "Folk culture and cultural policies" and "Legal and technological means and support of folk culture", in particular the computerization of archives, monitoring, network of specialized institutions, folk culture research, and role of mass media. Participants from 23 countries (Austria, France, Estonia, Poland, Romania, Bulgaria, Greece, Latvia, Czech Republic, Germany, Cyprus, Belarus, Ukraine, Armenia, Hungary, United States, Russian Federation, Slovak Republic, Albania, Lithuania, Spain, Yugoslavia and Republic of Moldova) took part in this event. The Conference led to further enhancement of the regional cooperation of Eastern and Central European countries.

192. A first draft of Model Provisions for the Protection of Traditional and Popular Culture in the Pacific States was elaborated to assist States in the formulation of their national laws and management of the rights in this matter. UNESCO's action concerning the intangible heritage has the dual purpose of achieving greater participation by Member States in the collection and dissemination of information on this heritage and of encouraging organizations, groups and individuals to take an active part in its promotion.



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

193. The World Heritage Centre continued its efforts to improve the services provided to the Statutory Organs of the **Convention for the Protection of the World Cultural and Natural Heritage** and to increase the number of its States Parties (164 as at 31 July 2001). At its twenty-third session (1999), the World Heritage Committee established a Task Force to identify practical measures for more effective operation of the Convention. Based on the recommendations of the Task Force, the Committee decided on a number of reform measures including: (i) revision of the calendar and cycle of World Heritage meetings; (ii) introduction of an Item A and B decision-making system; (iii) introduction of a biennial budget for the World Heritage Fund to harmonize with the UNESCO budget cycle; (iv) reforms to the system of statutory documentation and improvements to the communication between the World Heritage Centre and the Committee. The impact was a greater awareness by the Committee members of the complexity of the issues treated under the Convention and the wide scope of activities, as well as general commitment to reform.

194. A Working Group on Equitable Representation within the World Heritage Committee was established at a meeting of States Parties in 21 January 2000. In four meetings, the Working Group recommended to reduce to four years the current term of office of the Members of the World Heritage Committee; to increase to 28 the current number of Members; and to distribute a fixed number of seats to groups of States Parties, while leaving a number of seats open for elections on a free basis. The group's work was paralleled by the efforts made by the States Parties to nominate new and underrepresented categories of properties. On the basis of nominations submitted by States Parties, the World Heritage Committee has, since its last report to the General Conference, inscribed 109 new properties on the **World Heritage List** with the following geographical distribution: seven in Africa, one in the Arab States, 21 in Asia/Pacific, 56 in Europe and 24 in Latin America and the Caribbean. The total number of properties on the World Heritage List as of 1 January 2001 numbered 690 (529 cultural properties, 138 natural properties and 23 mixed properties).

195. States Parties continue to prepare an "inventory" of properties to be evaluated by the Committee for inscription on the List within the widest possible context and "outstanding universal value". These so-called "tentative lists" also assist the International Council on Monuments and Sites (ICOMOS) and the World Conservation Union (IUCN) in evaluating new nominations. As of 6 June 2001, 119 of the 164 States Parties had submitted tentative lists of cultural, natural and mixed properties, an increase of 12% since the previous General Conference in 1999. In response to the resolution concerning Ways and Means to Ensure a Representative World Heritage List adopted by the twelfth General Assembly of States Parties and deliberations on this issue at the twenty-third session of the Committee, a Working Group was established during a meeting of States Parties held at UNESCO in January 2000. This Working Group met four times between January and April 2000, and prepared a number of recommendations on the role and use of tentative lists, priorities for considering the large number of nominations, a possible voluntary score board that would include a proposal for a performance-indicator system and suggestions for enhanced capacity-building for underrepresented regions. These recommendations were refined further and adopted by the twenty-fourth session of the Committee (Cairns, 2000) and will be communicated to the thirteenth General Assembly of States Parties.

196. Numerous activities have been carried out to implement the Global Strategy for a Balanced and Representative World Heritage List adopted by the Committee in 1994. In 2000 and 2001, with reference also to the resolution on the Ways and Means to Ensure a More Representative World Heritage List (1999), the Committee examined and approved regional plans of action and a number of thematic activities for the implementation of the Global Strategy. The regional and thematic

actions undertaken have resulted in the preparation of new tentative lists and encouraged proposals for the inscription of new types of properties to the World Heritage List. In January 2001, the European Parliament adopted a resolution on the “Application of the Convention concerning the Protection of the World Cultural and Natural Heritage in the Member States of the European Union” [2000/2063 (INI)] which recognizes the responsibility of the European Union, whose Member States contain 30% of all World Heritage sites, to correct the imbalances in the World Heritage List by identifying new types of heritage, and assisting non-European States in the identification and protection of heritage. It strengthens the provisions of the Convention by requesting that the impact of projects using Community Structural Funds be examined prior to the approval of projects in the Member States of the Union.

197. The Periodic Report on the State of Conservation of the World Heritage Sites in the Arab States presented to the World Heritage Committee at its twenty-fourth session analyses the tentative lists from the 16 States Parties in the region and indicates the need for thematic studies on cultural landscapes, modern heritage, and Arab and Islamic heritage. In the Asia and the Pacific region, an integrated approach, combining activities for Global Strategy, thematic studies, tentative list analyses and periodic reporting within the context of a national capacity-building framework for cultural heritage conservation, management and development was pursued.

198. In recognition of the importance of monitoring and reporting on the state of conservation of properties inscribed on the World Heritage List, the Committee has begun implementing a six-year cycle of periodic reporting and continued to examine monitoring reports in 2000 and 2001. In general, the absence of strategies and management plans, the general absence of adequate documentation, and the lack of necessary professional and technical skills were regretted; the central government-driven initiatives and non-involvement of civil society, NGOs and the public were also mentioned as constituting a major handicap to be redressed. The Committee endorsed the need for the harmonization of the tentative lists for the Arab region; the limiting of new nominations whilst taking into account an equitable representation in States Parties and categories of properties; and the setting up of a monitoring service for the Arab region. The Committee decided to inscribe seven more sites on the List of World Heritage in Danger; 30 properties are currently on the List, of which 19 are natural and 11 cultural properties.

199. With regard to **enhancing the endogenous capacity for the safeguarding and management of heritage sites** through training and technical cooperation activities, between January 2000 and May 2001, the World Heritage Committee approved 170 international assistance requests for an amount of US \$4,149,021, of a total approved budget for 2000 and 2001 of US \$6,185,000 (US \$3,230,000 in 2000 and US \$2,955,000 in 2001), for the provision of several types of international assistance to States Parties, in addition to activities financed from other extrabudgetary sources amounting to some US \$5,100,000.

200. Efforts to mobilize and **strengthen international cooperation for World Heritage partnership** with the United Nations Foundation Inc. (UNF) generated more than US \$10 million in grant support between May 1999 and May 2001 for World Natural Heritage sites of global biodiversity significance. UNF channelled an additional US \$5 million to \$8 million for the protection of designated and potential sites via the Secretariat of the Global Environment Facility (GEF) in UNDP. Nearly 40 of the 75 to 80 World Heritage biodiversity sites (i.e. sites meeting natural heritage criterion, including eight World Heritage sites in danger, and all the five sites in the war-ravaged Democratic Republic of the Congo) are benefiting from the UNESCO-UNF Partnership, to be consolidated and expanded further during the next biennium. The France-UNESCO Cooperation Agreement for the Protection of Monumental, Urban and Natural Heritage (1997) provides the framework for technical cooperation between French and international experts, notably to support developing States in the preparation of their nomination files and to strengthen

national capacities through joint operational projects. During the reporting period, contributions received and expected, amount to US \$536,388 to finance travel and local costs for 51 project activities in 32 States Parties. Projects developed under this Agreement, notably through decentralized cooperation schemes between cities of France and six cities in six States Parties have generated an additional US \$16 million from the European Union and the Ministère Français des Affaires Étrangères.

201. A Declaration for Italy-UNESCO Cooperation was signed in March 2001 to support the implementation of the World Heritage Convention through provision of Italian experts to promote the Global Strategy, pilot projects and to enhance the capacity of the World Heritage Centre. A contribution of US \$693,542 has been allocated for 2001. The Government of Italy also contributed US \$565,000 for the Centre's activities in 2000 earmarked for preparatory assistance to promote capacity-building and World Heritage nominations from the underrepresented regions of Africa, the Caribbean and the Pacific. In 2000, the Government of Japan contributed US \$300,000 to assist States Parties in the preparation of tentative lists and new nominations. The World Heritage Office in Japan, established in November 1999 within the Asian Cultural Centre for UNESCO (ACCU), has since developed a multi-year regional training programme for capacity-building for conservation management of archaeological and urban sites.

202. In the period 1999-2001, the Nordic World Heritage Office in Oslo (NWHO) successfully assisted in the implementation of the World Heritage Convention in the Nordic region and provided technical and financial assistance to projects in Africa and the Baltic States, for the preparation of nominations, tentative lists and seminars. NWHO also organized a meeting in Copenhagen in cooperation with the Danish authorities to examine follow-up to the Nordic Report 1996 on the harmonization of tentative lists. Moreover, with financing from the Nordic countries, it is developing a technical Internet-based tool as a support for States Parties to prepare the periodic reports on the application of the Convention. Concrete results have been achieved in the protection of World Heritage sites for which pilot projects have been implemented through the various forms of partnerships mentioned above. States Parties from the developed countries are demonstrating increasing commitment to support those from the developing world.

203. In order to **enhance the dissemination of information** for wide public support for the Convention through communication and educational activities, the *World Heritage Map*, *World Heritage Information Kit*, *World Heritage Brochure* and the electronic newsletter, *WHNEWS*, are being pursued. The *World Heritage Newsletter* was redesigned and the periodicity of the *World Heritage Review* was changed from a quarterly to a bimonthly magazine. Efforts were also made to develop new information tools for the general public, in particular through highlighting certain aspects of the World Heritage conservation cycle. Information materials on the submission of tentative lists by States Parties and the role of the List of World Heritage in Danger, for example, are now available. A *Brochure on Periodic Reporting* was elaborated to guide concerned national and local authorities through this exercise. A 14-minute documentary film about the World Heritage conservation process was produced for distribution to World Heritage sites to serve as a training module and a means of communication with the local population and tourists. Finally, **the Special project: Young people's participation in world heritage preservation and promotion** launched in 1994 by the Associated Schools Project Network (Education Sector) and the World Heritage Centre has led to the development of a new educational concept and many significant events for young people. The success of the education activities have been considerable and new orientations are now being developed to multiply the diffusion of world heritage educational activities through both the official national education system and non-formal methods.

### III.2 Promotion of living cultures

	Allocation as at 30.06.2001	Expenditure as at 30.06.2001	Expenditure vis-à-vis allocation
<b>Programme III.2</b>	\$ <b>2,662,686</b>	\$ <b>1,956,241</b>	% <b>73.5</b>
Intersectoral projects:			
Reading for All	165,000	93,989	57.0
Caribbean People: Tapestry of the past – Fabric for the Future	242,300	213,395	88.1

204. The promotion of creativity and the protection of the rights of authors and artists centred primarily on: (i) the revitalization of art education in the formal and informal system, particularly in developing countries; (ii) the promotion of networks of specialized NGOs; (iii) the development of endogenous training of specialists in intellectual property, through the establishment of UNESCO Chairs for the teaching of copyright and neighbouring rights; and (iv) the updating of national legislations on copyright and the protection of traditional and popular culture. A regional meeting was devoted to the evaluation and improvement of the **formal and informal art education** system in Africa (June 2001, Port Elizabeth, South Africa). A series of studies carried out on that occasion made it possible to appraise the state of art education in 15 African countries. Technical assistance was also provided to Jordan in this field. All of that research, together with proposals concerning the improvement of art education curricula and of the strategy for their implementation, will be published on the Culture Sector website. A Web portal on music education and the professional life of young people is under construction, in cooperation with the International Music Council (IMC). Progress has been made in including art education in national policies, as a vital component of quality education. The main difficulty lies, however, in the harnessing by public authorities of all of the national potential to make art education a discipline in its own right. The training of young artists constitutes a major challenge in this regard.

205. Six art education training workshops were organized by professionals in the arts, including in disadvantaged areas – two in the Pacific (Samoa and Vanuatu), two in Latin America (Costa Rica and Argentina) and two in Africa (Senegal and Burundi). They involved approximately 150 children and 50 young people. Many activities (recitals, performances, meetings, creative workshops for young people, etc.) were organized in 2000 and 2001 on the occasion of **World Poetry Day**, on 21 March, in more than 50 Member States. An electronic directory lists various poetry institutions in about 50 countries.

206. Cultural events constitute an important springboard for the encouragement of artistic creativity and the strengthening of States' cultural and economic capacities. With regard to the promotion of live performances, several festivals, biennales and other artistic events were supported financially, particularly in Africa: the *Marché des arts du spectacle africains* (MASA, Côte d'Ivoire), the *Ouagadougou International Theatre and Puppet Festival* (FITMO, Burkina Faso), the *Festival Panafricain de la danse* (FESPAD, Rwanda) and the first FAAY FECC dance festival (Senegal). The **UNESCO Prizes for the Promotion of the Arts** were awarded in the context of the *International Contemporary Art Biennale in Havana* (Cuba) and the *Art Biennale in Shanghai* (China). The prizes for music and the visual arts were awarded, in September 2001, in the context of *FESPAM* (Republic of the Congo) and the *Istanbul Biennale* (Turkey). The three non-governmental organizations of international scope that are linked to the Organization under framework agreements (the International Music Council, International PEN and the International

Theatre Institute) also launched training and promotional activities in their respective fields in Africa, Latin America and the Caribbean, Asia, the Pacific, the Arab States and Europe and enlisted civil society to increase support for the arts and creativity and for the improvement of the status of the artist.

207. Under the “Music and peace” programme launched on the occasion of the International Year for the Culture of Peace, several national, regional and international events were held in some 20 States: Germany, Argentina, Niue, Cambodia, Uruguay, Venezuela, Belgium, Burundi, Islamic Republic of Iran, Israel, United States, France, Bosnia and Herzegovina, Russian Federation, Yugoslavia, Congo and Benin, and also in Palestine, with musicians from more than 60 countries participating. Under the UNESCO-Hiroshima City endowment, designed to develop infrastructure for the provision of musical instruments and facilities for the education of children from disadvantaged districts, support in the form of equipment was given to needy young people in 15 countries: Germany, Argentina, Belgium, Cambodia, Spain, Estonia, France, Hungary, Italy, Luxembourg, Niue, Netherlands, Portugal, Switzerland and Yugoslavia.

208. The pedagogical capacities of six UNESCO Chairs and the network of UNESCO Chairs in Latin America – RAMLEDA – (eight Chairs) were improved through financial assistance for the purchase of legal literature and information materials, and the distribution of UNESCO’s documents and publications, including UNESCO’s first International Manual on *Copyright and Neighbouring Rights*, previously published in English, French and Spanish and now in process of publication in Arabic and Russian. Furthermore, a first draft of Model Provisions for the Protection of Traditional and Popular Culture in the Pacific States, with an extensive commentary, was elaborated to assist the States in the formulation of their national laws and management of the rights in this matter. Finally, the Organization convened the 12th ordinary session of the Intergovernmental Committee of the Universal Copyright Convention held at UNESCO Headquarters (June 2001) as well as the 18th ordinary session of the Intergovernmental Committee of the Rome Convention (June 2001).

209. The French and English versions of a special guide to the Collective Administration of Author’s Rights were widely disseminated. The International Confederation of the Societies of Authors and Composers (CISAC) was provided with 500 copies for distribution to its members, mainly in developing countries and countries in transition. The publication of the *UNESCO’s Copyright Bulletin* quarterly in Chinese, English, French, Russian and Spanish versions is being actively pursued. A greater expertise and ability was achieved in Member States in the elaboration and updating of **national legislations on copyright**. A better knowledge of key issues was acquired in the following areas: providers’ copyright liability, protection of copyright in the digital environment, the settlement of copyright conflicts in cyberspace and international recognition of the resale right (*droit de suite*). New efforts should be made to sensitize and help the universities in developing countries to develop their capacities in regular training of copyright specialists. An increased effort should also be devoted to helping least developed countries to protect copyrights and an appropriate integrated management of the protected rights.

210. The major objectives in the field of **crafts and design** were to contribute to the enhancement of national capacities, to foster the production of high-quality crafts products and to promote the works of young designers from the different regions. The skills-upgrading of 100 craftswomen was carried out in workshops organized respectively in Dakar, Senegal (November 2000) and in Luang-Prabang, Lao People’s Democratic Republic (March 2001). The training programme included an introduction to management and marketing techniques to improve the economic conditions of the participants. Special mention is to be made of the first International Workshop on Lead-free Ceramics organized in Patzcuaro, Mexico (May 2001) in close cooperation with the Mexican Fund for Craft Development (FONART), the American non-governmental organization “Aid to Artisans”

and the UNESCO Mexico Office. The workshop offered a rare opportunity for South-South and North-South exchange of techniques and experience among the 44 ceramists/crafts managers from 19 Latin American countries, Ghana and Morocco, and for a productive interaction with marketing professionals from the United States. The promotion of high-quality crafts was carried out through the awarding of the UNESCO Crafts Prize for Africa (SIAO, Ouagadougou, October 2000), for the Arab States (Crafts Fair, Tunis, November 2000), for Asia (Hyderabad, January 2001) and for Latin America (FIART in Havana, March 2001), the publishing of a catalogue of the works of all prizewinners and the dissemination of a practical guide to participation in international craft trade fairs (in cooperation with the International Trade Centre WTO/UNCTAD and the Commonwealth Secretariat). In the framework of the “Design 21” programme, the works of 110 young designers from 32 countries were exhibited at UNESCO House in March 2000 after an international contest and a selection by well-known professionals.

211. The effectiveness of the training workshops was visible through the production of high quality and environmentally friendly crafts. Beyond the actual number of beneficiaries, the multiplier effect of these workshops was ensured by the readiness of the participants to disseminate the experiences acquired in their own communities and countries, by the production of audiovisual materials (videos, CD-ROMs) and brochures for the benefit of all the concerned craftspeople and for public information at large. The promotional activities (prizes, exhibitions and publications) undertaken in various regions involved a broad variety of partners – public and private sectors, NGOs and IGOs – and were supported by a number of UNESCO field offices (Havana, Mexico City, New Delhi, Ouagadougou and Tunis). These activities had a wide impact while confirming UNESCO’s unique, global approach to the sociocultural and economic role of crafts. The usefulness and innovative character of the programme were duly recognized by several funding sources which contributed to several activities: NORAD (US \$100,000 for the Mexico workshop); Japan Funds-in-Trust (US \$50,000 for the Lao workshop); Felissimo Corporation of Japan (US \$300,000 for “Design 21”) and the Ford Foundation (US \$100,000 for a crafts development project in Colombia). Extrabudgetary funding has amounted to US \$50,000.

212. The links established between training, production of quality crafts and promotion of creative artisans and designers have been welcomed by professionals in the sector and should be pursued. The UNESCO Crafts Prize at the regional level constitutes an original modality for the recognition and promotion of creative craft workers. However, efforts should be undertaken to facilitate the participation of the prizewinners in regional and/or international craft fairs, namely by the presence of a UNESCO Stand in some selected fairs. The decentralization of the programme activities has proven to be successful when accompanied by the necessary technical and intellectual support. In spite of the technical assistance and material support given to the International Centre for Crafts Promotion (CIPA) in Morocco, little progress has been achieved as regards the development of data banks and information flow in the field of crafts. Further efforts should be undertaken, in cooperation with the host country, in order to make CIPA more operational.

213. Action relating to **national policies and regional strategies for the development of books and cultural industries** gave priority to measures to provide support for the book sector – in particular, by strengthening ties with professional circles and their organizations – rather than, as in the past, to the formulation of individual diagnostic studies at the request of Member States. In addition, UNESCO, in its capacity as the ISBN agency for international organizations, continued to grant ISBN numbers to organizations that issue their own publications. Cooperation with CERALC was re-examined and will focus more closely in future on UNESCO’s priorities. Similarly, cooperation with ACCU was refocused on the APPREB network’s project for an information technology portal. Support activities were carried out in Africa, including activities in connection with the African Publisher’s Network (APNET). The Organization also assisted in the

formulation of a draft regional strategy for the Caribbean. In the field of the cinema and audiovisual media, a survey on the state of world cinematography was conducted and the results were disseminated, *inter alia* on UNESCO's website. An Arabic version of the practical guide to the Florence Agreement was produced and will be disseminated at the end of 2001; UNESCO will also continue to support about 10 film festivals in developing countries or countries in transition and will award a special film prize in the context of the International Year for the Culture of Peace.

214. Regional consultation meetings on the free circulation of cultural goods and services (books, film and music) were held: for Central and Eastern Europe, in Warsaw (Poland), in cooperation with the Polish Commission for UNESCO and under the high patronage of the Parliament, and in Moscow, in cooperation with the Council of Europe and the Ministry of Culture; for Africa, in Cotonou (Benin); and for Latin America, in Asunción (Paraguay).

215. The main objective of the **intersectoral “Reading for All” project** is to promote books and reading by experimenting with innovative methods based on greater interaction among schools, libraries and cultural institutions, newspapers and the audiovisual and electronic media. The following activities were carried out in that context: celebration of World Book and Copyright Day in more than 80 countries; continuation of the *Kitâb Fî Jarîda* project, which reaches 2 to 3 million readers each month; donation of mobile libraries and books in Latin America from extrabudgetary funds; award of the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance, which is awarded every two years and involves publishers from some 60 countries. In Africa, support was provided for the production and illustration of popular science books for children, in national and minority languages, under the SAP KAWI project. All of these activities should be carried out in future on a more interdisciplinary basis and should involve more collaboration and expertise from the Education and Communication and Information Sectors.

#### **“Caribbean People: Tapestry of the Past – Fabric for the Future”**

216. Within the framework of this project, which aims at empowering the citizens to manage diversity, the following activities were carried out: popularization of science and technology and disaster preparedness; the strengthening of tertiary level education institutions and networks; the establishment of multimedia community communication and information centres. Moreover, a travelling exhibition was organized, including music, photography and audiovisual material to promote the history of the Caribbean people (organized by the National Commission of Trinidad and Tobago). In the same spirit, a strategy was devised for the promotion and sustainable development of cultural industries (Dominican Republic, Barbados, Trinidad and Tobago, Jamaica) in particular the identification of cultural industries that have the potential for economic viability, the protection and/or upgrading of existing cultural industries, and the training and human resource development. In the framework of the project to revive intangible cultural heritage “Inventaire d'objets sacrés du Vaudou”, it was considered that UNESCO should elaborate technical guidelines and provide systematic assistance to Member States to devise policies and strategies for the collection, analysis and protection of intangible cultural heritage in all the countries of the region. Activities were carried out under the coordination of UNESCO Offices in the subregion, in close cooperation with the National Commissions, the Caribbean Community Secretariat (CARICOM), the Association of Caribbean States (ACS) and the Organization of Eastern Caribbean States (OECS). The consultations that were launched thanks to “Focus on the Caribbean” led to the creation of a platform for concerted action and new alliances between local NGOs, national authorities and UNESCO.

## Towards a culture of peace

	Allocation as at 30.06.2001	Expenditure as at 30.06.2001	Expenditure vis-à-vis allocation
	\$	\$	%
<b>Towards a culture of peace</b>	<b>1,695,184</b>	<b>1,075,135</b>	<b>63.4</b>

### *Unit 3 – From interculturality to cultural pluralism*

217. The objectives pursued during the biennium have been to expedite the completion of the ongoing history projects and to promote the dissemination of and follow-up to the completed General History of Africa project; to promote intercultural and interreligious dialogue within the framework of the United Nations Year of Dialogue among Civilizations (2001); to reshape and focus the Mediterranean programme; and to consolidate the Slave Route project. The activities undertaken have resulted in steady progress and their impact has been to highlight the dynamics and potential for the future of different types of intercultural dialogue as created by diverse historical and contemporary processes. It should be noted that the simultaneous preparation of several volumes of one history project has complicated publication schedules and confused readers and potential buyers. Furthermore, experience has indicated the need to deepen the scientific basis of various projects concerning intercultural dialogue as well as to focus and better target such activities.

218. Cooperation with the Education Sector has been reinforced with a view to systematically developing teaching materials and tools based on the General History of Africa and, subsequently, the other history projects. The search for additional funds for the history projects has resulted in extrabudgetary contributions of \$35,000 each from the Vitae (Brazil), Antorchas (Argentina) and Andes (Chile) Foundations for the General History of Latin America and a contribution of \$30,000 from the Reed Foundation (United States) for the General History of the Caribbean. The Director-General has on several occasions appealed to Member States for such contributions and in August 2001 he sent a series of formal letters to governments that had indicated their interest in particular projects. With a view to promoting the history projects and stepping up fund-raising efforts on their behalf, an illustrated brochure on the general and regional history projects was published in June 2001.

219. The national authorities of the countries concerned benefited from sectoral support missions and other consultations with a view to drawing up a general inventory of the tangible and intangible heritage of the slave trade and slavery in Africa. The Ecole du Patrimoine Africain (EPA) coordinates the project in Burkina Faso, Togo, Cameroon, Côte d'Ivoire, Equatorial Guinea, Gabon, Congo, Chad and Mali, with a contribution of extrabudgetary funds (\$70,000); the University of Lisbon is in charge of coordination for Angola, Cape Verde, Guinea-Bissau, Mozambique and Sao Tome and Principe (\$35,000) and the Programme for Museum Development in Africa (PMDA) for the following countries: Botswana, Kenya, Namibia, Nigeria, Sierra Leone, Sudan, Zambia and Zimbabwe (\$50,000). With regard to scientific research, a pilot programme on "oral tradition related to the slave route in Africa – data collection and processing" was launched in Benin, Ghana and Nigeria. Lastly, the development of the "Navigation of Knowledge" project, a network of historical Mediterranean dockyards, is providing an original focus for the promotion of the maritime dimension of intercultural dialogue, which is of relevance to the "Slave Route" as well, and is prompting wide media coverage.

220. The United Nations Year for Dialogue among Civilizations was launched on 5 September 2000 with a round table in the United Nations Headquarters. Leaders from all continents shared



their views, experience and visions for a world of peace, built on tolerance, dialogue, mutual understanding and engagement. Several conferences, seminars and meetings were organized in this context, including: the International Colloquium on the Indus Valley Civilization in Islamabad (Pakistan, April 2001), the Conference on the Dialogue Among the Four Ancient Civilizations (Tehran, November 2000); the Panel with members of the German Parliament (November 2000); the Meeting on the Dialogue Among Civilizations at the Oxford Centre for Islamic Studies (February 2001); UNEP Governing Council meeting (Nairobi, Kenya, February 2001); the International Conference on Dialogue among Civilizations (Lithuania, April 2001); and the International Colloquium on the Dialogue among Civilizations, held by ISESCO (Rabat, Morocco, 2001). UNESCO's celebration of the United Nations Year will culminate in an international conference in Paris, organized together with the French Ecole Pratique des Hautes Etudes on the theme of "Civilizations in the Eye of the Other", in December.

## MAJOR PROGRAMME IV TOWARDS A COMMUNICATION AND INFORMATION SOCIETY FOR ALL

### IV.1 Free flow of ideas

	Allocation as at 30.06.2001	Expenditure as at 30.06.2001	Expenditure vis-à-vis allocation
	\$	\$	%
Subprogramme IV.1.1	1,610,902	1,347,431	83.6
Subprogramme IV.1.2	2,287,793	1,724,634	75.4
Ethical, legal and sociocultural challenges of the information society	767,620	513,078	64.3
<b>Programme IV.1</b>	<b>4,696,315</b>	<b>3,585,153</b>	<b>76.3</b>

#### *IV.1.1 Freedom of expression, democracy and peace*

221. The principal objective pursued under this subprogramme was to **promote freedom of expression and freedom of the press** as well as **independent and pluralistic media** as basic elements in a democratic society. Efforts to generate public awareness of the links between a free press and a democratic society were highlighted on "World Press Freedom Day" 3 May celebrated in close cooperation with the United Nations, the Office of the High Commissioner for Human Rights (OHCHR), and professional media organizations. Throughout the world, this day serves as an occasion to inform the public of violations of the right to freedom of expression and as a reminder that many journalists brave death or jail to bring people their daily news. On 3 May 2000, a special seminar organized in Geneva, Switzerland, on "media in conflict and post-conflict areas" produced a set of recommendations which was endorsed by the United Nations. On the same day, the UNESCO/Guillermo CANO World Press Freedom Prize for 2000 was awarded to the Syrian journalist, Nizar Nayyuf. In 2001 the prize went to U Win Tin, Myanmar journalist currently imprisoned.

222. "The Windhoek Seminar: Ten Years On: Assessment, Challenges and Prospects" marked the tenth anniversary of the Windhoek Declaration on the Development of an Independent and Pluralistic African Press adopted on 3 May 1991. The seminar organized in collaboration with several regional and international organizations, examined the regional and international impact of the Windhoek Declaration. Some 300 journalists, editors, and other media professionals from

Africa as well as representatives and observers of international, non-governmental and professional organizations from different parts of the world participated and drew up recommendations for fostering the development of independent media in Africa and a draft Charter on Broadcasting in Africa. UNESCO is consulting with regional and international bodies on the draft Charter.

223. Close relations were maintained with regional and international media organizations and press freedom advocacy groups, notably the International Freedom of Expression Exchange Network (IFEX) whose objective is to enhance information-sharing and the effectiveness of reactions to cases of violations of press freedom. Today, the IFEX network groups 500 members in more than 120 countries, the majority in developing countries. The success of UNESCO's support for IFEX has prompted other organizations and groups involved in protecting human rights to consider establishing similar electronic forums. In this regard, the Organization has been instrumental in establishing the website of the Network for Education and Academic Rights (NEAR) which highlights action alerts when teachers, university academics and students are threatened, jailed or otherwise have their rights curtailed. Active support was equally given to national and regional authorities who approached UNESCO for assistance in drawing up or adapting their media and press legislation to internationally recognized standards and principles. Such technical and professional assistance for reform of media legislation was provided to Indonesia, Kosovo, Guatemala and Sierra Leone. As a result, UNESCO is establishing itself as one of the main institutions providing this kind of service to Member States and to other international organizations. All these activities, which were undertaken as a follow-up to the five regional UNESCO-United Nations seminars on promoting independent and pluralistic media held between 1991 and 1997, combined to give visibility to the Organization's role in promoting freedom of expression, democratic principles and peace.

224. The main goal regarding **media for peace and tolerance** is to assist independent media outlets in zones of armed conflict or in countries in transition to provide non-partisan information to their local populations by promoting press freedom and media pluralism. This assistance is in many diverse forms: provision of equipment and professional materials for the printing of newspapers; production of radio and television programmes; setting up of newspaper distribution networks; creation of television programme banks; support for professional training of media professionals; and creation of local media, especially community radio stations, media associations and press houses. In this context, UNESCO continued to support independent media in Bosnia and Herzegovina, Croatia and Yugoslavia. The Organization also supported the training of journalists and media practitioners from the independent and public media in reporting on conflicts in Angola. Overall, the activities have contributed to building bridges between media professionals from all sides and facilitating the exchange of professional materials (television productions, radio programmes, press articles, etc.) between journalists and producers, not only within zones of conflict and tension, but also between those zones and the rest of the world.

225. Today, there is an increased role and influence of civil society in shaping decision-making. UNESCO has already taken account of this through its numerous partnerships with international professional media associations. It needs to continue to adapt to this, by furthering these types of links. One of the initiatives that UNESCO is considering is the extension of its already-recognized activities in favour of freedom of the press and of the media to freedom of expression in all other areas of the Organization's mandate. It equally needs to keep on expanding its partnerships with other organizations, such as with the United Nations, when dealing with issues of media in conflict areas.

#### *IV.1.2 Media, information and society*

226. Activities carried out under this subprogramme sought to highlight the contribution of media and information to empowering women and young people and to develop viable models for using information and communication technologies (ICTs) for poverty alleviation and social integration. They also aimed at contributing to building up a strong public domain of information accessible to all while paying special attention to the preservation and promotion of the documentary heritage through the “Memory of the World” programme.

227. Attention was given to studies and research in the field of media through support to professional organizations such as the International Association for Media and Communication Research (IAMCR) and the Asian Media Information and Communication Centre (AMIC). This particular activity indicated that it is essential to strengthen UNESCO’s cooperation with media research institutions, especially on issues of media violence, the image of young people in the media, **media education**, multimedia and ICTs for development. Building up on this experience, it is envisaged in the next biennium to increase UNESCO’s practical involvement in this field, in particular through the development and testing of a model media education curriculum and a network of school radio stations.

228. With regard to **promoting women’s empowerment and gender equality in and through the media**, the activities focused on gender stereotyping in the media, integrating the gender perspective in journalism and the critical evaluation of training programmes on gender, as well as enhancing women’s access to knowledge and information, including at grass-roots level through community media. UNESCO succeeded in building up an international partnership to promote women’s empowerment and gender equality in and through the media, in particular through the WOMMED/FEMMED network. This work resulted in greater mobilization of women mainly in the media but also in other sectors of society in many countries for a variety of innovative initiatives, such as the Women on the Net projects which aim at helping women appropriate new communication technologies. To make 8 March, International Women’s Day, “a day to remember”, the Director-General (in 2000 and 2001) invited media organizations worldwide to ensure that women journalists have editorial responsibility of the news on that day. The operation, “Women Make the News”, was also aimed at drawing attention to the “glass ceiling” that women journalists still face and to focus on the need for equal opportunity for all journalists. The Organization also provided support for training activities for women communicators in different regions and for the production of programmes covering issues of concern to women and providing practical advice and information on literacy, health, child care, improved agricultural methods, vocational training, job opportunities and the role of women in implementing development policies. These programmes, which were broadcast on several community radio stations, helped to enable women at grass-root level to voice and exchange their opinions and to develop their cultural interests and creativity. Although much greater efforts in this field will be required before a major impact on the situation of women can be reported, taken together, these types of activities are important contributions to the United Nations system-wide action in favour of women.

229. The main results of activities implemented within the framework of **UNESCO’s INFOYOUTH programme** included the elaboration of specific tools and guidelines; the publication of books and CD-ROMs on the status of youth in different Member States; the strengthening of the INFOYOUTH database; and the creation of national websites as the basis for elaborating national Internet portals on youth related issues. Other main results were a number of young leaders and disadvantaged youth in Argentina, Brazil, China, Honduras, Georgia, India and South Africa trained in computer literacy and Internet use; the creation of a Youth Media Network in Bosnia and Herzegovina; Internet job schemes for young people in Armenia and Bulgaria; and HIV/AIDS prevention and information schemes in Burkina Faso, Romania, India and Tunisia. The

activities indicate that the INFOYOUTH programme is helping to improve national decision-makers' awareness and understanding of the problems and expectations of young people and the need to facilitate basic access of young people, especially the most disadvantaged ones, to information and knowledge. The programme is also helping to facilitate the creation of local quality information content and establish information structures in disadvantaged areas and regions.

230. The online governance survey of **e-governance policies and applications**, carried out in 60 Member States and two non-member countries, was finalized and the report disseminated as a UNESCO document and on the web. This activity, which was undertaken with the COMNET-IT Foundation, has already had a catalytic impact in the planning of a wider project of the Global Knowledge Partnership (GKP) to “promote wider sharing of governance knowledge” in which UNESCO will be actively engaged, particularly concerning the use of information and communication technologies to improve the links between citizens and government at all levels. Also building on the results of the survey, a programme of follow-up activities was initiated including the compilation of detailed case studies of e-governance in 15 countries; support for a series of subregional conferences; a pilot project in the United Republic of Tanzania; and the launching of an extrabudgetary project on the cooperative development of e-governance services by five African cities. The role of UNESCO as a neutral broker of information on e-governance and community access helped in meeting important information needs in developing countries. In Latin America, new approaches were developed to enhance democratic governance and improve public administration through the use of ICTs. These consisted of supporting IT training programmes for marginalized populations in rural and urban areas and provision of assistance to the Mercosur Parliaments in the use of ICTs to increase democratic governance and to create a virtual community of parliamentarians. These efforts contributed to increased social participation in selected municipalities and local communities through on- and off-line access to administrative, development and cultural information.

231. With regard to **public domain contents and development of information access tools**, a user-friendly version of the Greenstone digital library software of the New Zealand Digital Library project of University of Waikato (New Zealand) was produced in prototype version for testing and dissemination by UNESCO. Regular programme and extrabudgetary funding enabled the compilation of anthologies of development information with the participation of three countries in East Africa and seven in the Sahel, and an improved version of the Internet for the South CD-ROM (containing software, information and training material useful in developing countries) was produced in English and French. These activities helped in sensitizing African information providers to the viability of using digital media in publishing, improving online access to African published works through public libraries and information centres. Also, as part of its efforts to provide public access to information and create a virtual library of classic works of world literature, UNESCO assisted institutions in Poland to digitize key texts of classic Polish literature. These are now available on the Internet and CD-ROM. The Organization has also encouraged the development of projects for the electronic creation and dissemination of theses and doctoral dissertations (ETDs). An “International Guide for the Creation of Electronic Theses” being prepared by an international group of experts, will present standards and best practices for the creation and enhancement of ETD projects, particularly in developing countries.

232. The main services of **WebWorld** (the website of the Communication and Information Sector), are the Observatory of the Information Society, and the Archives Portal and the Libraries Portal, launched in September 2000 and in January 2001 respectively; they have rapidly developed into a recognized tool for the concerned professional communities. Another service on the WebWorld is the “Global Heritage Pavilion”, a website entirely devoted to the world's cultural and natural heritage, launched in December 2000, on the occasion of the Internet Fair 2001 (INPAKU),

a web-based event organized by the Government of Japan to promote the Internet. In addition, the “Centro de documentación y archivo para la defensa de los derechos humanos” at the High Court of Justice in Asunción (Paraguay) is now hosted on this site. The exponential growth in visits to WebWorld (170,000 individual user sessions and 2 million hits in July 2001) can be considered as an indicator of the impact of the services provided by the website. The growth in visits to WebWorld confirmed the viability of using the website not only as a showcase for the Sector’s activities, but also to offer concrete services to specific professional communities through vertical portals.

233. Under the **Memory of the World programme**, special emphasis was placed on its involvement in Latin America and the Caribbean with the setting up of a Regional Memory of the World Committee aimed at coordinating Latin American and Caribbean initiatives for the preservation of documentary heritage and strengthening collaboration between experts and institutions in the region. The first meeting of the Regional Memory of the World Committee for Latin America and the Caribbean (Pachuca, Mexico, June 2000) and the second International Conference of the UNESCO Memory of the World Programme (Colima, Mexico, September 2000) helped to highlight new trends in preserving and disseminating archives and library heritage materials. Regional approaches such as these are particularly important for preserving and strengthening cultural identity and mechanisms in view of current globalization trends. It is envisaged that similar collaborative regional implementation of the Memory of the World programme will be adopted in other parts of the world in 2002-2003.

234. Also under the programme, UNESCO prepared, in collaboration with IFLA, a CD-ROM on Preservation and Safeguarding of Documentary Heritage in English and French. It offers a guide to standards, recommended practices and reference literature related to the preservation of documents of all kinds. Similarly, a database of main digitized heritage collections all over the world has been compiled in close cooperation with the International Federation of Library Associations and Institutions (IFLA). There are over 100 collections. The database is a by-product of an international survey and will be expanded in the coming years to include other collections. The recommendation to include new collections in the Memory of the World Register adopted in June 2001, and especially the inclusion of the “Jigji”, the world’s oldest (ca 1377) remaining example of movable-metal-type printed book and the 42-line Gutenberg Bible of Göttingen, helped to increase the visibility of the programme.

### **Ethical, legal and sociocultural challenges of the information society**

235. The activities undertaken aimed at stimulating international reflection and debate on the **ethical, legal and sociocultural challenges of the information society**, gathering and disseminating relevant information and data, and promoting consensus building on ethical and legal principles applicable in cyberspace. The INFOethics 2000 Congress, organized in November 2000, contributed to identifying some key issues that could be brought to the agenda of the World Summit on the Information Society (Geneva, 2003; Tunis, 2005) and to the formulation of measures to be included in the draft recommendation on the promotion and use of multilingualism and universal access in cyberspace. This draft recommendation will be presented to the 31st session of the General Conference. Several regional seminars (Africa, Latin America, Asia, Europe and the Arab States) and four studies also helped to promote INFOethics principles and their application in the information society. These activities point to the need to give increased attention to the provision of affordable access to information, particularly information in the public domain, and to information technologies in all countries, especially developing countries and countries in transition. The expertise and concerns of UNESCO about the ethical and sociocultural aspects of the information society were appreciated during the ECOSOC High-level Segment on information and communication technologies and development (New York, July 2000) where the Director-General

led a round table on INFOethics. In addition, UNESCO organized a panel on universal access to information and informatics for human development, contributed to the Secretary-General's report to the High-level Segment and participated in the associated exhibition.

236. These initiatives have reinforced the Organization's policy towards the promotion of an equitable and affordable access to information. They have also reaffirmed its role and visibility in the United Nations system and its authority in this domain among the Member States. This is reflected in the increasing number of requests for assistance in formulating national information strategies and organizing regional workshops on these issues. Having positioned itself in the development of the information society, UNESCO should continue to concentrate its efforts in providing assistance to Member States on issues related to universal access to information and on their active participation in this development.

#### IV.2 Bridging the communication and information gap

	Allocation as at 30.06.2001	Expenditure as at 30.06.2001	Expenditure vis-à-vis allocation
	\$	\$	%
Subprogramme IV.2.1	3,155,150	2,359,903	74.8
Subprogramme IV.2.2	2,540,005	1,770,933	69.7
<b>Programme IV.2</b>	<b>5,695,155</b>	<b>4,130,836</b>	<b>72.5</b>

##### IV.2.1 Development of communication

237. Action to **strengthen communication capacities** in developing countries was pursued through implementation of extrabudgetary projects, training and inter-agency cooperation. In this context, the International Programme for the Development of Communication (IPDC) continued to be the main mechanism for mobilizing and channelling international assistance to projects for the development of communication. In the current biennium, IPDC selected 102 new projects for a total funding, from its Special Account and under funds-in-trust arrangements, of US \$2.7 million. High priority was given to projects on freedom of the press, training, consolidating community radio and multimedia centres, as well as the use of new communication and information technologies. The principal difficulty or constraint in these efforts is the diminishing funding accorded to communication projects by funding sources. IPDC has been receiving an increasing number of projects, while the level of financial contributions to its Special Account has diminished. It is worth noting that during 2000-2001, 193 new project proposals with a total budget requested exceeding \$17 million were submitted to the IPDC Intergovernmental Council. An overall assessment of IPDC calls for a revision of its project selection criteria so as to reserve the limited funding available for projects likely to have considerable impact at the regional or subregional level and for increased efforts at fund-raising.

238. Special attention was accorded to promoting and integrating **new and traditional information and communication technologies for community development**. The Community Multimedia Centre (CMC) initiative was launched at an international seminar in Kothmale, Sri Lanka, in January 2001. The meeting was an important contribution to the global dialogue on the "digital divide"; the report of the Global Knowledge Partnership to the G-8's Digital Opportunity Task Force incorporated the results of the meeting. The latter input resulted in CMCs being cited in the Action Plan of the G-8 Summit in Genoa, Italy. Several handbooks and guides on "model" community radio know-how, a video documentary, CD-ROMs, and media articles on CMC were

produced to assist professionals in the developing countries. The CMC initiative has been adopted as a component of the Action Plan of the Global Knowledge Partnership for which UNESCO has been assigned the role of “champion”. These activities have contributed to increased visibility of UNESCO’s action. Extrabudgetary funding has been obtained for pilot CMC projects in Africa, Asia and Latin America and the Caribbean. The pilot projects will assess the potentials of using community radio as an interface for underprivileged communities to overcome the access challenges, and share the benefits of new information and communication technologies, thus helping to mitigate the emerging digital divide which is of major concern to Member States. It is equally envisaged that the publication and dissemination of manuals and books on community media will contribute to enhancing knowledge about how to set up and manage such media and their role in community and societal development.

239. UNESCO emphasized the importance of national news collection and distribution institutions by reinforcing its practical and advisory assistance to the news agencies in Africa, Asia, Arab States, the Caribbean, Eastern Europe and Central Asia. To promote a **culture of maintenance** as an essential aspect of the operations of news agencies and broadcasting, UNESCO organized, in cooperation with the International Telecommunication Union (ITU), the European Broadcasting Union (EBU) and the Friedrich Ebert Stiftung (FES), a workshop for professionals from 15 French-speaking African countries in Yaoundé, Cameroon, in June 2001. The need to enhance maintenance, and relevant training and to introduce ICTs to ensure effective operations and viability of national news collection and dissemination mechanisms should continue to be given high priority.

240. Continued support was provided for **communication training** at all levels, with the main results being the training and upgrading of the professional skills of about a thousand specialists from all regions in such areas as computerized news agency operations; new technologies in radio and television; media ethics; media management; reporting on development issues; and the use of media in HIV/AIDS prevention and management. The Organization also finalized its model curricula for communication training in Africa. The model curricula, to be distributed to communication training and other institutions offering training programmes in Africa, are expected to make a significant impact on the training of communication professionals in the region. A long-term solution to the problems of communication training in Africa and other developing regions also depends on the availability of appropriate teaching and training materials, qualified trainers and adequate training facilities. It is, therefore, essential to raise awareness on these issues among policy- and decision-makers in Member States so as to ensure that required resources are made available.

241. UNESCO has been active in developing and **strengthening public service broadcasting (PSB)** and **promoting its educational and cultural mission** as well as **supporting endogenous audiovisual production and distribution**. The Organization supported and participated in such activities as the seminar on the challenges for public broadcasting in Africa (Rabat, Morocco, May 2000); the presentation of the *Manifesto for Educational and Cultural Television* prepared by the International Association of Education and Discovery Television Companies (AITED) in April 2000; the preparation and promotion of a model public service broadcasting law in different regions of the world; the setting up of a website on public service broadcasting (December 2000), and several publications including *A Comprehensive Legal Survey on Public Service Broadcasting in Leading Public Service Broadcasting in the World* and *Public Broadcasting, Why, How?* These actions helped to give high visibility to UNESCO as an advocate of public service broadcasting. In undertaking activities in this field, UNESCO consolidated its cooperation and links with major professional organizations such as the Commonwealth Broadcasting Association (CBA), World Radio and Television Council (WRTVC), Asia-Pacific Institute for Broadcasting Development

(AIBD), Conseil international des radios et télévisions d'expression française/International Council of French-Speaking Radio and Television (CIRTEF), l'Université radiophonique et télévisuelle internationale/International Radio and Television University (IRTU), and the International Public Television (INPUT).

242. The UNESCO Programme for Creative Television (CreaTV), which aims at encouraging creative endogenous television production in developing countries and promoting the expression of cultural diversity through audiovisual media, increased its outreach, partners and visibility. CreaTV professional workshops were organized in Africa, Asia, Eastern Europe and Latin America, providing training, distribution and production opportunities to almost 280 audiovisual professionals and sensitizing the public on the need for public service broadcasting through extensive media coverage in each region. The programme, implemented in partnership with INPUT, has proved to be an effective way of encouraging local audiovisual productions and their international circulation; it has also provided the Organization with access to many independent television programme producers committed to quality television all over the world. This has been an excellent resource for UNESCO to promote the educational and cultural dimensions of audiovisual media. The main problem encountered in this area is not the lack of quality productions but the absence of effective distribution schemes. This is particularly true in Africa, where neither the national television organizations nor the Union of National Radio and Television Organizations of Africa (URTNA) have the rights for African programmes and there has been limited success in exchange of television exchange programmes. Further efforts will henceforth be needed to improve the distribution schemes and patterns of audiovisual materials from developing countries, particularly among developing countries, and to help building a commercially sound scheme involving distributors, film-makers and television broadcasters.

#### *IV.2.2 Development of “infostructure”*

243. This subprogramme is designed to promote the development of integrated information and informatics strategies so as to ensure universal access to information and informatics tools for development. It is also intended to enhance the role of libraries and archives as gateways to information highways and key elements of “infostructure”. A number of significant results were attained during the past 18 months. The intergovernmental **Information for All Programme**, which replaces the General Information Programme (PGI) and the Intergovernmental Informatics Programme (IIP), was established in January 2001 after several consultations with an Interim Committee pending the election of the new Intergovernmental Committee during the 31st session of the General Conference. UNESCO seized strategic opportunities to position itself as an essential United Nations agency on ICT issues related to education, science, culture and communication. At the invitation of the Government of Japan, which chaired the G-8 Summit in Okinawa (July 2000), UNESCO became a member of the **Digital Opportunity Task Force (DOT Force)** created to address the digital divide. The primary task of the DOT Force was to produce a report on concrete steps to be taken by the most industrialized countries to bridge the digital divide. The report was submitted to the G-8 Leaders meeting in Genoa, Italy, in July 2001.

244. The Organization has also expressed its readiness to participate actively in preparing for the **World Summit on the Information Society (WSIS)**; it is a member of the High-Level Summit Organizing Committee and of the Executive Secretariat of WSIS. Many of UNESCO's activities in the area of ICTs in the coming biennium will be planned and implemented within the perspective of the Summit to ensure that the Organization is recognized as a key agency in ICT issues dealing with education, science, culture and communication. UNESCO is also a member of the **United Nations ICT Task Force** which will first meet in September 2001 with the principal aim of forging a strategic partnership between the United Nations system, Member States, private industry and other stakeholders to overcome the digital divide and ensure access for all to the benefits of ICTs.



UNESCO's involvement will help to ensure that the Task Force will not only reflect on the importance of ICT connectivity but also take into consideration the crucial role of education in enabling every man and woman to be part of the knowledge-based global society. The Organization will also advocate the need for users to acquire the skills to create and disseminate local content, thus contributing to the promotion of cultural and linguistic diversity and freedom of expression on the Internet as essential factors in a truly inclusive knowledge-based society.

245. In Africa and the Pacific, UNESCO initiated several pilot projects that contributed to the collection, management and dissemination of endogenous knowledge. In the Asia and the Pacific region, ASTINFO, as a regional network, was effective in raising the profile of library and information professionals, and in improving the coordination of information activities at the national levels. In Latin America and the Caribbean, the INFOLAC programme helped to strengthen cooperation among national information networks and systems for development. At its biennial Consultative Meeting held in Trinidad and Tobago in June 2001, delegates from 24 Member States decided that INFOLAC should henceforth be known as the "Information Society Programme for Latin America and the Caribbean". This change of the name reflects the delegates' wish that the programme should concentrate on furthering the participation of the region in the development of the information society within the framework of the Information for All Programme. Within the context of developing CDS/ISIS and IDAMS as open source software, the Organization has adopted a strategy of supporting the open source model by issuing recommendations on a CDS/ISIS international standard. A number of tools, manuals and utilities related to the main software packages have been developed and the work has been released as open source software. In February 2001 UNESCO produced an "Information processing tool" CD-ROM which, for the first time, combined the two UNESCO software packages, CDS/ISIS and IDAMS; the Organization also released the first Windows version of IDAMS.

246. UNESCO initiated a cooperative Virtual Campus Observatory for Latin America and the Caribbean in the Autonomous University of Mexico and facilitated the establishment in the United Arab Emirates of a Web portal on distance learning content and techniques in higher education in the Arab States. An international team is currently preparing a "virtual laboratory tool kit" to enable researchers in developing countries to set up and participate in virtual laboratories. Network development opens up great prospects for research and distance education and training, particularly through virtual campuses and the creation of virtual libraries. Other significant results have been achieved in this area through projects such as the Trans-European Tele-Education Network (TEN), TeleInViVo, HeritageNet and the Mediterranean Virtual Library.

247. The Trans-European Tele-Education Network is an experiment with the concept of "Real-Time Virtual Classrooms" based on an integrated satellite (EUTELSAT) and terrestrial (RSDN and LAN) network. Twenty partners from 12 European countries (Belgium, Czech Republic, France, Greece, Hungary, Ireland, Lithuania, Netherlands, Poland, Portugal, Spain and United Kingdom) have been involved in the project. UNESCO has been specifically concerned with coordinating the extension of the project to the following four countries: Czech Republic, Hungary, Lithuania and Poland. The purpose of the TeleInViVo project is to evaluate the potential of ICTs for remote medical diagnosis in isolated areas in which access to medical services is difficult or even impossible. This project, which has been operating in several locations in Uganda, Kazakhstan, the Canary Islands and the Azores, opens up interesting prospects for providing medical students with practical training in diagnosis based on real cases. The HeritageNet project seeks to establish links between the cultural institutions of Central Asia and the major museums in the region so as to increase their visibility and provide them with an opportunity to work in a network with their counterparts in other regions of the world. The first stage of the project has led to the establishment of a digital catalogue of the collections of five museums (Kazakhstan, Kyrgyzstan, Tajikistan,

Turkmenistan and Uzbekistan) in cooperation with institutions in France and Australia. The purpose of the Mediterranean Virtual Library (MedLib) is to establish a multilingual bridge to access digital libraries around the Mediterranean. A number of activities connected with the digitization of texts and manuscripts and the preparation of union catalogues have been carried out under this project (Algeria, Morocco, Palestine, Tunisia) with support from France and in collaboration with IFLA.

248. Regarding the development of **cooperation and exchange networks**, the activities and projects carried out in this area have highlighted certain lines of emphasis for future action. First, pluridisciplinary approaches will be encouraged both in the development and implementation of projects. Most of the projects comprise several components: the development of monolingual or multilingual contents (virtual libraries of publications, documentation and courses); the establishment of services (online or off-line distance training); the development of human resources to operate and develop the services; quality control; and, lastly, impact evaluations and measurements. Depending on the requirements of each situation, a balance will also have to be found between distance education through telecommunications and conventional educational methods. The integration of these projects into national and regional policies for developing the information society is essential if Member States' concerns are to be met. Lastly, sustained international cooperation, in particular the establishment of a consortium of institutions in developing and industrialized countries, is a determining factor for the viability of these ventures.

249. The experience of the *pilot multipurpose community telecentres* (MCTs) sponsored in five African least developed countries by UNESCO/DANIDA, IDRC and ITU and other international partners, were incorporated in the *Community Telecentre Cookbook for Africa* prepared by African experts and published and disseminated by UNESCO in 2000. Combining local media, especially radio, with ICT applications, the community telecentres allow even the most remote village to communicate and exchange information, with the rest of the world, and to locally manage, produce and access information for development. A national workshop on the application of ICTs in rural development was organized with UNESCO support in Chennai, India, in May 2001, to consolidate the experience in India in this area, including that of the ITU-UNESCO supported MCT pilot project in Rajkot, Gujarat, and to recommend strategies for future national action.

250. In the area of **libraries and archives**, continued support was provided to a selected number of projects such as the creation of a new **National Library of Latvia** in Riga and of a UNESCO multimedia information centre within the Russian Library of Foreign Literature in Moscow to serve all Russian-speaking users of UNESCO documents. The Organization is cooperating with the International Council on Archives (ICA) in archives and information technology, particularly in the areas of Encoded Archival Description (EAD) and the legal evidence of electronic records. UNESCO's expert advisory services were instrumental in improving records and archives management in Rwanda, Burundi and Yemen. UNESCO joined efforts with the International Federation of Library Associations and Institutions (IFLA) and the ICA to establish guidelines for digitization programmes for collections and holdings in the public domain, particularly in libraries and archives. The guidelines, expected to be published by the end of 2001, are intended to serve decision-makers as well as library and archives managers, mainly in developing countries. In Asia and the Pacific, activities concentrated on training of trainers' courses on library information services and management issues, and development of information policies to improve information services.

251. UNESCO encouraged and supported the setting up of electronic networks between scientific, educational and cultural institutions to promote cooperation in these fields and reinforce regional informatics networks. The Organization helped to establish a regional electronic library for higher education as part of the regional programme of the Memorandum of Understanding signed with the University of the United Arab Emirates in May 1999. Its objectives are to produce an electronic

resource library for higher education in science and technology with a virtual library of course-ware and a forum for publication of course material. UNESCO continued its support for the **Bibliotheca Alexandrina project**, with emphasis placed on training of Alexandria Library staff members at major international libraries and institutions such as the United States Library of Congress to enable them to operate fully when the Library opens in 2002. The training focused on library management, the new digital information system and the acquisition of books and periodicals. The Organization has also initiated measures to establish a UNESCO library for the visually impaired, selecting specialized hardware and developing special software in Arabic for the blind.

252. As part of its action to promote **public domain software**, UNESCO launched in July 2001 the “Free-Software Portal”, developed a free-software catalogue in Azerbaijan and completed an experimental project of building a web-accessible virtual reality e-learning environment. A series of training seminars in Indonesia, Malaysia, Papua New Guinea, Philippines, Thailand, Singapore and Viet Nam on the preservation and restoration of video and audio tape materials helped to prepare several trained archivists in the region who will manage the heritage collections. These activities contributed to raising awareness about archives among higher level officials and boosting professional standards.

253. UNESCO’s assistance in **infostructure development**, its **promotion of access to and provision of content in the public domain**, and of free and open software, as well as its contribution to developing legal frameworks, have substantially contributed to building public awareness worldwide of the need to counterbalance purely market-driven developments of the information society. A clear indication of UNESCO’s impact in these areas is seen in the change in the draft programme of the World Summit on the Information Society from being oriented mainly towards telecommunication infrastructure issues to an agenda integrating some of the above themes of concern to UNESCO. The Organization’s efforts in promoting universal access to and effective use of ICTs such as the Internet and telematics in development have been recognized in the international community and present opportunities for the Organization to play a unique role in the future. However, more concentration of efforts and resources as well as stronger international partnerships and intersectoral cooperation are required to achieve the impact expected by Member States in such key areas as the use of ICTs in education or virtual libraries. The rapid development of ICTs and the increasing need of information processing utilities in all fields of activity are reinforcing UNESCO’s objectives to foster the concepts of tools and technologies as public goods. In this regard, the ground has been prepared for cooperation between international institutions and national agencies to promote and develop better tools and to develop human resources through local training.

## **ANTICIPATION AND FUTURE-ORIENTED STUDIES**

254. During the period under consideration seven **Twenty-first Century Talks** were held at UNESCO Headquarters. The first of these meetings, on 18 April 2000, focused on the theme: “The sicknesses of the soul in the twenty-first century: foresight and preventive action”. Opened by the Director-General, who recalled on this occasion that UNESCO was “destined to be a future-oriented institution”, this meeting brought together Julia Kristeva, psychoanalyst and writer, Denise Bombardier, Canadian television journalist and essayist, and Adalberto Barreto, Brazilian psychiatrist and ethnologist. A second meeting, held on 5 May 2000 on the theme “What is the future of the universe?”, brought together three leading astrophysicists and scientific writers – Trinh Xuan Thuan, Nicolas Prantzos and André Brahic, co-discoverer of Neptune’s rings.

255. “How to meet the challenges of the twenty-first century and civilize globalization?”. This was the subject of the third meeting, on 30 May 2000, on the occasion of the publication of *Les Clés du XXI<sup>e</sup> siècle* (Keys to the twenty-first century), the main participants being Ms Sonia Mendieta de

Badaroux, Chairperson of the Executive Board, the Director-General and four eminent guests: Jacques Attali, Thierry Gaudin, Luc Montagnier and Edgar Morin. Many lines of inquiry were taken up in the course of that meeting. Thierry Gaudin suggested that solutions to the problem of poverty and exclusion were to be found in the development of a knowledge-based society and new values. Professor Luc Montagnier spoke of the need for a “regulatory system” to deal with the three major perils that threaten humanity in the twenty-first century: epidemics even more terrible than AIDS, ageing and its health and socio-economic implications, and the growing inequalities aggravated by the development of the new technologies. Edgar Morin stressed that at the dawn of the twenty-first century, the world had been fundamentally transformed by a “double globalization” – the globalization of technologies on the one hand and of awareness on the other.

256. A fourth meeting, on the theme: “Looking forward to getting younger?”, was held on 26 September 2000 with Professor Ivo Pitanguy, member of both the Brazilian Academy of Arts and the Brazilian Academy of Medicine, and Professor Etienne-Emile Beaulieu, member of the Academy of Sciences (Institut de France). The *Talk* provided an opportunity for exploring the relationship between population ageing, the Utopia of “rejuvenation”, the challenge to the concept of the three ages of human life and the rise of the idea of lifelong education for all. On 4 December 2000, the fifth *Twenty-first Century Talk* was held to discuss the questions: “Are we moving towards one or more forms of cultural globalization? How can cultural diversity be preserved?”. The speakers were the philosopher Daryush Shayegan and the sociologist Alain Touraine. At the sixth meeting, on 9 March 2001, on “New technologies and knowledge: prospects and lines of inquiry” the economist and futurologist Jeremy Rifkin, President of the Foundation on Economic Trends, and the philosopher and science historian Michel Serres, member of the Académie Française, discussed prospects for culture in an era marked by the transition from a market economy to a network economy and by the transformation of scientific paradigms and the cognitive subject.

257. The seventh and last session of the *Talks*, held on 15 May 2001, concerned “The gene revolution and the human being: towards ‘a brave new world’ or a better world?” and featured the zoologist and Harvard professor Edward O. Wilson, the biologist Jacques Testart and the philosopher Gianni Vattimo, member of the European Parliament and Vice-President of the Académie de la Latinité who, having outlined the achievements and prospects of genetic engineering, stressed the questions which they raise in terms of the power which the human race now has over its own future. They drew attention to the necessity – and difficulty – of defining a code of practice for biotechnologies applied to human beings.

258. During the same period, priority was given to publishing the main results of anticipation and future-oriented work. Thus the **future-oriented world report** “The World Ahead: Our Future in the Making” was published in English under a co-publishing arrangement with Zed Books and in Spanish with Galaxía Gutenberg and Círculo de Lectores. It was also published in Catalan by the UNESCO Centre of Catalonia with support from the Caixa Manresa, and in Vietnamese under the auspices of the Vietnamese National Commission.

259. A first anthology of the *Twenty-first Century Talks* and the *Twenty-first Century Dialogues* was published in French, as a co-publication with the Editions du Seuil, in May 2000. Prefaced by the Director-General, this work, entitled *Les Clés du XXI<sup>e</sup> siècle*, is a compilation of contributions from over 80 experts and eminent personalities to the debate on some 30 problems crucial to the future of humanity. The English version of this work will appear in October 2001 as a co-publication with Berghahn Books. The publication of the French version of *Les Clés du XXI<sup>e</sup> siècle* has already been acclaimed by many television channels and leading daily newspapers. An Arabic version of the work is in preparation. In collaboration with EXPO 2000 and with the sponsorship of the German savings and financial group (Sparkasse-Finanzgruppe), the English

version of the proceedings of the twenty-first century Forum organized in the framework of the World Exhibition in Hanover have also been published.

260. In addition, a series of radio programmes entitled *2000*, prepared under a partnership agreement between Radio France International and UNESCO, were broadcast all over the world each month during the year 2000. The broadcasts focused on several of the topics covered by UNESCO's future-oriented world report: population, water, desertification, poverty and exclusion, development, women, the future of cities, education, the new technologies, the future of languages, Africa tomorrow. The television channel *Forum* also produced, in cooperation with UNESCO, adaptations of the *Twenty-first Century Talks*, which have been widely broadcast by satellite and cable. Lastly, future-oriented articles have continued to be published in newspapers and periodicals in different regions of the world and in international futures reviews. Thus an article entitled "The twenty-first century: a better world or 'a brave new world'?" was published in 94 major newspapers and periodicals and in the international futures review *Foresight*.

## FELLOWSHIPS

261. From 1 January 2000 to 30 June 2001, 300 fellowships were awarded to beneficiaries, duly endorsed by their respective National Commissions. The regional distribution of awards is as follows: Africa: 110 awards costing US \$456,207.60; Arab States (including Palestinian students): 30 awards costing US \$151,146; Asia and the Pacific: 73 awards costing US \$211,392.90; Europe: 41 awards costing US \$223,597; and, Latin America and the Caribbean: 46 awards costing US \$224,017. Indeed, LDCs have received a total of 98 fellowships for a total amount of US \$346,885.20.

262. The detailed breakdown for these fellowships, administered by the Fellowships Section, is as follows: 104 individual fellowships for an amount of US \$798,317.50 within the framework of the 2000-2001 regular programme, including the UNESCO Fellowship Bank. Fellowships, to be implemented prior to the end of the biennium, will be processed for an additional US \$28,282.50; 89 travel grants for an amount of US \$111,285 as contributions towards Co-Sponsored Fellowships offered by a number of Member States, private donors and international bodies. These contributions-in-kind are estimated to be worth a value of US \$1.6 million; three fellowships awarded within the framework of the Participation Programme for an amount of US \$36,400; four fellowships for an amount of US \$43,235 under extrabudgetary projects financed by UNDP; and, 48 fellowships for an amount of US \$277,123 under extrabudgetary resources funded by funds-in-trust projects. The gender distribution is 168 men (56%) and 132 women (44%).

263. The total value of these fellowships, including the contributions-in-kind fellowships under the Co-Sponsored Fellowships Scheme, is US \$3,531,960.50. The following countries have generously contributed to the 2000-2001 Co-Sponsored Fellowships Scheme: Chile, People's Republic of China, Czech Republic, Israel (in cooperation with the MASHAV, i.e. the Centre for International Cooperation of the Ministry of Foreign Affairs, and Israel's Ministry of Education, i.e. the Council of Higher Education Planning, Budgeting Committees), Poland and the Republic of Korea (IPDC). Twenty fellowships co-sponsored by UNESCO-L'Oreal (10 in 2000 and 10 in 2001) were awarded during award ceremonies at Headquarters to deserving young women undertaking research in life sciences. Within the framework of the Japan Funds-in-Trust projects for "Capacity-Building of Human Resources", two projects entitled the "UNESCO/Keizo Obuchi Research Fellowships Programme 2001 and 2002" and "Support to the UNESCO Co-Sponsored Fellowships Scheme" have been designed and approved for a total amount of US \$588,392. It is expected that 100 fellowships will be awarded to candidates from developing countries in the framework of these two projects.

264. A Directory of UNESCO Fellows awarded fellowships during the 1998-1999 biennium was disseminated to all National Commissions and Permanent Delegations in February 2000. A list of fellowship programmes at UNESCO is also available on the UNESCO website in English and French. During the period considered, an “Evaluation report on the implementation, structure and results of the fellowships programme at UNESCO” was prepared and submitted to the 161st session of the Executive Board (161 EX/19). In 161 EX/Decision 3.6.3, adopted during that session, the Executive Board invited the Director-General “to continue to reinforce the fellowships programmes at UNESCO” and “to take the necessary measures to increase the opportunities for training under the Co-Sponsored Fellowships Scheme”.

265. Every year, UNESCO receives over 6,000 requests for fellowships in its various fields of competence. Limited resources make it impossible to satisfy all requests. With a view to offering more fellowships for the enhancement of capacity-building in Member States, UNESCO has adopted a proactive policy to strengthen and expand partnerships with governments, institutions of higher education and foundations, under its Co-Sponsored Fellowships Scheme.

## **COORDINATION OF ACTIVITIES CONCERNING WOMEN**

266. During the period under consideration, the comprehensive overview of UNESCO’s action in favour of women and gender equality from 1995 onwards, entitled *Gender equality and equity*, produced in collaboration with all sectors, was widely distributed in English and French, and was highly regarded by Member States. In addition to this, the Women and Gender Equality Unit pursued the production and dissemination, in collaboration with a number of field offices, National Commissions, eight United Nations entities and many NGOs, of the *Passport to Equality*, which promotes the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW). More than 100,000 copies of the *Passport to Equality* were produced in altogether 19 languages, including editions for semi-literate persons, thanks to financial assistance from the Government of the Netherlands, Japan and an individual donation from Her Highness Begum Inaara Aga Khan.

267. Priority was given to facilitating the integration of a gender perspective into UNESCO’s programmes in basic education and the promotion of education for girls as a basic human right; facilitating the implementation of the Budapest Conference recommendations concerning women and science, including the promotion of science education for girls; promoting women’s integration into decision-making structures such as parliaments, local government, the media, etc.; helping implement the women and a culture of peace programme. Coordination efforts focused primarily on producing and disseminating ground-work preparations for the initiation of an interdisciplinary UNESCO Chair and Network on Arab Women in the Knowledge Society, to be launched in 2002; integration of a gender perspective into UNESCO’s preparation for and its inputs into the World Summit on the Information Society (Geneva, 2003 and Tunis, 2005); elaboration of gender empowerment indicators and cooperation with programme sectors and the UNESCO Institute for Statistics (UIS) in capacity-building for sex disaggregate statistics in Member States; assisting Member States in combating sexist stereotypes in school books, the media and in sports; initiating, jointly with the Culture Sector, a study on women’s role in promoting intangible heritage; and updating and developing further UNESCO’s basic gender equality database.

268. Since early 2001, the integration of women and gender equality coordination into the newly created Bureau of Strategic Planning has contributed to give to UNESCO’s action in favour of women’s empowerment a more prominent and visible role. While fully respecting UNESCO’s commitment to the Beijing Declaration and Platform for Action articulated through the implementation of its three-pronged strategy, recognizing gender equality as a matter of strategic

importance for all of UNESCO's endeavours, provides more opportunity to include the gender component into all actions dealing with development goals and needs, and the respect of human rights, and to develop a truly cross-cutting approach. Parallel to the above-mentioned consolidation process, the Organization has pursued its collaboration with NGOs concerned with the empowerment of women and gender issues, organized as the UNESCO-NGO Collective Consultation on Women and Gender Equality. Efforts were also geared towards reinforcing cooperation with Member States and international partners (in particular in the framework of the inter-agency mechanisms of the United Nations system) including competent NGOs and IGOs, with a view to mobilizing enhanced support for activities in favour of girls/women.

## **COORDINATION OF ACTIVITIES CONCERNING YOUTH**

269. Working closely with the programme sectors, and in liaison with competent IGOs, NGOs and youth associations, one of the main tasks of the Youth Coordination Unit is to promote an increased participation of young people, both as beneficiaries and partners, in UNESCO's activities at country and local level. Emphasis was placed on the revision of the current strategy for "Action with and for youth" (especially during the preparation of draft documents 31 C/4 and 31 C/5) in order to achieve a better mainstreaming of youth's needs and visions in UNESCO's future programmes. In this context, the *Youth-Friendly Guide to UNESCO* and the Information Kit *UNESCO – Acting With and For Youth* was updated and reprinted in English and French; Arabic and Russian versions were also produced. UCJ's website, including an updated directory of international youth organizations, remained a valuable source of updated information and publications.

270. Action to promote the empowerment of young people included the provision of a consultant to the Viet Nam Youth Federation for the preparation of the National Youth Forum for the Twenty-first Century (December 2000); contribution to preparing several intersectoral projects involving youth in the framework of the CCT "Poverty eradication". Training of youth leaders at regional and international levels continued to be a priority. UNESCO supported the organization of the Youth Leadership Workshop in Fiji, and the participation of 15 young representatives from African countries to attend the World Education Fellowship Youth Conference (Vista, South Africa, April 2001). The Unit also facilitated the participation of several youth leaders in meetings and in training courses organized by the Council of Europe. Efforts were made for enhancing the scale and impact of activities for and with youth through mobilization of new partnerships and new resources: the Tangobus-project in Argentina and the Youth Forum in Hanoi (Viet Nam), the cooperation established with the World Bank for the video-conferences at the fourth World Youth Forum in Dakar and the promotion of the training programmes of the Council of Europe are only but a few examples of such partnerships. The development of electronic networks for cooperation and sharing of experience among youth at regional and international levels was also encouraged (such as the experience realized with the NGO Yinternet.org at the fourth World Youth Forum in Dakar). *InfoPills* is published once a week and conveys information on regional opportunities relating to participation in event and training, contests, events, access to publications and youth relevant websites.

271. Discussions were held with several Member States on the development of comprehensive national youth policies. Concrete cooperation through advice and consultation materialized with Oman, Cuba, the Basque and Catalan Governments (Spain) and Mongolia. Guidelines have been published for national policy-makers on the definition of the legal status of young volunteers. The following activities have been undertaken to contribute to the International Year of Volunteers 2001: in November 2001, UCJ presented UNESCO's approach to youth voluntary services in Vitoria, during the meeting on Voluntary Service in the Third Millennium. Meetings were held with Basque region authorities on the programme for Basque Youth volunteers in a number of UNESCO field

offices. On 5 December 2000, International Volunteer Day, UCJ collaborated with CCIVS, SCI, Alliance, YAP, AVSO and UNV in organizing an event to launch the International Year of Volunteers. The programme focused on the analysis of voluntary service's current conceptual framework and the theme "Personal Benefit or Community Service?". Invited as a keynote speaker to the XVI World Volunteer Conference (Amsterdam, Netherlands, January 2001), UCJ attended the pre-Conference Youth Forum (150 participants) and addressed the plenary session (1,500 participants) on the topic "Youth Voluntary Service – an Opportunity for Participation". In collaboration with the same groups of NGOs, UCJ supported a worldwide campaign to create a volunteer visa.

## COORDINATION OF ACTIVITIES CONCERNING AFRICA

272. During the period under review, the Department focused particularly on strengthening **collaboration with African IGOs**, especially the Organization of African Unity (OAU). Two cooperation agreements were signed, one with CPLP in October 2000, and the other with ECOWAS in March 2001, constituting an additional protocol to the General Cooperation Agreement signed by the two organizations in 1983. At the Joint Commission meetings between UNESCO and ECOWAS, SADC and OAU, held in September-October 2000, and during the consultation with CPLP, the following lines of cooperation at the regional and subregional levels were defined: to create greater synergy in the implementation of education initiatives in Africa and to improve cooperation mechanisms in that field; to assist in the formulation of science policies for scientific and technological development; to work towards acknowledgement of the cultural dimension of development; to encourage the utilization of information and communication technologies to narrow the digital divide; to encourage conflict prevention measures, and to promote a culture of peace and tolerance.

273. Given the high priority assigned to HIV/AIDS prevention in national development and poverty eradication strategies, UNESCO provided support for various activities in this field, a noteworthy example being the preventive education project implemented in the SADC countries. Support was also given to other subregional initiatives, including the organization of a conference on "Education and AIDS" in the ECOWAS countries (El Mina, Ghana, March 2001); preventive education activities were also carried out in the Portuguese-speaking countries of Africa (PALOP). In April 2001, the Organization participated in the African Summit on HIV/AIDS, Tuberculosis and other Infectious Diseases, the final Declaration of which underscores the importance of preventive education. The Summit also supported the proposal by the Secretary-General of the United Nations concerning the establishment of a Global Fund to fight HIV/AIDS in Africa amounting to between \$5 million and \$10 million and requested OAU and the United Nations system to ensure follow-up to the Abuja Declaration.

274. UNESCO took part in the work of the 36th and 37th OAU Summits held respectively in Lomé, Togo, in July 2000, and Lusaka, Zambia, in July 2001. The 37th ordinary session of the Assembly of Heads of State and Government, which followed the entry into force of the African Union (26 May 2001), was of particular significance. In addition to the establishment of the Union's institutions, much of the debate was devoted to the adoption of the **New African Initiative**, resulting from the merger of the Millennium Partnership for the African Recovery Programme (MAP), sponsored by the Presidents of South Africa, Nigeria and Algeria, and the Omega Plan, sponsored by the President of Senegal. The New Initiative explicitly mentions cooperation with UNESCO, in such priority areas as education, science and technology; peace, democracy and respect for human rights; access to the new information technologies; culture; and environmental management.



275. The Africa Department took part in the work of the Ad Hoc Working Group set up by the **United Nations** General Assembly at its fifty-fifth session to monitor implementation of the recommendations contained in the report of the Secretary-General on the causes of conflict and the promotion of durable peace and sustainable development in Africa, and also represented UNESCO at the substantive session devoted to conflict prevention and post-conflict peace-building, and to education (May-June 2001). The Department also participated in the substantive session of the Economic and Social Council (Geneva, July 2001) on the role of the United Nations system and the support to be given to the African countries for sustainable development. The Director-General's message on that occasion reaffirmed the Organization's resolve to give its support, within its fields of competence, to Africa's development efforts and to the New African Initiative adopted by the Lusaka Summit.

276. UNESCO is taking part in the work of the Independent Commission on "Africa and the challenges of the third millennium". Set up on the initiative of African intellectuals with the support of the United Nations, the Commission has set itself the task of engaging in forward-looking reflection on various questions concerning Africa contained in the report of the Secretary-General. The Commission's report, which identifies the unifying themes of a "vision for Africa" was submitted to the Millennium Assembly in September 2000. Also as part of this **forward-looking reflection**, preparations are under way for the holding of an international seminar in November 2001 on the theme forward-looking approaches and innovative strategies for the development of Africa in the twenty-first century. This meeting, to be attended by political decision-makers, heads of regional and international organizations, and individual intellectuals and experts, aims to take stock of the current situation and identify new approaches and pathways for a new partnership for Africa, drawing on ongoing initiatives at the continental level.

277. With regard to **coordination of relations with Member States**, the Department kept attuned to the concerns, aspirations and priorities of the countries of the region. Various consultations took place in this context, in particular with the Nigerian authorities for the implementation of the Plan of Action for Nigeria (pursuant to 30 C/Resolution 56). This Plan, which is intended to support the ongoing process of democratization in Nigeria in the Organization's fields of competence, comprises two main components: the first relates to the development of the education sector, and consists of three priority programmes: basic education, sectoral analysis, and technical and vocational education. The three programmes are funded by the regular budget and extrabudgetary resources (including funds-in-trust from Japan); the second component concerns the formulation and implementation of a national science and technology development policy.

278. Two memorandums of cooperation concluded with the Libyan Arab Jamahiriya in January 2001 provide for technical and financial assistance to support the African countries' literacy and postgraduate training efforts. Provision has also been made for assistance for the development of distance education and the completion of the General History of Africa. Lastly, it may be noted that the Department provided technical and material support for the preparation and celebration of Africa Day on 25 May 2001 and coordinated UNESCO's participation in the exhibition organized on that occasion.

## **CLEARING HOUSE**

279. Development of the UNESCO website continued: with 100,000 pages and more than 20 databases, it is now an invaluable information portal. An online survey was carried out with a specialized market research firm to establish a socio-demographic profile of visitors to the UNESCO site, and to find out their opinion and expectations of the site. The response was extremely encouraging, as 2,200 replies were received in the space of three weeks. The survey's

findings – very favourable overall – and the summary that was drawn up can be accessed online at: <http://unesdoc.unesco.org/images/0012/001220/122099f.pdf>. Preparations for transfer of the site to a knowledge portal involve the creation of subject portals which is now under way, as is the installation on UNESCO servers of the tools necessary for their management. An inventory of existing information services has been drawn up and is available online, on CD-ROM and in hard copy.

280. The library has become a virtual information centre. Since the Intranet was set up, the whole Secretariat has had electronic access to information held all over the world, in addition to the Organization's own documentary resources (UNESBIB, UNESDOC, etc.). These new possibilities were obtained at reduced rates, thanks to the United Nations Library Consortium. Cooperation with the documentation centres of the sectors and with the libraries and information centres of the United Nations system in the framework of the ACC's inter-agency working group has been reinforced.

281. World access to the full text of UNESCO documents in the six official languages has been improved, thanks to the development of the UNESDOC database, which is to be found at <http://unesdoc.unesco.org/>. The project for the electronic management of archives has had to be postponed pending the new arrangements to be set out in document 31 C/5. This project to re-organize archives management is crucial to UNESCO, in that it will make it possible to preserve electronic files and improve the exchange of information and knowledge.

## **PUBLIC INFORMATION**

282. During the first 18 months of the 2000-2001 biennium, the Office of Public Information provided information on the main activities and major events at UNESCO, organizing press conferences and interviews and producing and distributing press kits. Examples of the events covered are the World Education Forum, the 30th anniversary of the convention on the illicit traffic in cultural property, World Press Freedom Day, the "Women make the news" initiative, the first Proclamation of Masterpieces of the Oral and Intangible Heritage of Humanity, and the reform of UNESCO. The Organization's efforts to prevent the destruction of the Buddha statues at Bamiyan, in Afghanistan, were given intensive coverage, with hundreds of interviews. That campaign had a significant media impact.

283. The communication strategy adopted for the Dakar Forum included press conferences, the publication of comment in newspapers and the organization of interviews and also the production of a *Reporter's Notebook on Education* which provided the most up-to-date statistics on the subject. A brochure entitled *Education for All by 2015* was produced, which set out the Forum's objectives, UNESCO's contribution to their achievement, and partnerships to be entered into with the other organizations concerned. That very brief presentation was issued in three languages – English, French and Spanish. The press review published after the Forum shows that press coverage of UNESCO for that event was substantial.

284. In all, some 1,500 journalists were mobilized by the Office to cover UNESCO's activities. The monthly press review and the many special issues for major events – conferences, meetings, award of prizes and so on – and official visits by the Director-General to Member States were a key part of the public information strategy. More than 220 press releases (UNESCOMPRESS) have been issued since the beginning of the 2000-2001 biennium. In 2000, press releases concerned with education were the most numerous (more than 20%), followed by those concerning the heritage (15%). To these press releases should be added the media bulletins announcing important events: approximately 60 in 2000 and 33 in the first half of 2001. The Office also produced information documents either for a specific purpose (brief descriptions of new heritage sites or masterpieces of

oral heritage) or at regular intervals (timetable of events for journalists, launch of the *Infobrèves/Newsbriefs* bulletin, intended mainly for Permanent Delegations and National Commissions).

285. The regional press officers continued to keep their regions or countries informed of UNESCO's activities. In India, for example, the focus was on education for all, with nine television programmes on various priorities of the Dakar Framework for Action and on literacy, but also on such subjects as tolerance, peace and press freedom. Information workshops on UNESCO's activities were organized for local journalists in two republics of the Russian Federation, Bashkortostan and Tatarstan, which helped to increase press coverage in those areas. Advantage was taken of the presence at the New York Office of UNESCO representatives attending major events organized by the United Nations and/or UNESCO – such as the Round Table on the Dialogue among Civilizations, the Beijing+5 Conference, World Press Freedom Day and the General Assembly special session on HIV/AIDS – to make UNESCO's programmes and positions better known, in particular by organizing radio interviews.

286. The scope of OPI's website, which now has more than 4,000 pages, has been expanded. A system monitoring the world press on the Internet daily has been introduced. It assembles articles on UNESCO published by major newspapers in all regions of the world. Since last year, the UNESCOPRESS site has provided Spanish as well as English and French versions of the press releases, and some in Arabic and Russian. The site for the cultural heritage of Afghanistan, <http://www.unesco.org/opi2/afghan-crisis>, created during the crisis surrounding the destruction of the Buddha statues at Bamiyan in February-March, was selected by the newspaper *USA Today* as its "hot site". More than 20,000 e-mails were received, each containing 15 to 20 signatures supporting the international appeal launched by UNESCO to safeguard the cultural heritage of Afghanistan. The Office also continued to collaborate with the programme sectors, helping to set up websites for their activities. The documentation centre, which plays an important role in supplying information to visitors and the general public, responded to more than 19,500 requests for information in 2000.

## COOPERATION WITH NATIONAL COMMISSIONS

287. UNESCO's action has focused on two main objectives: the implementation of activities in individual areas (e.g. capacity-building, enhanced information exchange, contribution to special initiatives such as the international Year of Dialogue among Civilizations); and closer interface among the various partners involved (National Commissions, as well as UNESCO Clubs, parliamentarians and the private sector), including the design of a communication capacity to promote this interaction, both through enhanced contacts via information technology (databases, website, newsletter, listserv and e-forum facilities) and through jointly conceived and managed activities and projects, including meetings.

288. Action has centred on strengthening the role of the 189 **National Commissions** as organs of consultation, liaison, information and programme execution. The three principal axes have been: (a) reinforcement of the operational capacities of National Commissions via training, staff exchanges, equipment and enhanced IT capacities; up to June 2001, training was provided for 63 new Secretaries-General; (b) consolidation of cooperation among National Commissions and with the UNESCO Secretariat via the organization of three major statutory and quadrennial conferences, five consultations of the C/4 and C/5 documents, informal regional and several subregional meetings (Europe, Africa, East Asia); (c) their increased involvement in programme execution via five C/4 and C/5 consultations held in 2000 and attended by 168 National Commissions. The reports of these deliberations, which included views on the decentralization process, were presented to the 160th session of the Executive Board. Concerning the proposal

regarding a Standing Committee of National Commissions for UNESCO, the 161st session of the Executive Board recommended that the 31st session of the General Conference should re-examine the creation of such a body for reasons of relevance and cost-effectiveness.

289. The period January 2000-June 2001 illustrates that outreach to civil society and its mobilization to enhance the visibility of UNESCO and to achieve the Organization's objectives will require constant effort to be realized successfully. The Draft Medium-Term Strategy gives strong emphasis to the importance of partnerships and alliances. Whether traditional or new, these mechanisms possess great promise which must be explored in innovative ways in order to address global issues. Concurrently, phenomena such as the impact of information and communication technologies, the influence exerted by the private sector and the growing internationalization of civil society must be taken into account when planning a framework for future action with National Commissions and with other partners. Factors to consider include the optimal distribution of labour, the most suitable modalities for project evaluation, and the choice of activities which guarantee the best ratio of quality cost. These entities are now called upon to cooperate more closely together so as to create a synergy which will optimize their outreach and impact.

### **COOPERATION WITH UNESCO CLUBS, CENTRES AND ASSOCIATIONS**

290. **UNESCO Clubs, Centres and Associations** received support for some 20 national, regional and international meetings, including training seminars for Club animators. Among the highlights were the first meeting of UNESCO Centres (Barcelona, November 2000) and the establishment of a European Confederation of UNESCO Clubs and Associations (Romania, February 2001). Normative action focused on an updated version of a *Worldwide Directory of UNESCO Clubs, Centres and Associations* (to be available in printed and electronic forms), and of a *Manual of UNESCO Clubs*. Support to the World Federation of UNESCO Clubs and Associations (WFUCA) has continued, notably via the publication of the bulletin *Confluences* which contains information on the activities of the Club movement and is widely distributed among National Commissions and other partners. The Felissimo Project, supported by Japanese donors to recognize citizen action for the well-being of future generations, is exploring new ways to provide fresh impetus to the Club movement. Efforts have begun to foster closer interface between UNESCO Clubs and National Commissions from 2002 onwards so as to renew the impact of the movement in terms of its contribution to the aims of the Medium-Term Strategy.

### **COOPERATION WITH OTHER INSTITUTIONAL PARTNERS**

291. During the period concerned UNESCO participated in and contributed to the efforts made by the **United Nations system** to achieve better cooperation and coordination of joint activities at global and national level. The Organization took part in the deliberations and conferences of the United Nations and the specialized agencies, including at the decision-making level within ACC, the Economic and Social Council and its subsidiary bodies, the General Assembly and its special sessions, and also inter-agency committees, working groups, technical and regional commissions, etc. The Director-General participated in ACC meetings, including the first regular session chaired by the Secretary-General of the United Nations at UNEP Headquarters in Nairobi (Kenya) in April 2001. He also held consultations with his opposite numbers in the United Nations system (WHO, FAO, UNCTAD, UNEP, etc.) for the purpose of discussing those organizations' joint programmes and projects with UNESCO.

292. UNESCO participated in the substantive sessions of ECOSOC held in Geneva in July 2001 in particular the high-level segment, devoted to Africa. The other segments were devoted to: "The role

of the United Nations in promoting development, particularly with respect to accession to transfer of knowledge and technology, especially information and communication technologies, *inter alia* through partnerships with relevant stakeholders, including the private sector”; “The triennial policy review of operational activities for development reviews”; “Strengthening of the coordination of the emergency humanitarian assistance of the United Nations”; economic, environmental, social and human rights questions where the Council considered the proposal for a United Nations Literacy Decade, with a Draft Plan for Action on a possible time frame for such a decade, on the basis of the outcome of the World Education Forum. The Organization was also represented in the very first meeting of the High-Level Committee on Programmes (HLCP) which took place in Vienna, in February 2001 under the chairmanship of the Director-General of the United Nations Industrial Development Organization (UNIDO).

293. Efforts were made to strengthen cooperation with other **intergovernmental organizations**, by involving them in the planning, financing and execution of joint activities and by promoting regular exchanges of information and experience. In this context, projects were carried out in various domains, in collaboration with ALECSO, ISESCO and the International Organization of the Francophonie (OIF). A new cooperation agreement was concluded between UNESCO and OIF. Other proposals for formal agreements are under consideration, in particular with ICCROM.

294. Cooperation with **NGOs, foundations and similar institutions** was the subject of the sexennial report for 1995-2000. The purpose of the report was to evaluate the functioning of the statutory mechanisms established by the 1995 Directives and to define the future directions of UNESCO’s cooperation with the NGOs in the framework of the Organization’s next Medium-Term Strategy. A total of 344 NGOs in official relations with the Organization and 187 National Commissions were consulted, as were the programme sectors and 69 field units. The replies received from 175 NGOs in official relations and 71 National Commissions were analysed. The result of this analysis was the subject of documents 161 EX/39 and 161 EX/INF.8. Following examination of the sexennial report and the framework agreements with certain NGOs, the Executive Board decided to have the cooperation of the 17 NGOs in associate relations evaluated with a view to the renewal of their statutory relations. Individual detailed fact sheets were prepared and have been annexed to document 162 EX/43. During the same period, the Organization also examined 27 new requests from NGOs wishing to establish official relations and two requests for reclassification.

295. The Organization participated in the meetings of the joint programme commissions and of the **NGO-UNESCO Liaison Committee** (held between February 2000 and June 2001), which dealt specifically with the preparation of the sexennial report; the results of the joint programme commissions, the NGO Council and the thematic consultations; the participation of NGOs in the General Conference; and the preparation of the International Conference of NGOs (scheduled for December 2001) and of the “Culture of Peace” symposium. UNESCO took part in several consultation meetings between the Liaison Committee, the Headquarters Committee and the latter’s working group dealing with the issue of premises occupied by NGOs in Headquarters buildings. Following these negotiations and in accordance with 161 EX/Decision 7.8, a gradual process of reorganization was started with the agreement of all parties which should lead to the rationalization and reduction of the space occupied.

296. Special efforts went into organizing the **international consultation of NGOs** on the occasion of the Dakar Forum in April 2000. The fruit of the combined efforts of the Secretariat, the NGO Committee and the Collective Consultation for Literacy and Education for All, this consultation enabled the NGOs to play a constructive part in the Dakar Forum and increased their commitment to the execution of the resulting Framework for Action. With a view to promoting and improving communication within the **African NGO network** established during the second Regional

Consultation of African NGOs (Durban, April 1998), financial support was provided to the Board of Non-Governmental Development Organizations (CONGAD) for West Africa and to the Centre d'Information et de Liaison des ONG (CILONG) for Central Africa. This assistance enabled eight African networks to participate in the NGO consultation and in the Dakar Forum which then committed themselves to adopting an operating charter and participating fully in the Dakar follow-up.

297. Many discussions were held with NGO representatives and intersectoral meetings were organized with a view to developing UNESCO's cooperation with, in particular, the International Association of Universities (IAU), the International Social Science Council (ISSC) and the International Council for Philosophy and Humanistic Studies (ICPHS) in the framework of the next Medium-Term Strategy (2002-2007). Round tables were also organized in parallel with the 159th and 160th sessions of the Executive Board between representatives of the Member States, officials from programme sectors and NGO representatives on "the role of the NGOs in the safeguarding of diversity in the face of globalization", and on the theme "Culture and solidarity: the role of the NGOs – Changing perceptions through the cultural dimension". UNESCO also arranged for various thematic partnerships with NGOs in such areas as follow-up to the Dakar Forum, the reorganization of the EFA Collective Consultation and the launch of a joint effort with a view to Rio+10 (Johannesburg, 2002).

298. UNESCO participated in the programme and coordination meeting of the Non-Governmental Liaison Service (NGLS) (April 2001, Geneva, Switzerland). The Organization was also responsible for the publication in Arabic, Chinese, Russian and Spanish of the information booklet on NGO cooperation with UNESCO and the opening on the Internet of an information page and an NGO database on NGOs maintaining official relations.

## NEW PARTNERSHIPS

299. Relations with **parliamentarians** were further developed, due to the wide recognition of the importance of this platform. Work focused on promoting UNESCO's expertise in its various fields of competence, and the role of the Organization as an interface between civil society and lawmakers. National legislators are being sensitized to UNESCO's action through direct dialogue and involvement in programme activities. The creation of national leagues of parliamentarians (known as Friends of UNESCO) was encouraged: in the period considered, new groups were established in Mexico and Romania. Interaction with regional associations of legislators also helped to address key development issues of widespread relevance for Member States within a specific geographical context. At the international level, cooperation has been strengthened with the Inter-Parliamentary Union (IPU).

300. UNESCO is actively pursuing its cooperation with the **private sector** at large, including both foundations, civil society in general, and private companies. The aim is both to raise funds for UNESCO's own activities, and to establish partnerships in analysis, advocacy and research. Cooperation with the private sector has a great potential, but also poses a number of challenges. An overall UNESCO strategy in this field is therefore under preparation, reviewing both the policy aspects, and the concrete tools that may be applied to raise funds from the private sector. During the period considered, the organization of activities (as part of the celebrations of the millennium) led to numerous partnerships with business, ranging over education, science, culture and communication. Action has also focused on establishing a clear policy basis for UNESCO in line with its participation in the United Nations Global Compact; mapping existing cooperation developed by the Organization (both Headquarters and field offices and by partners such as National

Commissions and UNESCO Clubs); and promoting opportunities for partnerships sought by the Organization and by the private sector itself.

## **COOPERATION WITH EXTRABUDGETARY FUNDING SOURCES**

301. **Extrabudgetary contributions** continue to play an ever increasing role in the funding of UNESCO's activities. As foreseen in document 30 C/5, these resources reflect an impressive growth rate, with allocations for 2000 being 23% higher than the figure for 1999. For the year 2000, it is in fact assessed that the volume of extrabudgetary contributions represent four or five times the amount available in the regular budget for programme activities. There is reason to believe that this trend will continue in coming years. Detailed information on UNESCO's activities under extrabudgetary contributions was provided to the Executive Board at its last session, in document 161 EX/31. The debate reflected keen interest on the part of the Member States in being kept closely informed of these activities. It was notably emphasized that the planning of activities to be funded from extrabudgetary contributions must take place in close coordination with the planning and implementation of the activities included in the C/4 and C/5 documents. In pursuance of the decision adopted by the Board, the Secretariat will now reinforce its efforts in this respect, and also prepare overall guidelines for the utilization of extrabudgetary funds. Increased attention will also be paid to UNESCO's activities under self-benefiting funds-in-trust arrangements, highlighting the need to respect UNESCO's mandate. A major challenge remains the need to further increase, and notably diversify, the resource base for extrabudgetary contributions. The sheer multitude of arrangements with individual funding sources will also make it necessary to arrive at better structured and more rational funding arrangements, preferably of a multi-year and multi-donor nature. Particular attention should also be paid to the need to enhance the Secretariat's capacity in planning and implementation of extrabudgetary activities.

302. Extrabudgetary contributions continue to be derived overwhelmingly from bilateral donor governments. However, in keeping with the provisions of document 30 C/5, UNESCO is reinforcing its efforts to enhance collaboration also with the main multilateral funding sources, notably the United Nations funds and programmes, the multilateral development banks, and the European Communities. While financial contributions from these sources are indeed growing, it is clear that the multilateral institutions are particularly valuable for UNESCO as partners in advocacy and policy dialogue. UNESCO is following with keen interest the ongoing reform efforts in the United Nations system, and is also enhancing its own participation in inter-agency collaboration. This is notably the case for joint country level programming within such instruments as CCA and UNDAF. Document 162 EX/40 provides more detailed information on the reform process in the United Nations system, and on UNESCO's role in the inter-agency cooperation. It has been a particular satisfaction that UNESCO has been accepted in April 2001 as a member of the **United Nations Development Group**, thereby greatly improving UNESCO's possibilities for influencing the overall United Nations policy in the field of development.

## **BUDGETARY AND FINANCIAL MATTERS**

303. The 2000-2001 **regular budget** approved by the General Conference at its 30th session amounted to \$544,367,250. As of 31 July 2001, this had been increased, in accordance with paragraph A(d) of the Appropriation Resolution, by donations and special contributions amounting to \$4,323,581 including government contributions to the running costs of field units (\$1,968,922), resulting in an adjusted appropriation of \$548,690,831. The Director-General expresses his gratitude to governments, institutions and individuals for their generous donations and contributions in support of various programme activities in document 30 C/5 Approved.

304. At 31 July 2001, the total amount obligated was \$412,796,100, or 75.9% of the total budget allocation of \$543,932,781 (Parts I to VI), which indicates that the overall programme execution is proceeding satisfactorily and in accordance with the work plans.

305. The actual **expenditure on staff costs** at 31 July 2001 amounted to \$238,898,498 or 75% of the staff costs allocation of \$318,726,952\* (\$311,768,200 approved in the Appropriation Resolution for 2000-2001 as adjusted by 159 EX/Decision 3.1.3, plus the transfer of \$1,699,900, \$2,446,900 and \$2,750,200 from Part VII of the budget, approved under 159 EX/Decision 6.1, 160 EX/Decision 7.1 and 161 EX/Decision 7.1 respectively). The actual expenditure for the 19-month period is 4.2% lower than the proportionate time elapsed (79.2%), largely due to delays in appointment and the number of posts currently under recruitment.

306. The Director-General has decided to recalculate the periodic adjustments to the salary scale of the staff in the General Service with effect from 1 January 1997. Some seven members of the category concerned had filed appeals before the UNESCO Appeals Board. The main dispute was the character of two French levies, namely the **Generalized Social Contribution (CSG)**, and the **Contribution for the Reimbursement of the Social Debt (CRDS)**. The **International Civil Service Commission (ICSC)** had considered that both CSG and CRDS were taxes, which resulted in a reduction of the net salary paid to the General Service staff. The staff members concerned maintained that both the CSG and CRDS were social security contributions, an interpretation that would result in a net increase in their salaries.

307. The UNESCO Appeals Board having ruled in favour of the staff members, the Director-General put back the question to the ICSC. After a thorough examination, the ICSC decided to exclude CSG and CRDS for the computation of net salaries paid to the General Service staff. The Director-General has therefore accepted the Appeals Board's ruling that there should be a recalculation of salaries and emoluments excluding the impacts of the two levies i.e. CSG and CRDS. Preoccupied by considerations of equity, he has decided to extend the application of this decision to the whole General Service category at Headquarters.

308. Given the complexity of the exercise, which involves the determination of the methodology for recalculations, the application of the methodology to all staff concerned, including those who have since left, the repercussions on the Medical Benefits Fund and the United Nations Joint Staff Pension Fund, etc., the Administration has not yet finalized the recalculations. However a lump sum advance of FF2,500 per year and per staff member concerned has been paid. The exercise will be completed by the end of this year. Although the total amount of the arrears is not known at this stage, it is expected that this expenditure will be covered from the overall savings from the 2000-2001 staff cost budget.

309. As can be seen from document 162 EX/28, the **cash flow situation** of the Organization for the nine-month period to 31 July 2001 shows an improvement compared to that of the preceding financial period. No borrowing requirements, whether internal or external, have been required since February 2000. The attention of Member States is drawn, however, to the large amount of arrears that remains a cause for concern. Moreover, as at 31 July 2001, 49 Member States were at risk of losing their voting rights at the 31st session of the General Conference, of which 29 Member States had not then respected their commitments to payment plans approved at earlier Conferences.

310. In respect of the **Participation Programme**, 1,392 requests amounting to \$24,148,361, or 97.3% of the total budget (\$24,830,000) had been approved as at 31 July 2001. Actual expenditure

---

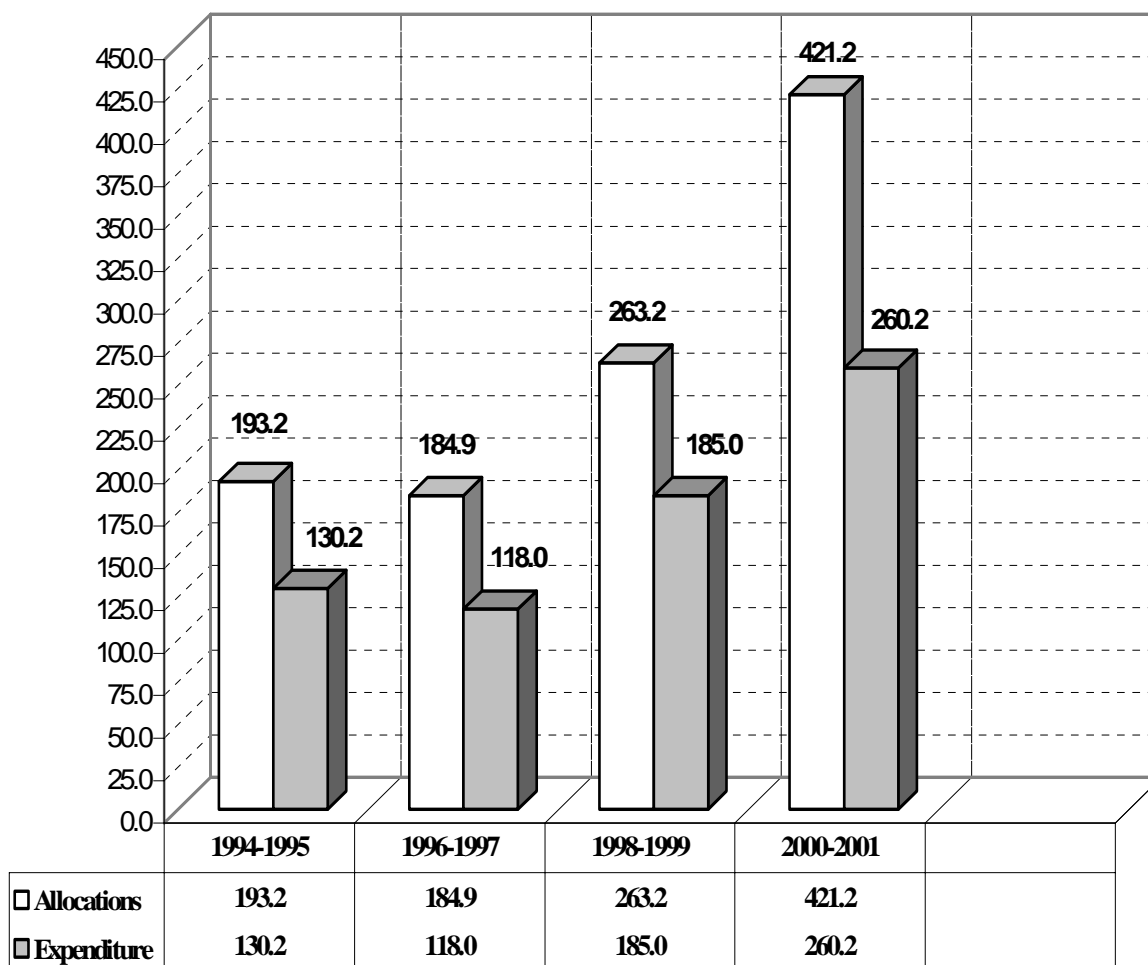
\* Including the annual contribution of \$61,752 from the UNESCO Savings and Loans Service.



of \$18,484,991, or 76.5% of the approved requests, had been incurred which is lower than could be expected due to delays in the receipt of financial reports on the use of past allocations.

311. During the first 19 months of the biennium, allocations from extrabudgetary resources reached the exceptional level of \$421.2 million, as against \$263.2 million for the corresponding period in 1998-1999. This represents an increase of \$158 million, or 60% from one biennium to the next and can be explained, in part, by the increase in the mobilization of resources for projects financed under funds-in-trust and self-benefiting arrangements and also by the resources channelled through the Iraq Oil for Food Programme.

**Expenditure and Allocations \***  
*(in millions of US \$)*



☐ Allocations ▣ Expenditure

\* Expenditure and allocations for the first 19 months (January to July) of each biennium.

**Hundred and sixty-second Session**

162 EX/4  
Part I Add.  
PARIS, 28 September 2001  
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 I**

**ADDENDUM**

**SUMMARY**

This document contains information on the main activities undertaken in the execution of the programme between July 2001 and the present session of the Executive Board.

## EDUCATION

1. The **fourth E-9 Ministerial Review Meeting** (Beijing, China, 21-23 August 2001) assessed action taken and progress since the World Education Forum (Dakar, Senegal, April 2000). It was preceded by an expert meeting on “The Role of Distance e-education and ITs for Basic Education”. The final Beijing Declaration adopted by the Ministerial meeting underlines the continued strong commitment of the E-9 countries to fighting poverty and exclusion, by achieving literacy for all, drastically reducing the gender gap and achieving quality primary education. In addition, the E-9 Ministers agreed to launch two major projects on ITs in basic education and on the role of early childhood care and education with a view to enhancing the quality of primary education.
2. The **46th session of the International Conference on Education** (Geneva, 5-6 September 2001) on the theme “Education for All; Learning to Live Together: Contents and Learning Strategies – Problems and Solutions”, brought together over 600 participants, including 80 Ministers of Education and 10 Vice-Ministers of Education from 127 Member States of UNESCO. Organized by the International Bureau of Education (IBE), the Conference adopted conclusions and proposals for action concerning areas in which reform processes should be continued or undertaken. (The report of this meeting and the conclusions and proposals for action will be submitted to the General Conference at its 31st session.) Within the framework of ICE, the Director-General chaired a special session on the Involvement of Civil Society in EFA (Education for All) on 8 September 2001. Education Ministers from Ghana, Mozambique, Nepal and Yemen were joined by a civil society organization from three of these countries to present experiences of State/NGO partnership for EFA. A lively debate identified four areas in particular where the role of civil society is especially valuable in the context of EFA: as alternative service providers, as innovators, as critics and advocates, and as policy partners. It underlined the importance of government leadership in coordinating civil society efforts for EFA.
3. The second meeting of the **Working Group on Education for All** (Paris, 10-12 September 2001) brought together some 40 representatives of countries, regional organizations, bilateral and multilateral agencies, civil society organizations, the Organisation for Economic Co-operation and Development (OECD), the European Commission and the G8. Focusing on preparations for the first meeting of the high-level group (Paris, 29-30 October 2001), the Working Group made a series of recommendations concerning the preparation of a comprehensive EFA strategy, the assessment and funding of EFA plans, the Monitoring Report and the communiqué for the high-level meeting. The Working Group also agreed on launching two new flagship programmes, one on teachers for quality education and one on education and disabilities.
4. **International Literacy Day 2001**, celebrated on 10 September in UNESCO, Paris, involved the participation of different delegations and NGOs as well as the private sector. UNESCO also participated in celebrations around the world, notably in Washington. A document, *Living Literacy*, provided literacy vignettes. International Literacy Prizes were awarded and *Countdown*, *Sources* and *The Courier* devoted special coverage to the prizes.
5. In order to facilitate the completion of national EFA action plans, UNESCO/Dakar organized, together with key educational development partners, a meeting for all **African EFA National Coordinators** at UNESCO Headquarters (17-19 September 2001). The meeting, attended by 45 National EFA Coordinators as well as numerous representatives of bilateral donors, United Nations agencies and civil society as well as education resource persons, sought to assess progress made concerning the completion of the plans in question, determine the needs for support, facilitate networking among stakeholders and stimulate donors’ support. The meeting made several recommendations concerning how to ensure a finalization of national EFA plans by the end of 2002

as well as comments and suggestions on the proposals for a regional action plan and for regional mechanisms for EFA follow-up.

6. Kuwait has offered to create the His Royal Highness Executive Chief of State Amir JABIR al-Ahmad al-Jabir Al Sabah Prize for **research on special needs in education**. The aim of this Prize is to reward the activities of individuals, groups, organizations or specialized centres in fields relating to special needs in education for the mentally handicapped. These activities should be consonant with UNESCO's objectives and ideals. The Prize is also intended to reward individuals and associations contributing to educational efforts in this field. It will consist of a certificate and a sum of money the amount of which will be determined on the basis of the interest generated by investing the sum of \$500,000 offered for this purpose by the Government of the State of Kuwait.

7. An Expert Meeting on the Impact of Globalization on Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education (UNESCO, Paris, 10-11 September 2001) brought together some 50 participants representing the Presidents of the five Regional Committees in charge of the application of the UNESCO conventions on the **recognition of qualifications in higher education** from Africa, the Arab States, Asia and the Pacific, the Europe region, and Latin America and the Caribbean, and related experts from these regions as well as multilateral organizations, international, regional and national quality assurance and accreditation bodies, a student organization, and non-governmental organizations. The participants recommended the establishment of a global forum to deal with globalization and its impact on higher education and proposed an outline for an action plan.

8. Some 30 participants attended a meeting to examine the external evaluation report on the six-year special project "**Women, Higher Education and Development**" (UNESCO, Paris, 17-18 September 2001), including holders of UNESCO Chairs established within the framework of the special project and representatives of eight major non-governmental organizations. They examined the evaluation report and proposed activities in favour of women in higher education for the next Medium-Term Strategy (2002-2007). Several lines of action were retained for implementation in close cooperation with partners active in the field of women's empowerment: production and dissemination of training modules; programme for functional literacy education; virtual learning; the establishment of a UNESCO Chair in biotechnology; a database on women graduates with expertise in all areas of social development and in the higher education sector itself; and women and science.

## SCIENCES

9. With reference to the Joint Communication of the Chairpersons of the five scientific intergovernmental programmes (Paris, 18 May 2001) to the Director-General and to the Executive Board at its 161st session, especially concerning the proposal for launching a major interdisciplinary **joint demonstration project on the sustainable development** of the Volga-Caspian Basin, a working group fact-finding meeting will take place in Moscow, St Petersburg and Nizhni Novgorod, Russian Federation. The large-scale "Volga-Caspian Basin Interdisciplinary Demonstration Project" is intended to contribute significantly to the development of economic, legal, scientific and methodological support for decision-making in carrying out effective management of great river basins and coastal zones. This project, which aims to create ecologically secure living and health conditions for the population as well as a healthy, well-balanced natural environment, could well serve as an example for joint action elsewhere.

10. The final conference for the first phase of the **International Hydrological Programme IHP-V** project "The Application of Ecohydrology to Water Resources Development and

Management” was held in Venice, Italy (16-19 September 2001). The main objective of the conference was to review and evaluate the results achieved in ecohydrology within the framework of IHP-V and use the lessons learned in launching a new phase of the subject within the framework of IHP-VI. This is particularly important as a major contribution to the principal priority theme “Water Resources and Ecosystems”. The Bureau of the Intergovernmental Council of the International Hydrological Programme (IHP) was held at UNESCO Headquarters (19-21 September 2001). This meeting tackled many critical issues related to the progress in concluding the implementation of IHP-V (1996-2001), including its internal and external evaluations as well as an implementation plan for IHP-VI (2002-2007).

11. The eighth session of the **International Bioethics Committee (IBC)** (UNESCO Headquarters, 12-14 September 2001) was attended by some 350 participants from more than 70 countries in all regions of the world – members of the IBC, representatives of Member States, representatives of intergovernmental and non-governmental organizations, academies of sciences and national ethics committees, experts and specialists, and representatives of youth groups and the press. In accordance with its agenda, the IBC examined, on the one hand, the draft report of the IBC Working Group with a view to the follow-up on the International Symposium on “Ethics, Intellectual Property and Genomics” and, on the other hand, the draft report of the IBC Working Group on Genetic Data containing proposals relating to the guidelines and standards for the collection, treatment, storage and use of genetic data. Following the line of the debate launched by UNESCO concerning the preparation of an international instrument on genetic data, the IBC also organized a meeting to hear the views of commissioners for the protection of personal data, from Belgium, Canada and France.

12. During this eighth session, a round table on “Education in bioethics and youth” and a state-of-the-art presentation on ethical aspects of proteonomics research were organized. A further meeting focused on the coordination of activities and reflection concerning bioethics carried out by various international organizations (UNESCO, WHO, European Commission, Council of Europe). At the conclusion of its work, in accordance with Article 7 of its Statutes, the IBC adopted by consensus an “Advice on patentability of the human genome” and, in accordance with Article 2(2) of its Statutes, determined its programme of work (see document 162 EX/13 Add.). Lastly, a consultative meeting was convened by the Director-General at Headquarters on 17 September 2001, with a view to establishing an inter-institutional committee on bioethics. The meeting was attended by representatives of a number of intergovernmental, international and regional organizations.

13. At the invitation of the Norwegian authorities, a “Seminar on Water Ethics for the Launching of the RENEW project in the Baltic and Nordic Countries” was held in Bergen, Norway, on 10-11 August. The purpose of this seminar was to examine the feasibility of launching a RENEW (Research and Ethical Network Embracing Water) Centre for the Baltic and Nordic countries. Making use of the long-standing Baltic and Nordic tradition on water management, and of the strong link existing in these regions between water resources, culture and economy, the role of this regional network should be to identify ethical guidelines on the basis of principles pertaining to sustainable development.

14. Preparatory work was carried out for the holding in Berlin, from 17 to 19 December, of the **second session of COMEST**, at the invitation of the Government of the Federal Republic of Germany. During this session, there will be a presentation of the work carried out by the COMEST Subcommissions on the Ethics of Outer Space, the Ethics of the Information Society, the Ethics of Energy and the Ethics of Freshwater. A Youth Forum on the Ethics of Science and Technology will also be organized in order to allow young scientists to express their views on different topics, such as: the ethics of science in the eyes of the young; the ethics of environment; the new information and communication technologies; the ethical responsibility of engineers; the question of a possible

oath for young scientists. A special working session on the evolution of space policy to the benefit of humankind will also take place.

15. The meeting of the International Jury of the **UNESCO Prize for Peace Education 2001**, composed of five members, took place at UNESCO Headquarters on 3 and 4 September 2001, to evaluate the 23 nominations submitted. On the recommendation of the Jury, the Director-General decided to award the 2001 Prize to Bishop Nelson Onono Onweng of Uganda and to the Jewish-Arab Centre for Peace at Givat Haviva (Israel) for their outstanding action in the field of peace education, the promotion of peace and non-violence and the resolution of conflicts through dialogue. An Honourable Mention was given to educator Betty Reardon (United States), a pioneer in both the theoretical and the practical spheres and promoter of initiatives that have influenced the development of peace education.

16. The International Expert Seminar on “**Education for Intercultural Dialogue and Non-Violence and the Protection of the Social and Economic Rights of Children and Young People in the Caucasus: Contribution to overcoming Inter-ethnic Conflicts, Preventing Extremism and Peace-Building**” was held in Vladikavkaz, Republic of North Ossetia, Alania, Russian Federation, on 13 and 14 September 2001. The seminar was held under the auspices of the President of North Ossetia, and with the participation of a special representative of the Director-General. The seminar began with a minute of silence in honour of the victims in the tragic events of 11 September 2001, expressing the participants’ solidarity with the American people. The meeting brought together more than 110 participants from seven countries (Belarus, France, Germany, Georgia, Greece, Russian Federation, United States), from nine regions of the Northern Caucasus. The participants adopted an Appeal “For the protection of Children and Youth and Education for Peace, Non-Violence and Intercultural Dialogue in the Caucasus” and a final resolution in which UNESCO is requested to develop a comprehensive project on the “Protection of Children and Youth and Education for Peace and Intercultural Dialogue in the Northern Caucasus”, in 2002-2003.

## CULTURE

17. In Damascus, from 9 to 11 September 2001, the authorities of the Syrian Arab Republic organized in cooperation with UNESCO and the Osmane Aïdi Foundation and the Cham Hotel chain, an international seminar on the theme “**Cultural tourism, prospects for sustainable development and management of the World Heritage Sites**”. The seminar was inaugurated by the Prime Minister and chaired alternately by the Ministers of Culture and of Tourism. This provided an occasion for wide-ranging debate among all those involved in tourism concerning the sustainable enhancement of the Syrian cultural and natural heritage, and recommendations were adopted in favour of establishing an archaeological park covering the heritage of uninhabited towns and the cultural landscapes of the limestone plateau south of Aleppo. It also provided an opportunity to prepare the inclusion of new sites in the World Heritage List. Other recommendations concerned the policy relating to entrance fees for the sites, so that tourism might contribute not only to their maintenance but also to the modernization of the museums, the safeguarding of artistic and craft skills, cultural theme routes of regional scope and encouragement of hiking and small-group tourism.

18. The Interregional Conference on Coordination of Implementation of UNESCO Conventions and other International Instruments on the **Protection of Cultural Heritage** took place in Yerevan, Armenia, from 17 to 18 September 2001 and the National Workshop on International Standards for the Protection of Cultural Heritage took place in Baku, Azerbaijan, from 20 to 21 September 2001. In the framework of the preservation and restoration of Otrar Tobe, Kazakhstan (26-29 August 2001), an official signing ceremony took place in Almaty on 27 August 2001, with the Director-

General and Kazakhstan Deputy Prime Minister of the UNESCO/Japanese Trust Fund project for Otrar (four-year programme with a budget of US \$829,703). The signing ceremony attracted extensive media coverage in Kazakhstan, and marks the launch of a major cultural heritage restoration project of an international Silk Road site in Central Asia.

19. The training seminar “Economics of heritage preservation: fund-raising, marketing and commercial activities in the new economies of the South Caucasus”, Tbilisi, Georgia (17-21 September 2001), organized in close collaboration with the Georgian ICOMOS National Committee, constituted a tangible contribution towards the implementation of the culture-related component of the “Caucasus” project, and brought together participants from Armenia, Georgia and Azerbaijan. The event also served as an important stimulus for developing activities of ICOMOS National Committees of Armenia, Azerbaijan and Georgia, and follow-up activities are already foreseen. The active participation of the Soros Open Society Foundation of Georgia constituted an important element of this activity.

20. At the regional seminar on the evaluation of the application of the Recommendation on the Safeguarding of Traditional Culture and Folklore in Siberia (19-23 August at Yakutsk, Sakha Republic), two important recommendations were made by the participants: (i) the strengthening of UNESCO’s project: “The red book of endangered languages” by establishing a mechanism drawing Member States’ attention to languages which are in danger of dying out and a proposal for assistance from UNESCO to ensure their protection; and (ii) the launching of an international campaign to safeguard the intangible heritage of Siberia.

21. In accordance with the wishes expressed by the Executive Board at its 161st session, the second extraordinary meeting of the International Jury for the proclamation of masterpieces of the oral and intangible heritage of humanity was held from 21 to 23 September (Elche, Spain) for a detailed review of the criteria for selecting the masterpieces. Parallel to this, a first meeting was held of the Jury for the prizes for the safeguarding, protection and promotion of cultural spaces or forms of traditional and folkloric expression proclaimed by UNESCO to be “masterpieces of the oral and intangible heritage of humanity”.

22. A workshop for illustrators of children’s books from developing countries and countries in transition which was organized from 6 to 23 September 2001 in Bratislava, Slovakia, took place in the framework of the project “Artists in Development: Creativity Workshop Programme” funded by the Norwegian Agency for Development Cooperation (NORAD). Twenty participants attended, coming from African, Arab, Asian and European countries, and four trainers from Brazil, Denmark, Ghana and Slovakia.

23. In the context of the celebration of the International Year on the **Dialogue among Civilizations**, the Director-General chaired a special session in Kyoto, Japan, on the morning of 3 August, during the International Conference on the Dialogue among Civilizations, organized by the United Nations University and UNESCO in Tokyo and Kyoto from 31 July to 3 August 2001. This session, which brought together the heads of several international and interregional organizations, aimed at contributing to the gradual development of a new paradigm of international relations that recognizes universally shared values while preserving and respecting cultural and civilizational differences.

24. The first meeting of Coordinators of UNESCO Chairs in interreligious and intercultural dialogue, organized in cooperation with the Chair in intercultural studies and exchanges, was held in Bucharest on 3 and 4 September 2001 in the CEPES-UNESCO premises. The third Congress of the Association of African Historians was organized in Bamako (Mali) from 10 to 14 September 2001, with support from UNESCO. The Chairperson of the Joint UNESCO-ICHS Committee,

Professor Jerzy Kloczowski (Poland) and the Secretary-General of the International Committee for Historical Sciences (ICHS) and Professor Jean-Claude Robert (Canada) took part in this meeting, which was intended to strengthen cooperation between UNESCO and the Association.

## COMMUNICATION

25. In September 2001, UNESCO organized the first Regional Conference on Voluntary Service Organizations and **AIDS prevention**, attended by representatives from 15 countries in Central and Eastern Europe. The Conference stressed the importance of new information and communication technologies in the overall preventive efforts in favour of youth.

26. UNESCO supported the Asian Media Information Center (AMIC) to hold a regional seminar on the **impact of the Internet and media on children**, in Bangkok, Thailand in July 2001. The participants who came from industry, government, academia and international organizations in Cambodia, Indonesia, Malaysia, Philippines, Singapore, Thailand, and Viet Nam, examined the threats and opportunities of new media technologies for children in the region. A book will be published, presenting the main conclusions and findings of the debates. Assistance was also provided to ABU for one of its biggest events related to the children's programme activities: the 10th Children TV item-exchange meeting on "Using archival materials to produce nature items" (Kuala Lumpur, Malaysia, 9-14 July 2001). Eleven Asian countries (China, India, Maldives, Thailand, Mongolia, Viet Nam, Lao People's Democratic Republic, Sri Lanka, Bhutan and Bangladesh) took part in this meeting.

27. In collaboration with AIDB, a regional seminar on community **radio broadcasting** was organized in Kathmandu, Nepal, on 20 and 21 August 2001. Representatives of information and broadcasting ministries and authorities in Bangladesh, Brunei, India, Nepal, Pakistan, Philippines, Sri Lanka and Thailand who participated in the seminar discussed various aspects of community radio, its development in the region, obstacles and opportunities. The recommendations made for decision-makers stressed the need to recognize community-owned and operated small radio networks as a separate sector of the broadcasting structure and through it to increase the opportunities for pluralistic broadcasting media in the region.

28. UNESCO organized an interregional seminar on "Central and Western Asian countries and information society" in Tehran, Islamic Republic of Iran from 3 to 5 September 2001, in cooperation with the Iranian National Commission for UNESCO. The participants discussed such issues as the **information society** and the globalization process; universal right of access to information; intellectual property rights and protection of cultural development; ethical and legal issues of use of new information and communication technology; and information society, cultural and linguistic diversity and dialogue among civilizations. The meeting supported the draft recommendation on the promotion and use of multilingualism and universal access to cyberspace.

29. Assistance was provided for the creation of an Online Learning Centre for Women and the Use of ICTs in Asia and the Pacific through the establishment of an operational learning cyber hub in Seoul, Republic of Korea. It is the first step in building a regional ICT centre for women to facilitate the development of "women and ICT" communities in the region. The expected outputs of the project include the production of Women in Cyberspace Interactive CDs, policy papers, learning kits and ICT resources. In Africa, a Regional Information Society Initiative (RINAF) Workshop, held in Accra, Ghana, in September 2001, finalized four regional projects on distance education, computer recycling, a Virtual Multimedia Academy and a Web competition.



## **COORDINATION OF ACTIVITIES RELATING TO YOUTH**

30. UNESCO acted as co-convenor in three of the ten working groups of the **World Youth Forum** of the United Nations system, held in Dakar, Senegal, from 6 to 10 August 2001. The themes were: Education and ICTs, Youth and Culture of Peace, and Youth, Sports and Leisure-time Activities. In all of them, the Organization worked in partnership with youth organizations. Practical demonstration of projects and experiences were part of the work. In partnership with the World Bank, a series of four video conferences was arranged in order to extend and enrich the fourth World Youth Forum and its thematic debates, by giving groups of representatives of youth organizations around the world the opportunity to be directly “linked up” to the Forum and to discuss with youth representatives present in Dakar issues on the Forum’s agenda. Each video conference involved a particular group of countries around a specific topic. The UNESCO/World Bank video conferences gathered, all together, more participants than the World Youth Forum itself and were welcomed by the young people taking part in this experience.

31. Support was provided both financially and technically to the project “Caravan for peace and African integration” project. During the week of the World Youth Forum, over 200 young people from West Africa had thematic discussions on selected themes and benefited from training on how to set up a youth organization, nurture it with good inputs, and engage in positive networking through the Internet. This training was conducted by Internet.org, a youth NGO, which also managed the Cyber Center and provided on a continuous basis four-hour training sessions for the participants of the Forum.

32. Assistance was also given for the organization of the **World Youth Festival Dialogue among Civilizations** (Vilnius, Lithuania, 20-24 August 2001) during which a message was addressed by the Director-General to the participants, and to the “**Cultural Festival of the West African University UNESCO Clubs**” (FESCUAO), Bamako, Mali, 15-25 August 2001.

**Hundred and sixty-second Session**

162 EX/4  
Part II  
PARIS, 24 August 2001  
Original: English

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 2000-2001**

(30 C/5 Approved)

No. 28

Status as at 31 July 2001

## TABLE OF CONTENTS

	Page
<b>I. PRESENTATION OF THE PROGRAMME AND BUDGET FOR 2000-2001</b>	
Chart 1 – UNESCO regular budget from 1981 to 2001 .....	1
Chart 2 – Approved regular budget by Part/sector .....	1
Chart 3 – Total budget by staff costs and activities .....	2
Chart 4 – Regular budget by staff costs and activities .....	2
<b>II. REGULAR PROGRAMME EXECUTION</b>	
Table 1 – Regular programme execution by appropriation line (Parts I to VI of the Budget) ..	3
Table 2 – Programme execution by object-of-expenditure (Parts I to VI of the Budget) .....	4
Table 3 – Programme execution by sector ((Parts I to VI of the Budget) .....	5
Table 4 – Decentralization .....	6
Table 5 – Participation Programme .....	7-8
Table 6 – Staff and staff costs .....	9
Table 7 – Status of Parts I, III, IV, V and VI by main object-of-expenditure as at 31 July 2001.....	10-11
<b>III. PRESENTATION OF EXTRABUDGETARY OPERATIONAL PROGRAMMES</b>	
Chart 5 – Extrabudgetary operational programmes for 2000-2001 by funding source and by major programme .....	12
Chart 6 – Extrabudgetary operational programmes: allocations vs. expenditure .....	12
<b>IV. EXTRABUDGETARY OPERATIONAL PROGRAMME EXECUTION</b>	
Table 8 – Execution of extrabudgetary programmes by funding source .....	13
Table 9 – Execution of extrabudgetary programmes by region .....	14
Table 10 – Execution of extrabudgetary programmes by sector .....	15
<b>Annex I.A. – Detailed Status Report on the Regular Budget as at 31 July 2001</b>	
<b>Annex I.B. – Explanatory notes concerning programme execution (ref. Annex I.A)</b>	
N.B. This Annex will be printed in an addendum to this document.	

I - PRESENTATION OF THE PROGRAMME AND BUDGET FOR 2000-2001

CHART 1

UNESCO REGULAR BUDGET  
FROM 1981 TO 2001

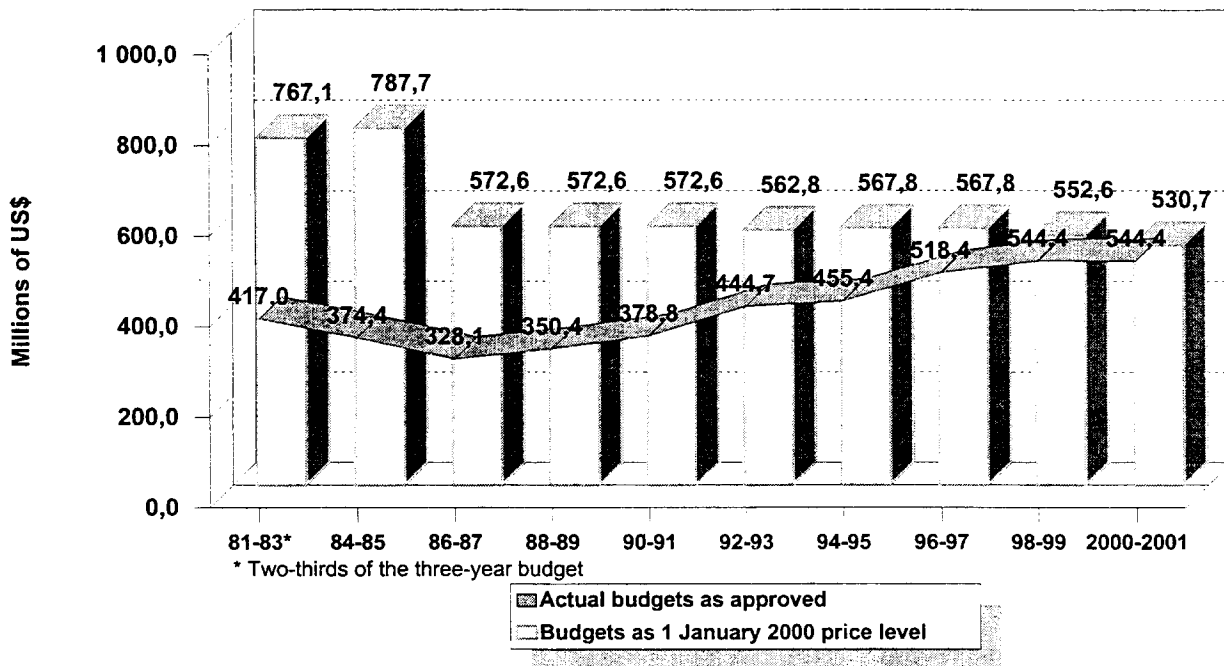
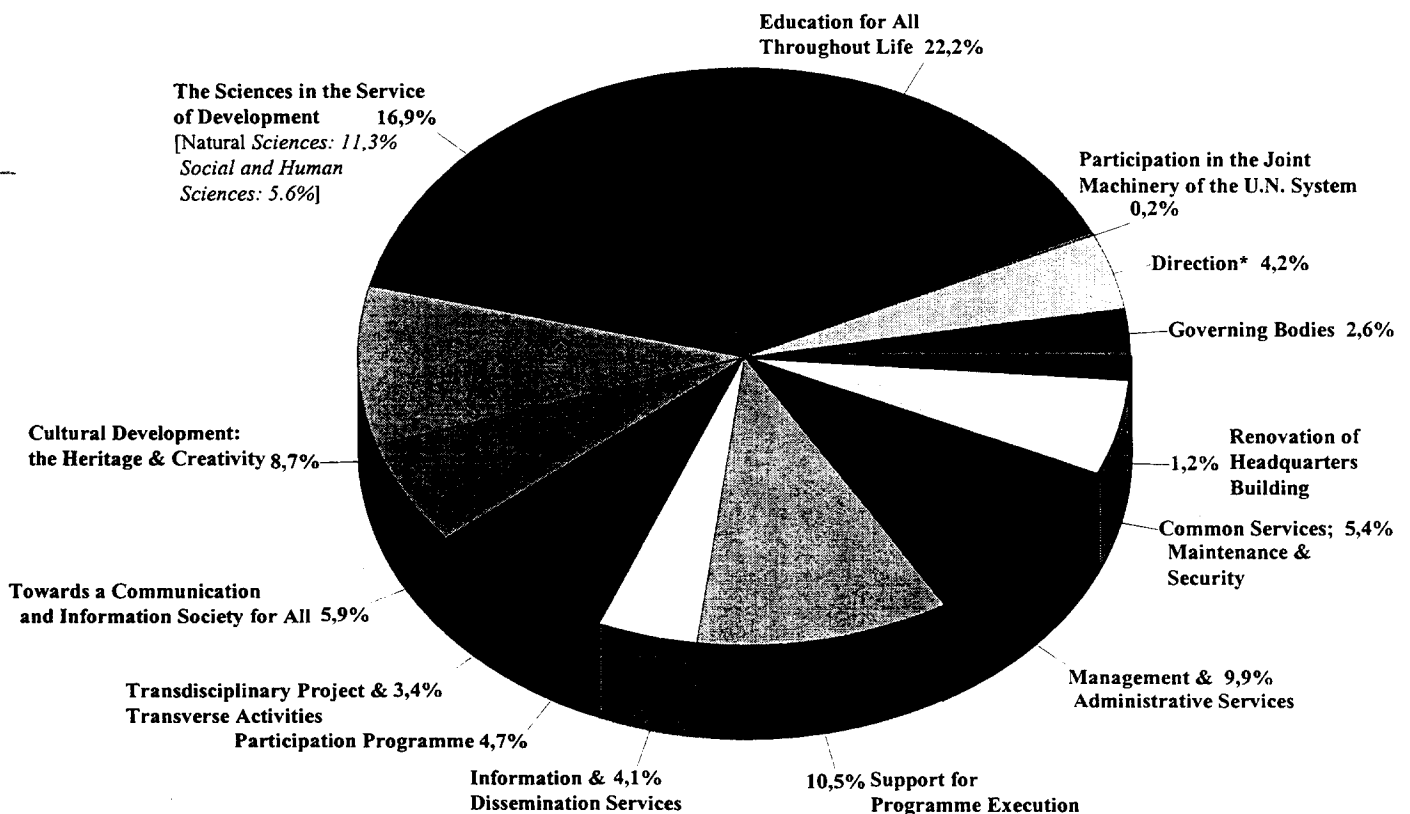


CHART 2

APPROVED REGULAR BUDGET  
BY PART/SECTOR

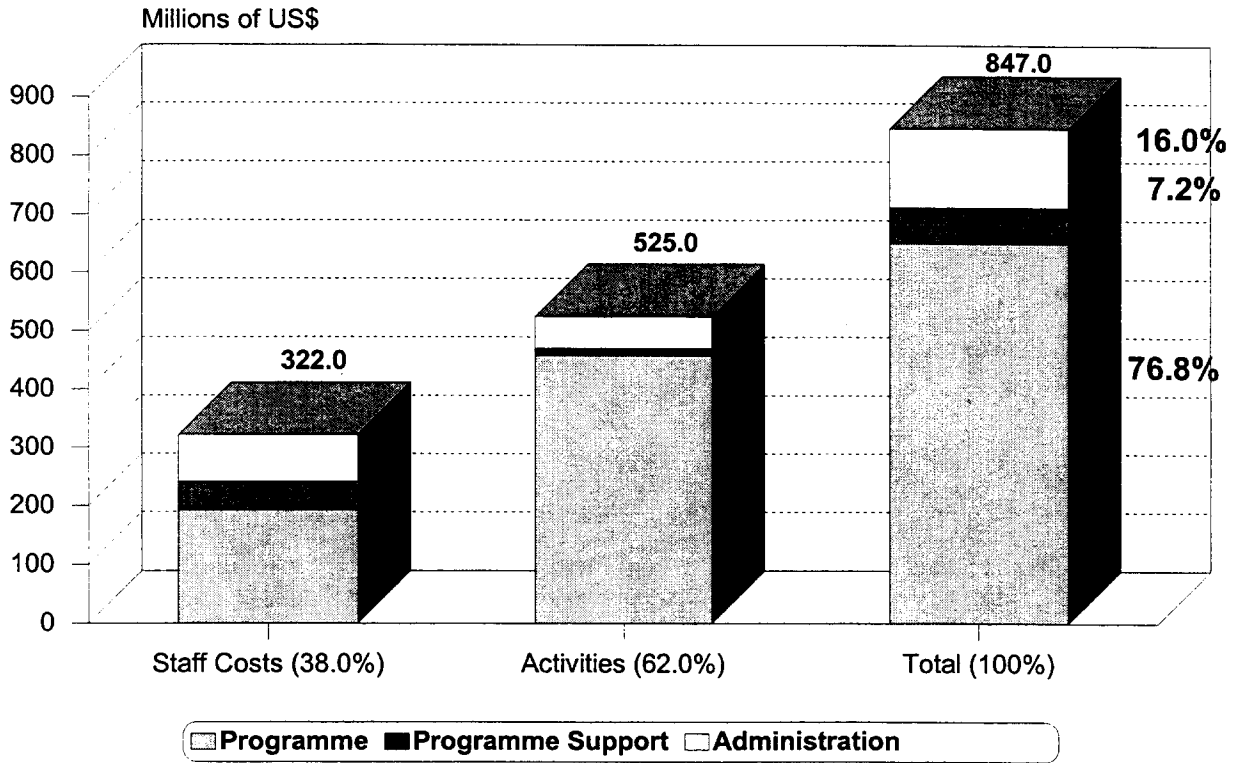


\* that is : the Directorate and Services of the Directorate (Office of the Director-General; Inspectorate-General; Office of the Mediator; Office of International Standards and Legal Affairs; Bureau of Studies, Programming and Evaluation; Bureau of the Budget)

**CHART 3**

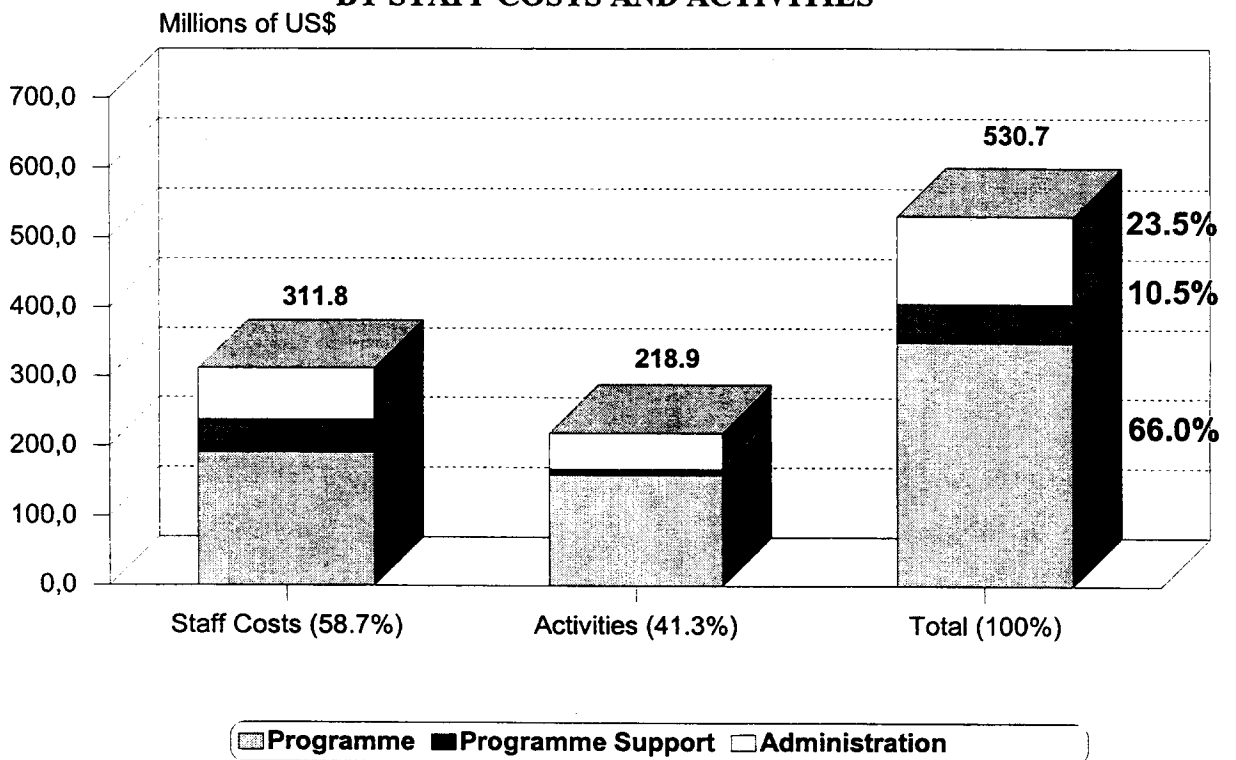
**TOTAL BUDGET  
BY STAFF COSTS AND ACTIVITIES**

**(Regular\* and Extrabudgetary Programmes)**



**CHART 4**

**REGULAR BUDGET\*  
BY STAFF COSTS AND ACTIVITIES**



\* Parts I - VI

TABLE 1

## REGULAR PROGRAMME EXECUTION BY APPROPRIATION LINE

(Parts I to VI of the budget)

Appropriation Line	30 C/5 Approved as adjusted*	Expenditure/ Obligations	Implementation rate
	\$	\$	%
<b>I GENERAL POLICY AND DIRECTION</b>			
<b>A. Governing Bodies</b>			
1. General Conference	6 209 300	1 735 647	28,0
2. Executive Board	7 636 400	5 545 296	72,6
<b>Total Part I.A</b>	<b>13 845 700</b>	<b>7 280 943</b>	<b>52,6</b>
<b>B. Direction</b>			
3. Directorate	1 815 500	1 134 737	62,5
4. Services of the Directorate	18 513 100	14 947 310	80,7
<b>Total Part I.B</b>	<b>20 328 600</b>	<b>16 082 047</b>	<b>79,1</b>
<b>C. Participation in the Joint Machinery of the United Nations System</b>	1 151 700	886 968	77,0
<b>TOTAL, PART I</b>	<b>35 326 000</b>	<b>24 249 958</b>	<b>68,6</b>
<b>II PROGRAMME EXECUTION AND SERVICES</b>			
<b>A. Major Programmes, Transdisciplinary Project and Transverse Activities</b>			
I Education for all throughout life	119 539 333	92 991 033	77,8
II The sciences in the service of development:			
. Natural Sciences	61 806 798	46 582 732	75,4
. Social and Human Sciences	31 002 256	23 583 271	76,1
III Cultural development: the heritage and creativity	50 772 514	39 255 222	77,3
IV Towards a communication and information society for all	32 451 879	24 982 030	77,0
Transdisciplinary Project: Towards a culture of peace**	-	-	-
Transverse Activities	16 605 824	14 117 879	85,0
Participation Programme	24 830 000	18 484 991	74,4
<b>Total, Part II.A</b>	<b>337 008 604</b>	<b>259 997 158</b>	<b>77,1</b>
<b>B. Information and Dissemination Services</b>			
1. Clearing House	4 484 700	3 130 400	69,8
2. UNESCO Publishing Office	7 689 200	5 141 562	66,9
3. Office of Monthly Periodicals	4 937 400	4 324 573	87,6
4. Office of Public Information	5 516 000	3 534 591	64,1
<b>Total, Part II.B</b>	<b>22 627 300</b>	<b>16 131 126</b>	<b>71,3</b>
<b>TOTAL, PART II</b>	<b>359 635 904</b>	<b>276 128 284</b>	<b>76,8</b>
<b>III SUPPORT FOR PROGRAMME EXECUTION</b>			
1. Bureau for External Relations	23 645 911	18 549 378	78,4
2. Bureau for Relations with Extrabudgetary Funding Sources	4 084 600	2 724 758	66,7
3. Bureau of Conferences, Languages and Documents	31 160 700	21 843 027	70,1
<b>TOTAL, PART III</b>	<b>58 891 211</b>	<b>43 117 163</b>	<b>73,2</b>
<b>IV MANAGEMENT AND ADMINISTRATIVE SERVICES</b>			
1. Office of the ADG/MA	2 522 900	2 090 228	82,9
2. Bureau of the Comptroller	8 545 800	6 240 041	73,0
3. Bureau of Human Resources Management	14 863 114	10 450 675	70,3
4. Bureau of Documentation, Informatics Services and Telecommunications	14 784 952	12 550 309	84,9
5. Bureau for Support and Services	13 074 000	8 863 796	67,8
<b>TOTAL, PART IV</b>	<b>53 790 766</b>	<b>40 195 049</b>	<b>74,7</b>
<b>V COMMON SERVICES; Maintenance and security</b>	28 765 400	21 643 208	75,2
<b>VI RENOVATION OF HEADQUARTERS PREMISES</b>	7 523 500	7 462 438	99,2
<b>TOTAL, PARTS I - VI</b>	<b>543 932 781</b>	<b>412 796 100</b>	<b>75,9</b>

\* 30 C/5 Approved, adjusted by between-line transfers approved by the Executive Board at its 159th, 160th and 161st sessions and by donations received up to 31 July 2001.

\*\* The approved budget provisions have been included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse Activities (Coordination of activities Towards a culture of peace) (ref. 159 EX/Decision 3.1.3).

**TABLE 2**  
**PROGRAMME EXECUTION BY OBJECT-OF-EXPENDITURE**  
(Parts I to VII of the budget)

Object-of-expenditure	30 C/5 Approved	Approved Allocations*	Expenditure vis-à-vis approved allocations	
	\$	\$	\$	%
<b>SALARIES AND OTHER PERSONNEL SERVICES</b>				
- Headquarters staff costs	242,820,200	249,455,652	188,273,522	75.5
- Field staff costs	68,948,000	69,271,300	50,624,976	73.1
- Temporary assistance	10,462,700	10,464,395	9,588,034	91.6
- Interpretation services	2,458,700	2,458,700	1,982,037	80.6
- Consultants to Member States	2,321,200	2,339,327	1,459,659	62.4
- Consultants to the Secretariat	1,684,000	1,684,000	1,422,361	84.5
- Other Personnel Services	1,749,600	1,749,600	1,314,418	75.1
<b>TRAVEL ON OFFICIAL BUSINESS</b>				
- <b>Participants' travel</b>	5,499,800	5,566,800	7,315,207	131.4
. Participants' travel to conferences and meetings organized by UNESCO			5,281,751	
. Participants' travel for consultations at Headquarters or other localities			1,312,395	
. Participants' travel to seminars and training courses			721,061	
- Staff travel on official business	5,861,300	5,887,800	6,513,637	110.6
- Travel of representatives of States Members of the Executive Board	2,327,700	2,327,700	1,066,180	45.8
<b>CONTRACTUAL SERVICES</b>				
- Publishing contracts	3,428,000	3,462,557	1,318,218	38.1
- Contributions to co-publications	1,739,500	1,796,756	901,148	50.2
- Organization of seminars and meetings	7,390,800	7,900,000	4,020,088	50.9
- Other contractual services	30,664,100	32,525,550	17,869,985	54.9
<b>GENERAL OPERATING EXPENSES</b>	22,057,200	22,277,492	20,868,182	93.7
<b>SUPPLIES AND MATERIALS</b>	5,955,100	5,962,476	4,502,501	75.5
<b>ACQUISITION OF FURNITURE AND EQUIPMENT</b>	4,293,900	4,308,865	3,075,260	71.4
<b>FINANCIAL ALLOCATIONS</b>	25,082,300	25,082,300	23,284,484	92.8
<b>CONTRACTS WITH NGOS (framework-agreements)</b>	8,017,600	8,017,600	2,852,181	35.6
<b>OTHER CONTRIBUTIONS</b>	25,459,200	26,244,489	20,976,006	79.9
<b>PARTICIPATION PROGRAMME</b>	24,830,000	24,830,000	18,484,991	74.4
<b>OTHER EXPENDITURE</b>	13,978,500	15,671,800	11,203,933	71.5
<b>INDIRECT PROGRAMME COSTS</b>	13,647,000	14,647,622	13,879,092	94.8
<b>ANTICIPATED COST INCREASES</b>	13,690,850	4,758,050		-
<b>TOTAL, PARTS I - VII</b>	<b>544,367,250</b>	<b>548,690,831</b>	<b>412,796,100</b>	<b>75.2</b>

\* 30 C/5 Approved, adjusted by between-line transfers approved by the Executive Board at its 159th, 160th and 161st sessions and by donations received up to 31 July 2001.

TABLE 3

## PROGRAMME EXECUTION BY SECTOR

(Parts I - VI of the Budget)

(excluding staff costs and Participation Programme)

Part/Sector/Unit	30 C/5	Approved	Execution	
	Approved	Allocations*	as at	
	\$	\$	\$	%
<b>PART I - GENERAL POLICY AND DIRECTION</b>	<b>14 604 000</b>	<b>14 632 800</b>	<b>7 883 257</b>	<b>53,9</b>
<b>PART II - PROGRAMME EXECUTION AND SERVICES</b>				
<b>II. A - MAJOR PROGRAMMES, TRANSDISCIPLINARY PROJECTS AND TRANSVERSE ACTIVITIES</b>				
I. Education for all throughout life***	52 948 500	54 584 433	43 723 008	80,1
II. The sciences in the service of development:				
. Natural Sciences	24 940 500	26 066 298	19 636 811	75,3
. Social and Human Sciences	11 383 200	11 883 356	8 788 748	74,0
III. Cultural development: the heritage and creativity	15 386 000	16 364 614	12 507 681	76,4
IV. Communication, information and informatics	13 297 400	13 519 179	10 576 768	78,2
<b>Transdisciplinary project and transverse activities</b>				
. <b>Transdisciplinary project: Towards a culture of peace**</b>				
. <b>Transverse activities:</b>				
- UNESCO Institute for Statistics***	6 820 000	6 820 000	6 806 699	99,8
- Fellowships and procurement services and related programme support	1 117 700	1 117 700	1 020 876	91,3
- Coordination of activities concerning Women and Youth	759 000	761 324	433 261	56,9
- Coordination of activities concerning Towards a culture of peace	697 100	702 100	661 013	94,1
- Coordination of activities concerning Africa	419 600	419 600	362 425	86,4
<b>Subtotal, Part II.A</b>	<b>127 769 000</b>	<b>132 238 604</b>	<b>104 517 290</b>	<b>79,0</b>
<b>II. B - INFORMATION AND DISSEMINATION SERVICES</b>				
1. Clearing House	812 300	812 300	528 721	65,1
3. UNESCO Publishing Office	1 409 000	1 409 000	1 027 586	72,9
4. Office of Monthly Periodicals	2 333 800	2 333 800	2 306 885	98,8
5. Office of Public Information	1 820 000	1 820 000	1 185 758	65,2
<b>Subtotal, Part II.B</b>	<b>6 375 100</b>	<b>6 375 100</b>	<b>5 048 950</b>	<b>79,2</b>
<b>Total, Part II</b>	<b>134 144 100</b>	<b>138 613 704</b>	<b>109 566 240</b>	<b>79,0</b>
<b>PART III - SUPPORT FOR PROGRAMME EXECUTION</b>	<b>8 822 600</b>	<b>8 892 211</b>	<b>6 515 260</b>	<b>73,3</b>
<b>PART IV - MANAGEMENT AND ADMINISTRATIVE SERVICES</b>	<b>16 712 100</b>	<b>17 417 714</b>	<b>13 011 499</b>	<b>74,7</b>
<b>PART V - MAINTENANCE AND SECURITY</b>	<b>13 295 900</b>	<b>13 295 900</b>	<b>10 973 917</b>	<b>82,5</b>
<b>PART VI - CAPITAL EXPENDITURE</b>	<b>6 499 500</b>	<b>7 523 500</b>	<b>7 462 438</b>	<b>99,2</b>
<b>Total, Parts I - VI</b>	<b>194 078 200</b>	<b>200 375 829</b>	<b>155 412 611</b>	<b>77,6</b>

\* 30 C/5 Approved, adjusted by between-line transfers approved by the Executive Board at its 159th, 160th and 161st sessions and by donations received up to 31 July 2001.

\*\* The approved budget provisions have been included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse Activities (Coordination of activities Towards a culture of peace) (ref. 159 EX/Decision 3.1.3).



**TABLE 4**  
**DECENTRALIZATION(1)**

(Expenditure in the Field)

Sector/Unit	30 C/5 Approved	Approved allocations(2)	Execution as at 31 July 2001	
	\$	\$	\$	%
<b>PART II - PROGRAMME EXECUTION AND SERVICES</b>				
<b>II. A - MAJOR PROGRAMMES, TRANSDISCIPLINARY PROJECT AND TRANSVERSE ACTIVITIES</b>				
Education	56 763 100	54 416 726	41 529 834	76,3
Natural sciences	24 707 100	25 823 644	19 798 642	76,7
Social and human sciences	6 342 150	6 212 900	4 429 667	71,3
Culture	17 389 800	16 799 033	13 751 702	81,9
Communication and information	11 571 800	11 992 198	8 899 124	74,2
<b>Transdisciplinary project: "Towards a culture of peace"(3)</b>				
<b>Transverse activities:</b>				
Fellowships and procurement services and related programme support	88 300	88 800	54 671	61,6
Coordination of activities concerning Women and Youth	-	183 600	141 795	77,2
Coordination of activities concerning Towards a culture of peace	303 800	257 390	237 685	92,3
Participation Programme	24 830 000	24 830 000	18 484 991	74,4
<b>Subtotal, Part II.A</b>	<b>141 996 050</b>	<b>140 604 291</b>	<b>107 328 111</b>	<b>76,3</b>
<b>II.B - INFORMATION AND DISSEMINATION SERVICES</b>				
Office of Public Information	638 800	719 200	569 713	79,2
<b>Subtotal, Part II.B</b>	<b>638 800</b>	<b>719 200</b>	<b>569 713</b>	<b>79,2</b>
<b>Total, Part II</b>	<b>142 634 850</b>	<b>141 323 491</b>	<b>107 897 824</b>	<b>76,3</b>
<b>PART III - SUPPORT FOR PROGRAMME EXECUTION</b>				
Bureau for External Relations	3 645 200	3 606 425	2 422 842	67,2
Bureau for Relations with Extrabudgetary Funding Sources	373 400	377 400	125 906	33,4
<b>Total, Part III</b>	<b>4 018 600</b>	<b>3 983 825</b>	<b>2 548 748</b>	<b>64,0</b>
<b>Total, Parts II and III</b>	<b>146 653 450</b>	<b>145 307 316</b>	<b>110 446 572</b>	<b>76,0</b>

(1) Including direct and indirect programme costs and Field staff costs.

(2) 30 C/5 Approved, adjusted by between-line transfers approved by the Executive Board at its 159th, 160th and 161st sessions and by donations received up to 31 July 2001.

(3) The approved budget provisions have been included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse Activities (Coordination of activities Towards a culture of peace) (ref. 159 EX/Decision 3.1.3).

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

**A. EXECUTION BY REGION**

Region	Allotments issued	Execution as at 31 July 2001	
		\$	%
AFRICA	5 977 183	5 120 977	85,7
ASIA AND THE PACIFIC	4 468 380	3 338 838	74,7
ARAB STATES	2 307 500	1 466 692	63,6
EUROPE 1	948 363	737 363	77,8
EUROPE 2	2 157 210	1 483 510	68,8
LATIN AMERICA AND THE CARIBBEAN	4 658 775	3 131 650	67,2
INTERREGIONAL	2 614 100	2 283 650	87,4
INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS	1 016 850	922 311	90,7
<b>TOTAL</b>	<b>24 148 361</b>	<b>18 484 991</b>	<b>76,5</b>

## PARTICIPATION PROGRAMME

### B. NATURE OF EXPENDITURE

Nature of expenditure	Allotments issued	Execution as at 31 July 2001	
	\$	\$	%
<b>A. FINANCIAL CONTRIBUTIONS FOR:</b>			
■ Conferences, meetings	9 352 709	7 304 995	78,1
■ Training seminars or courses	2 242 292	1 828 292	81,5
■ Supplies and equipment	5 599 748	4 062 398	72,5
■ Fellowships, study grants	614 470	462 470	75,3
■ Consultants	2 657 385	2 141 960	80,6
■ Publications, translations, reproduction	1 493 907	1 173 607	78,6
■ Allocations to NGOs	364 850	364 850	100,0
■ Other forms of financial participation not specified above	724 000	482 000	66,6
 <b>B. MATERIAL AND/OR TECHNICAL ASSISTANCE PROVIDED DIRECTLY BY UNESCO</b>			
■ Conferences, meetings	30 500	30 500	100,0
■ Training seminars or courses	429 500	424 428	98,8
■ Supplies and equipment	207 000	82 665	39,9
■ Fellowships	116 000	67 000	57,8
■ Consultants	313 000	59 826	19,1
■ Publications, translations, reproduction	3 000	-	0,0
■ Material and/or technical assistance to NGOs	-	-	-
■ Other material and/or technical assistance provided directly by UNESCO	-	-	-
<b>TOTAL</b>	<b>24 148 361</b>	<b>18 484 991</b>	<b>76,5</b>

**TABLE 6**  
**STAFF AND STAFF COSTS**

**A. Monthly breakdown of posts budgetarily vacant from January 2000 to July 2001**

YEAR/MONTH	30 C/5 APPROVED STAFF ESTABLISHMENT 2000-2001				VACANT POSTS					VARIATIONS VIS-À-VIS TARGET TO ACHIEVE 3% LAPSE FACTOR (64 POSTS)
	Total number of posts	Filled posts			HQS		FLD		TOTAL	
		HQS	FLD	TOTAL	P	GS	P	L		
<b>2000</b>										
January	2,118	1,508	508	2,016	36	43	10	13	102	38
February	2,118	1,504	508	2,012	38	45	10	13	106	42
March	2,118	1,494	506	2,000	38	55	10	15	118	54
April	2,118	1,487	505	1,992	42	58	10	16	126	62
May	2,118	1,484	503	1,987	42	61	11	17	131	67
June	2,118	1,485	505	1,990	44	58	10	16	128	64
July	2,118	1,394	495	1,889	67	126	10	26	229	* 165
August	2,118	1,391	500	1,891	69	127	7	24	227	* 163
September	2,118	1,406	502	1,908	63	118	6	23	210	* 146
October	2,118	1,433	500	1,933	53	101	8	23	185	121
November	2,118	1,436	497	1,933	43	108	10	24	185	121
December	2,118	1,429	498	1,927	47	111	11	22	191	127
<b>2001</b>										
January	2,118	1,418	501	1,919	54	115	7	23	199	135
February	2,118	1,429	505	1,934	57	101	5	21	184	120
March	2,118	1,455	511	1,966	45	87	12	8	152	88
April	2,118	1,429	513	1,942	58	100	11	7	176	112
May	2,118	1,436	512	1,948	53	98	11	8	170	106
June	2,118	1,443	515	1,958	53	91	8	8	160	96
July	2,118	1,452	518	1,970	44	91	7	6	148	84
<b>AVERAGE</b>	<b>2,118</b>	<b>1,448</b>	<b>505</b>	<b>1,953</b>	<b>50</b>	<b>89</b>	<b>9</b>	<b>17</b>	<b>165</b>	<b>101</b>

\* Including posts which became vacant following the departure of their incumbents under the Agreed Separation Scheme in 2000

**B. Total cumulative situation of staff costs as at 31 July 2001**

	Allocations \$	Expenditure \$	%
HEADQUARTERS	249,455,652	188,273,522	75.5
FIELD	69,271,300	50,624,976	73.1
<b>TOTAL</b>	<b>318,726,952</b>	<b>238,898,498</b>	<b>75.0</b>

TABLE 7

## STATUS OF PARTS I, II.B, III, IV, V AND VI BY MAIN OBJECT-OF-EXPENDITURE AS AT 31 JULY 2001

Principal Appropriation Line	Cost of established posts		Temporary assistance	Participants' & Delegates' travel*	Staff travel	Contractual services	General operating expenses	Supplies and materials	Acquisition of furniture and equipment	Financial allocations	Contracts with NGOs (framework agreements)	Other contributions	Indirect programme costs	Other expenditure	Total
	Headquarters	Field													
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>PART I GENERAL POLICY AND DIRECTION</b>															
<b>A. Governing Bodies:</b>															
30 C/5 Approved as adjusted Expenditure as at 31 July 2001	1,822,700	-	8,527,200	2,327,700	-	596,800	571,300	-	-	-	-	-	-	-	13,845,700
Execution Rate	1,482,336	-	3,465,391	1,097,520	36,699	441,505	306,523	138,046	260,923	-	-	-	-	52,000	7,280,943
	81.3	-	40.6	47.2	N.A.	74.0	53.7	N.A.	N.A.	-	-	-	-	N.A.	52.6
<b>B. Direction:</b>															
30 C/5 Approved as adjusted Expenditure as at 31 July 2001	18,870,500	-	198,700	54,000	472,600	306,900	174,200	181,200	70,500	-	-	-	-	-	20,328,600
Execution Rate	14,884,365	-	180,493	700	380,860	178,321	148,445	136,670	126,290	-	-	43,903	-	2,000	16,082,047
	78.9	-	90.8	1.3	80.6	58.1	85.2	75.4	179.1	-	-	N.A.	-	N.A.	79.1
<b>C. Participation in the Joint Machinery of the United Nations System</b>															
30 C/5 Approved as adjusted Expenditure as at 31 July 2001	-	-	-	-	-	-	-	-	-	-	-	-	-	1,151,700	1,151,700
Execution Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	886,968	886,968
	-	-	-	-	-	-	-	-	-	-	-	-	-	77.0	77.0
<b>TOTAL, PART I</b>															
30 C/5 Approved as adjusted Expenditure as at 31 July 2001	20,693,200	-	8,725,900	2,381,700	472,600	903,700	745,500	181,200	70,500	-	-	-	-	1,151,700	35,326,000
Execution Rate	16,366,701	-	3,645,884	1,098,220	417,559	619,826	454,968	274,716	387,213	-	-	43,903	-	940,968	24,249,958
	79.1	-	41.8	46.1	88.4	68.6	61.0	151.6	549.2	-	-	N.A.	-	81.7	68.6
<b>PART II PROGRAMME EXECUTION AND SERVICES</b>															
<b>B. Information and Dissemination Services</b>															
<b>1. Clearing House</b>															
30 C/5 Approved as adjusted Expenditure as at 31 July 2001	3,672,400	-	23,900	-	30,200	280,400	43,300	390,900	31,600	-	-	11,000	-	1,000	4,484,700
Execution Rate	2,601,679	-	9,714	16,904	16,591	116,058	17,689	228,045	114,509	-	-	4,211	-	5,000	3,130,400
	70.8	-	40.6	N.A.	54.9	41.4	40.9	58.3	362.4	-	-	38.3	-	-	69.8
<b>2. UNESCO Publishing Office</b>															
30 C/5 Approved as adjusted Expenditure as at 31 July 2001	6,280,200	-	8,700	-	57,600	1,002,300	51,700	254,900	23,800	-	10,000	-	-	-	7,689,200
Execution Rate	4,113,976	-	52,721	-	50,261	577,677	112,589	119,988	105,600	-	8,750	-	-	-	5,141,562
	65.5	-	606.0	-	87.3	57.6	217.8	47.1	443.7	-	87.5	-	-	-	66.9
<b>3. Office of Monthly Periodicals</b>															
30 C/5 Approved as adjusted Expenditure as at 31 July 2001	2,603,600	-	529,200	-	89,200	1,269,600	148,200	292,600	-	-	-	5,000	-	-	4,937,400
Execution Rate	2,017,688	-	952,982	940	17,446	609,287	106,620	292,181	4,132	-	-	323,297	-	-	4,324,573
	77.5	-	180.1	N.A.	19.6	48.0	71.9	99.9	N.A.	-	-	6,465.9	-	-	87.6
<b>4. Office of Public Information</b>															
30 C/5 Approved as adjusted Expenditure as at 31 July 2001	3,426,800	269,200	446,200	87,000	142,000	313,200	626,100	133,800	67,700	-	-	4,000	-	-	5,516,000
Execution Rate	2,053,753	295,080	398,024	13,931	70,416	235,537	258,491	164,331	37,508	-	-	7,520	-	-	3,534,591
	59.9	109.6	89.2	16.0	49.6	75.2	41.3	122.8	55.4	-	-	188.0	-	-	64.1
<b>TOTAL, PART II.B</b>															
30 C/5 Approved as adjusted Expenditure as at 31 July 2001	15,983,000	269,200	1,008,000	87,000	319,000	2,865,500	869,300	1,072,200	123,100	-	10,000	20,000	-	1,000	22,627,300
Execution Rate	10,787,096	295,080	1,413,441	31,775	154,714	1,538,559	495,389	804,545	261,749	-	8,750	335,028	-	5,000	16,131,126
	67.5	109.6	140.2	36.5	48.5	53.7	57.0	75.0	212.6	-	87.5	1,675.1	-	-	71.3

Principal Appropriation Line	Cost of established posts		Temporary assistance	Participants' & Delegates' travel*	Staff travel	Contractual services	General operating expenses	Supplies and materials	Position furniture and equipment	Financial allocations	Contracts with NGOs (framework agreements)	Other contributions	Indirect programme costs	Other expenditure	Total
	Headquarters	Field													
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>PART III SUPPORT FOR PROGRAMME EXECUTION</b>															
<b>1. Bureau for External Relations</b>															
30 C/5 Approved as adjusted	16,061,800	3,368,200	375,200	10,000	565,600	2,285,200	298,800	256,000	326,000	-	-	99,111	-	-	23,645,911
Expenditure as at 31 July 2001	13,331,571	2,306,368	557,283	593,685	350,535	207,038	369,757	161,110	181,872	-	-	472,092	-	18,067	18,549,378
Execution Rate	83.0	68.5	148.5	5,936.9	62.0	9.1	123.7	62.9	55.8	-	-	476.3	-	N.A.	78.4
<b>2. Bureau for Relations with Extrabudgetary Funding Sources</b>															
30 C/5 Approved as adjusted	2,801,800	377,400	173,000	-	223,000	129,000	123,400	57,000	52,000	-	-	119,000	-	29,000	4,084,600
Expenditure as at 31 July 2001	2,127,678	125,906	107,922	9,980	106,368	29,095	122,009	37,812	14,828	-	-	21,510	-	21,650	2,724,758
Execution Rate	75.9	33.4	62.4	N.A.	47.7	22.6	98.9	66.3	28.5	-	-	18.1	-	N.A.	66.7
<b>3. Bureau of Conferences, Languages and Documents</b>															
30 C/5 Approved as adjusted	27,389,800	-	2,112,200	-	13,100	721,800	101,500	180,000	642,300	-	-	-	-	-	31,160,700
Expenditure as at 31 July 2001	18,710,380	-	2,085,427	-	11,699	507,604	199,786	273,667	54,464	-	-	-	-	-	21,843,027
Execution Rate	68.3	-	98.7	-	89.3	70.3	196.8	152.0	8.5	-	-	-	-	-	70.1
<b>TOTAL, PART III</b>															
30 C/5 Approved as adjusted	46,253,400	3,745,600	2,660,400	10,000	801,700	3,136,000	523,700	493,000	1,020,300	-	-	218,111	-	29,000	58,891,211
Expenditure as at 31 July 2001	34,169,629	2,432,274	2,750,632	603,665	468,602	743,737	691,552	472,589	251,164	-	-	493,602	-	39,717	43,117,163
Execution Rate	73.9	64.9	103.4	6,036.7	58.5	23.7	132.1	95.9	24.6	-	-	226.3	-	N.A.	73.2
<b>PART IV MANAGEMENT AND ADMINISTRATIVE SERVICES</b>															
<b>1. Office of ADG/MA</b>															
30 C/5 Approved as adjusted	2,279,500	-	81,000	-	19,000	58,100	25,800	16,000	16,600	-	-	26,900	-	-	2,522,900
Expenditure as at 31 July 2001	1,939,135	-	86,564	-	26,787	5,249	14,415	7,137	10,941	-	-	-	-	-	2,090,228
Execution Rate	85.1	-	106.9	-	141.0	9.0	55.9	44.6	65.9	-	-	-	-	-	82.9
<b>2. Bureau of the Comptroller</b>															
30 C/5 Approved as adjusted	7,523,800	-	129,900	-	17,900	-	827,800	46,400	-	-	-	-	-	-	8,545,800
Expenditure as at 31 July 2001	5,407,789	-	127,637	-	7,448	234	615,740	50,107	31,086	-	-	-	-	-	6,240,041
Execution Rate	71.9	-	98.3	-	41.6	N.A.	74.4	108.0	N.A.	-	-	-	-	-	73.0
<b>3. Bureau of Human Resources Management</b>															
30 C/5 Approved as adjusted	12,358,200	-	1,495,700	-	122,900	485,200	54,300	56,514	123,600	-	-	160,700	-	6,000	14,863,114
Expenditure as at 31 July 2001	8,821,458	-	890,903	35,000	71,698	313,955	34,968	52,850	64,193	-	-	152,650	-	13,000	10,450,675
Execution Rate	71.4	-	59.6	N.A.	58.3	64.7	64.4	93.5	51.9	-	-	95.0	-	216.7	70.3
<b>4. Bureau of Documentation, Informatics Services and Telecommunications</b>															
30 C/5 Approved as adjusted	6,345,152	-	70,800	-	75,700	1,080,000	591,500	1,110,100	-	-	5,511,700	-	-	-	14,784,952
Expenditure as at 31 July 2001	4,860,991	-	138,780	2,336	39,727	217,042	1,825,820	104,467	361,146	-	-	5,000,000	-	-	12,550,309
Execution Rate	76.6	-	196.0	N.A.	52.5	20.1	308.7	9.4	N.A.	-	-	90.7	-	-	84.9
<b>5. Bureau for Support and Services</b>															
30 C/5 Approved as adjusted	7,866,400	-	79,600	-	39,500	94,700	141,300	61,300	5,900	-	-	-	-	4,785,300	13,074,000
Expenditure as at 31 July 2001	6,154,177	-	35,190	-	24,177	76,461	81,121	45,829	8,422	-	-	-	-	2,438,419	8,863,796
Execution Rate	78.2	-	44.2	-	61.2	80.7	57.4	74.8	142.7	-	-	-	-	-	67.8
<b>TOTAL, PART IV</b>															
30 C/5 Approved as adjusted	36,373,052	-	1,857,000	-	275,000	1,718,000	1,640,700	1,290,314	146,100	-	-	5,699,300	-	4,791,300	53,790,766
Expenditure as at 31 July 2001	27,183,550	-	1,279,074	37,336	169,837	612,941	2,572,064	260,390	475,788	-	-	5,152,650	-	2,451,419	40,195,049
Execution Rate	74.7	-	68.9	N.A.	61.8	35.7	156.8	20.2	325.7	-	-	90.4	-	51.2	74.7
<b>PART V COMMON SERVICES; Maintenance and Security</b>															
30 C/5 Approved as adjusted	15,469,500	-	144,000	-	9,000	10,000	12,268,300	746,600	118,000	-	-	-	-	-	28,765,400
Expenditure as at 31 July 2001	10,669,291	-	484,102	-	244	-	9,992,575	386,160	110,836	-	-	-	-	-	21,643,208
Execution Rate	69.0	-	336.2	-	2.7	0.0	81.5	51.7	93.9	-	-	-	-	-	75.2
<b>PART VI RENOVATION OF HEADQUARTERS PREMISES</b>															
30 C/5 Approved as adjusted	-	-	-	-	-	-	-	-	-	-	-	-	-	7,523,500	7,523,500
Expenditure as at 31 July 2001	-	-	-	-	-	-	4,807	-	-	-	-	-	-	7,457,631	7,462,438
Execution Rate	-	-	-	-	-	-	N.A.	-	-	-	-	-	-	99.1	99.2

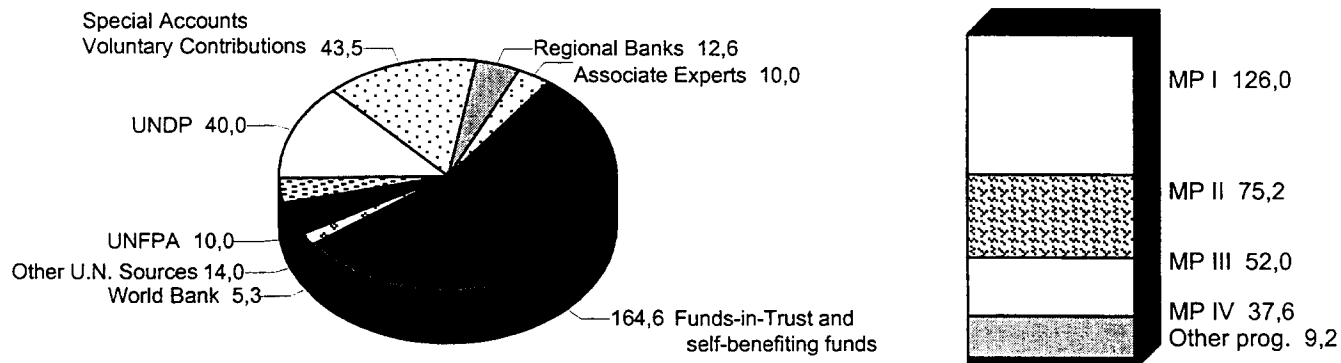
\* Including travel of representatives of the Executive Board.

### III - PRESENTATION OF EXTRABUDGETARY OPERATIONAL PROGRAMMES

**CHART 5**

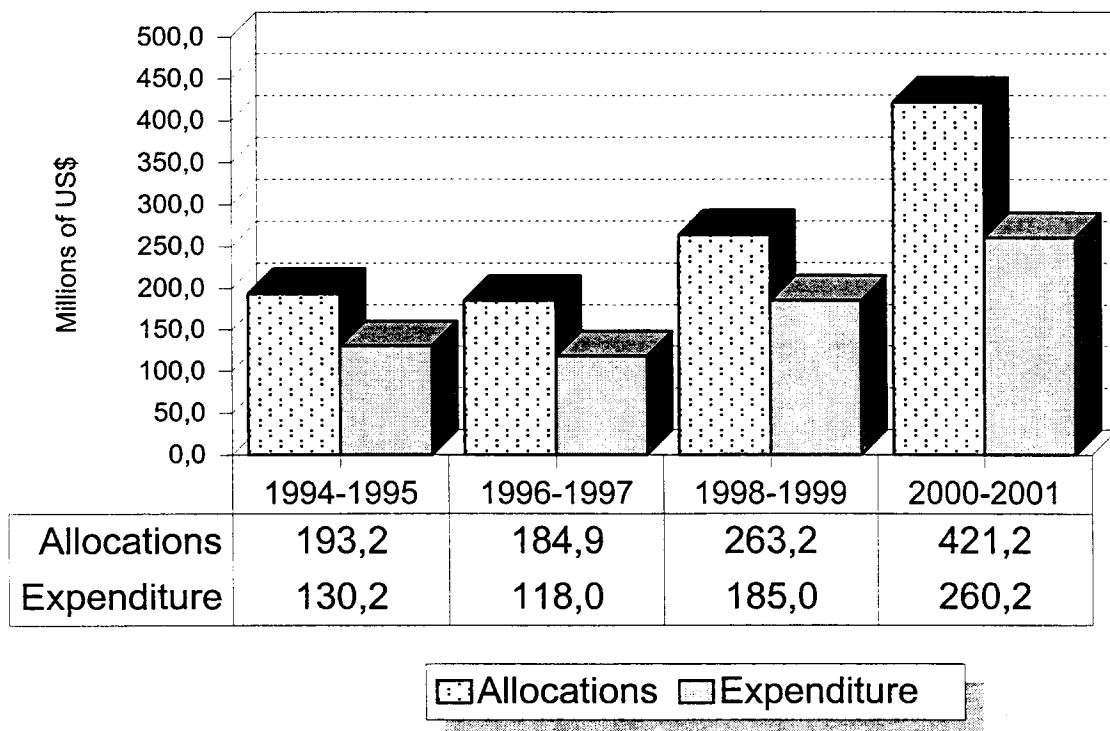
**Extrabudgetary Operational Programmes for 2000-2001  
(30 C/5 Approved)  
by Funding Source and by Major Programme**

(Figures in Millions of US dollars,  
Total: US\$ 300 Million)



**CHART 6**

**Extrabudgetary Operational Programmes  
Allocation vs. Expenditure\***



\* Allocations and expenditure cover the first nineteen months (January to July) of each biennium.

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

FUNDING SOURCE	2000-2001			1998-1999		
	Allocations 1 Jan 00 - 31 Jul 01	Expenditure 1 Jan 00 - 31 Jul 01	Rate of Execution	Allocations 1 Jan 98 - 31 Jul 99	Expenditure 1 Jan 98 - 31 Jul 99	Rate of Execution
	\$M	\$M	%	\$M	\$M	%
<b>UNITED NATIONS SOURCES</b>						
→ UNDP	22.9	14.2	62	24.0	15.4	64
→ UNFPA	7.0	4.7	67	13.8	9.1	66
→ Other	81.3	35.7	44	33.8	23.4	69
<b>OTHER PROGRAMMES</b>						
→ World Bank	2.0	0.5	25	2.9	2.0	69
→ Regional Banks and Funds	10.1	2.3	23	7.9	5.0	63
→ Donated Funds-in-Trust	76.0	53.1	70	62.9	41.1	65
→ Self-benefiting Funds-in-Trust	153.8	101.8	66	58.4	45.9	79
→ Associate Experts, Special Accounts and Voluntary Contributions	68.1	47.9	70	59.5	43.1	72
<b>TOTAL</b>	<b>421.2</b>	<b>260.2</b>	<b>62</b>	<b>263.2</b>	<b>185.0</b>	<b>70</b>



**TABLE 9**  
**EXECUTION OF EXTRABUDGETARY PROGRAMMES BY REGION**

1 January 2000 to 31 July 2001

(in millions of US dollars)

FUNDING SOURCE	TOTAL	AFRICA	LATIN AMERICA AND THE CARIBBEAN	ASIA AND THE PACIFIC	ARAB STATES	EUROPE	INTERREGIONAL AND GLOBAL PROJECTS
<b>UNITED NATIONS SOURCES</b>							
→ UNDP	14.3	5.9	0.8	4.1	2.8	0.6	0.1
→ UNFPA	4.7	0.6	0.2	0.5	-	-	3.4
→ Other	35.7	1.8	1.8	0.9	26.4	-	4.8
<b>Subtotal, United Nations Sources</b>	<b>54.7</b>	<b>8.3</b>	<b>2.8</b>	<b>5.5</b>	<b>29.2</b>	<b>0.6</b>	<b>8.3</b>
<b>OTHER PROGRAMMES</b>							
→ World Bank (Technical Assistance)	0.5	0.4	0.1	-	-	-	-
→ Regional Development Banks and Funds	2.3	1.6	0.2	0.3	0.2	-	-
→ Donated Funds-in-Trust	53.1	8.0	8.8	14.0	3.8	4.1	14.4
→ Self-benefiting Funds-in-Trust	101.8	-	100.5	-	1.1	-	0.2
→ Associate Experts, Special Accounts and Voluntary Contributions	47.8	2.7	1.1	3.0	0.4	3.7	36.9
<b>Subtotal, Other Programmes</b>	<b>205.5</b>	<b>12.7</b>	<b>110.7</b>	<b>17.3</b>	<b>5.5</b>	<b>7.8</b>	<b>51.5</b>
<b>TOTAL</b>	<b>260.2</b>	<b>21.0</b>	<b>113.5</b>	<b>22.8</b>	<b>34.7</b>	<b>8.4</b>	<b>59.8</b>

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

SECTOR	2000-2001			1998-1999		
	Allocations 1 Jan 00 - 31 Jul 01	Expenditure 1 Jan 00 - 31 Jul 01	Rate of Execution	Allocations 1 Jan 98 - 31 Jul 99	Expenditure 1 Jan 98 - 31 Jul 99	Rate of Execution
	\$M	\$M	%	\$M	\$M	%
→ ED	186.1	95.6	51	133.9	95.2	71
→ SC	43.8	28.3	65	29.4	20.7	70
→ SHS	89.9	72.1	80	23.9	16.8	70
→ CLT	48.8	31.9	65	28.0	17.8	64
→ CII	28.0	13.6	49	21.3	13.8	65
→ Others	24.6	18.7	76	26.7	20.7	78
<b>TOTAL</b>	<b>421.2</b>	<b>260.2</b>	<b>62</b>	<b>263.2</b>	<b>185.0</b>	<b>70</b>

**ANNEX I.A**  
**DETAILED STATUS REPORT ON THE REGULAR BUDGET**  
**AS AT 31 JULY 2001**

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S
	\$	\$	%	
<b>Part I - General Policy and Direction</b>				
<b>I.A Governing Bodies</b>				
<b>Chapter 1 - General Conference</b>				
Staff Costs	718,100	546,028	76.0	
Languages and documents services for the General Conference	4,787,100	781,624	16.3	
External Audit	596,800	307,925	51.6	
Contribution to UNESCO Micrography services	28,000	28,000	100.0	
Other Costs	79,300	72,070	90.9	
<b>Total Activities</b>	<b>5,491,200</b>	<b>1,189,619</b>	<b>21.7</b>	
<b>Total, General Conference</b>	<b>6,209,300</b>	<b>1,735,647</b>	<b>28.0</b>	
<b>Chapter 2 - Executive Board</b>				
Staff Costs	1,104,600	936,308	84.8	
Languages and documents services for the Executive Board	3,666,100	2,991,599	81.6	
Travel by members of the Executive Board and daily allowance	2,327,700	1,061,182	45.6	
Contribution to UNESCO Micrography services	24,000	24,000	100.0	
Other Costs	514,000	532,207	103.5	
<b>Total Activities</b>	<b>6,531,800</b>	<b>4,608,988</b>	<b>70.6</b>	
<b>Total, Executive Board</b>	<b>7,636,400</b>	<b>5,545,296</b>	<b>72.6</b>	
<b>Governing Bodies</b>				
Staff Costs	1,822,700	1,482,336	81.3	
Other Costs	12,023,000	5,798,607	48.2	
<b>Total, Governing Bodies</b>	<b>13,845,700</b>	<b>7,280,943</b>	<b>52.6</b>	
<b>I.B Direction</b>				
<b>Chapter 3 - Directorate</b>				
Staff Costs	1,357,000	783,728	57.8	
Other Costs	458,500	351,009	76.6	
<b>Total, Directorate</b>	<b>1,815,500</b>	<b>1,134,737</b>	<b>62.5</b>	
<b>Chapter 4 - Services of the Directorate:</b>				
<b>A. Office of the Director-General</b>				
Staff Costs	5,666,800	5,197,050	91.7	
Other Costs	377,800	377,838	100.0	
Contribution towards common charges	2,800	-	-	
Contribution to UNESCO Micrography services	2,000	2,000	100.0	
<b>Total, Office of the DG</b>	<b>6,049,400</b>	<b>5,576,888</b>	<b>92.2</b>	
<b>B. Inspectorate General</b>				
Staff Costs	1,780,900	1,530,444	85.9	
Contribution towards common charges	1,100	-	-	
Other Costs	66,700	64,742	97.1	
<b>Total, IOM</b>	<b>1,848,700</b>	<b>1,595,186</b>	<b>86.3</b>	
<b>C. Office of the Mediator</b>				
Staff Costs	129,300	110,682	85.6	
Contribution towards common charges	300	-	-	
Other Costs	16,600	16,470	99.2	
<b>Total, MED</b>	<b>146,200</b>	<b>127,152</b>	<b>87.0</b>	
<b>D. Office of International Standards and Legal Affairs</b>				
Staff Costs	1,905,400	1,476,350	77.5	
Contribution towards common charges	3,300	-	-	
Other Costs	199,800	142,711	71.4	
<b>Total, LA</b>	<b>2,108,500</b>	<b>1,619,061</b>	<b>76.8</b>	
<b>E. Bureau of Studies, Programming and Evaluation</b>				
- Division of Studies and Programming				
Staff Costs	2,072,300	1,712,324	82.6	
Contribution towards common charges	1,400	-	-	
Other Costs	86,800	85,062	98.0	
<b>Total, BPE</b>	<b>2,160,500</b>	<b>1,797,386</b>	<b>83.2</b>	

\* See Annex I.B for explanatory notes concerning programme execution.

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
- Central Programme Evaluation Unit				
Staff Costs	1,744,200	1,017,017	58.3	
Contribution towards common charges	2,800	-	-	
Other Costs	168,200	112,117	66.7	
<b>Total, CEU</b>	<b>1,915,200</b>	<b>1,129,134</b>	<b>59.0</b>	
<b>F. Bureau of the Budget</b>				
Staff Costs	4,214,600	3,056,770	72.5	
Contribution towards common charges	1,100	-	-	
Other Costs	68,900	45,733	66.4	
<b>Total, BB</b>	<b>4,284,600</b>	<b>3,102,503</b>	<b>72.4</b>	
<b>Recapitulation</b>				
Staff Costs	17,513,500	14,100,637	80.5	
Other Costs	999,600	846,673	84.7	
<b>Total, Services of the Directorate</b>	<b>18,513,100</b>	<b>14,947,310</b>	<b>80.7</b>	
<b>Direction</b>				
Staff Costs	18,870,500	14,884,365	78.9	
Other Costs	1,458,100	1,197,682	82.1	
<b>Total, I.B</b>	<b>20,328,600</b>	<b>16,082,047</b>	<b>79.1</b>	
<b>I.C Participation in the Joint Machinery of the United Nations System</b>				
UNACC	15,500	-	-	
CCPOQ	33,500	33,365	99.6	
UN Security measures	78,000	77,908	99.9	
Security requirements of staff in Field	61,500	61,299	99.7	
ISCC	64,185	64,185	100.0	
JIU	324,600	305,425	94.1	
ICSC, CCAQ and ILO	574,415	344,786	60.0	
<b>Total, I.C</b>	<b>1,151,700</b>	<b>886,968</b>	<b>77.0</b>	
<b>TOTAL, PART I</b>				
Staff Costs	20,693,200	16,366,701	79.1	
Other Costs	14,632,800	7,883,257	53.9	
<b>TOTAL, PART I</b>	<b>35,326,000</b>	<b>24,249,958</b>	<b>68.6</b>	
<b>Part II - Programme Execution and Services</b>				
<b>II.A Major Programmes, Transdisciplinary Project and Transverse Activities</b>				
<b>Major Programmes:</b>				
<b>I Education for all throughout life</b>				
<b>I.1 Basic education for all</b>				
<b>I.1.1 Providing basic education for all children</b>				
<b>1 - Renewal and expansion of primary education</b>				
(a) Primary education reform	280,000	206,987	73.9	
(b) Training of educational personnel	280,000	221,126	79.0	
(c) Production and use of low-cost materials	175,000	134,628	76.9	
(d) Education for poverty eradication	227,690	176,373	77.5	
(e) Assessment of learning achievement	100,000	78,311	78.3	
(f) Reading for all	95,000	59,533	62.7	
(g) Improving learning spaces	66,000	42,950	65.1	
<b>Subtotal activities</b>	<b>1,223,690</b>	<b>919,908</b>	<b>75.2</b>	
Staff costs distribution	5,731,620	4,347,411	75.8	
<b>Total, Main line of action</b>	<b>6,955,310</b>	<b>5,267,319</b>	<b>75.7</b>	
<b>2 - Promoting early childhood education and education of children with special needs</b>				
(a) Promote integrated early childhood and family education	400,000	308,903	77.2	
(b) Develop inclusive education for children with special needs	957,820	545,999	57.0	
(c) Support to joint actions in favour of education for all children	315,376	116,462	36.9	
<b>Subtotal activities</b>	<b>1,673,196</b>	<b>971,364</b>	<b>58.1</b>	
Staff costs distribution	6,853,391	5,198,269	75.8	
<b>Total, Main line of action</b>	<b>8,526,587</b>	<b>6,169,633</b>	<b>72.4</b>	
<b>Total, Subprogramme I.1.1</b>	<b>15,481,898</b>	<b>11,436,952</b>	<b>73.9</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	IS O T E S
	\$	\$	%	
<b>I.1.2 Fostering literacy and non-formal education among youth and adults</b>				
<b>1 - Literacy and community education</b>				
(a) Developing literacy and non-formal education strategies	433,725	189,936	43.8	
(b) Capacity-building for improving and expanding literacy and non-formal education	649,478	393,122	60.5	
(c) Support for literacy and non-formal education for rural development: Baoding	620,000	570,811	92.1	
(d) Advocacy and mobilization for literacy and non-formal education	150,000	133,140	88.8	
(e) Cooperation with Institutes	180,000	137,966	76.6	
<b>Subtotal activities:</b>	<b>2,033,203</b>	<b>1,424,975</b>	<b>70.1</b>	
Staff costs distribution	5,491,937	4,165,612	75.8	
<b>Total, Main line of action</b>	<b>7,525,140</b>	<b>5,590,587</b>	<b>74.3</b>	
<b>2 - Extending learning opportunities to the unreached</b>				
(a) Education of the unreached	619,699	432,159	69.7	
Special project : 'Enhancement of learning opportunities for marginalized youth'	751,039	372,817	49.6	
Special project : 'Promoting girls' and women's education in Africa'	696,800	580,379	83.3	
(d) Promoting education for children in difficult circumstances (street and working children)	69,680	62,678	90.0	
<b>Subtotal activities:</b>	<b>2,137,218</b>	<b>1,448,033</b>	<b>67.8</b>	
Staff costs distribution	3,952,506	2,997,959	75.8	
<b>Total, Main line of action</b>	<b>6,089,724</b>	<b>4,445,992</b>	<b>73.0</b>	
<b>Total, Subprogramme I.1.2</b>	<b>13,614,863</b>	<b>10,036,579</b>	<b>73.7</b>	
<b>I.1.3 Mobilizing commitments and partnerships for education for all</b>				
<b>1 - International EFA Forum and Assessment 2000</b>				
(a) World Education Forum (Dakar)	352,405	331,961	94.2	
(b) Cooperation partnership	20,000	19,401	97.0	
(c) Advocacy	20,000	19,621	98.1	
(d) Outcome of the EFA 2000 Assessment	20,000	7,000	35.0	
(e) Monitoring learning achievement	60,000	42,690	71.2	
(f) Countdown	60,000	29,770	49.6	
(g) World Food Programme cooperation	15,000	8,407	56.0	
<b>Subtotal activities:</b>	<b>547,405</b>	<b>458,850</b>	<b>83.8</b>	
Staff costs distribution	1,527,739	1,158,784	75.8	
<b>Total, Main line of action</b>	<b>2,075,144</b>	<b>1,617,634</b>	<b>78.0</b>	
<b>2 - Reinforcing regional cooperation programmes for basic education</b>				
(a) Pursuing the E-9 initiative	3,300,000	2,218,978	67.2	
(b) Partnership for basic education	240,000	218,009	90.8	
(c) Regional cooperation - Africa	166,297	166,180	99.9	
(d) Regional cooperation - Arab States	120,000	116,937	97.4	
(e) Regional cooperation - Asia and Pacific	303,000	260,503	86.0	
(f) Regional cooperation - Europe	98,500	50,621	51.4	
(g) Regional cooperation - Latin America and the Caribbean	261,000	245,047	93.9	
(h) MINEDAF - Regional fellowships	300,000	300,000	100.0	
<b>Subtotal activities:</b>	<b>4,788,797</b>	<b>3,576,275</b>	<b>74.7</b>	
Staff costs distribution	3,681,644	2,792,512	75.8	
<b>Total, Main line of action</b>	<b>8,470,441</b>	<b>6,368,787</b>	<b>75.2</b>	
<b>Total, Subprogramme I.1.3</b>	<b>10,545,585</b>	<b>7,986,421</b>	<b>75.7</b>	
<b>TOTAL, Programme I.1</b>	<b>39,642,346</b>	<b>29,459,951</b>	<b>74.3</b>	
<b>I.2 Reform of education in the perspective of education throughout life</b>				
<b>I.2.1 Renewal of educational systems for the information age</b>				
<b>1 - Devising strategies for learning throughout life</b>				
(a) Global dialogue on lifelong learning Expo 2000	120,000	119,474	99.6	
(b) Preparation of the World Education Report	380,000	92,286	24.3	
(c) Three publications on learning throughout life	381,820	121,397	31.8	
(d) Information through publications, the Internet and other modern media	397,553	327,206	82.3	
<b>Subtotal activities:</b>	<b>1,279,373</b>	<b>660,363</b>	<b>51.6</b>	
Staff costs distribution	6,703,995	5,084,953	75.8	
<b>Total, Main line of action</b>	<b>7,983,368</b>	<b>5,745,316</b>	<b>72.0</b>	
<b>2 - Promoting policies and building capacities for educational development and reconstruction</b>				
(a) Regional partnership and cooperation programme - UNRWA	428,000	358,427	83.7	
(b) National sectoral strategies and action plans	762,300	442,251	58.0	
(c) Support to the Palestinian authority	220,320	158,623	72.0	
(d) Strengthening of national capacities in the use and management of educational spaces and facilities	205,000	171,635	83.7	
<b>Subtotal activities:</b>	<b>1,615,620</b>	<b>1,130,936</b>	<b>70.0</b>	
Staff costs distribution	5,542,602	4,204,041	75.8	
<b>Total, Main line of action</b>	<b>7,158,222</b>	<b>5,334,977</b>	<b>74.5</b>	
<b>Total, Subprogramme I.2.1</b>	<b>15,141,590</b>	<b>11,080,292</b>	<b>73.2</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	R O I E S*
	\$	\$	%	
<b>I.2.2 Renovation of general secondary and vocational education</b>				
<b>1 - Renewal and diversification of secondary education</b>				
(a) Policy guidelines for reform of secondary education system	532,520	510,883	95.9	
(b) Regional and subregional networkings with IGOs and NGOs	280,491	226,431	80.7	
(c) Development of distance education	244,000	110,978	45.5	
(d) Promotion of science and technology education	370,670	244,160	65.9	
(e) Education for the prevention of HIV/AIDS	287,233	231,094	80.5	
(f) Youth empowerment through preventive education against drugs abuse	172,000	115,840	67.3	
Special project : 'Scientific, technical and vocational education of girls in Africa'	123,500	95,187	77.1	
<b>Subtotal activities</b>	<b>2,010,414</b>	<b>1,534,573</b>	<b>76.3</b>	
Staff costs distribution	4,950,862	3,755,209	75.8	
<b>Total, Main line of action</b>	<b>6,961,276</b>	<b>5,289,782</b>	<b>76.0</b>	
<b>2 - International long-term programme for the development of technical and vocational education (UNEVOC)</b>				
(a) Strengthening capacity building in Member States	421,010	273,026	64.9	
(b) Promoting international, regional and subregional cooperation with TVE	273,131	139,897	51.2	
(c) Providing subject knowledge and promoting information exchange through the UNEVOC Network	120,000	40,000	33.3	
(d) Implementing TVE normative instruments and recommendations of the Seoul Congress	30,000	7,411	24.7	
<b>Subtotal activities</b>	<b>844,141</b>	<b>460,334</b>	<b>54.5</b>	
Staff costs distribution	4,750,801	3,603,463	75.8	
<b>Total, Main line of action</b>	<b>5,594,942</b>	<b>4,063,797</b>	<b>72.6</b>	
<b>3 - Science and technology education</b>				
(a) Science popularization and clearing house activities	161,200	96,489	59.9	
(b) Exchange of information and networking	250,100	180,588	72.2	
<b>Subtotal activities</b>	<b>411,300</b>	<b>277,077</b>	<b>67.4</b>	
Staff costs distribution	803,492	609,445	75.8	
<b>Total, Main line of action</b>	<b>1,214,792</b>	<b>886,522</b>	<b>73.0</b>	
<b>Total, Subprogramme I.2.2</b>	<b>13,771,011</b>	<b>10,240,102</b>	<b>74.4</b>	
<b>I.2.3 Higher education and development</b>				
<b>1 - Policy and reform of higher education</b>				
(a) Follow-up to the World Conference	381,635	284,442	74.5	
(b) Promoting innovation in higher education	259,191	205,825	79.4	
Special project : 'Women, higher education and development'	63,193	27,667	43.8	
<b>Subtotal activities</b>	<b>704,019</b>	<b>517,934</b>	<b>73.6</b>	
Staff costs distribution	950,290	720,791	75.8	
<b>Total, Main line of action</b>	<b>1,654,309</b>	<b>1,238,725</b>	<b>74.9</b>	
<b>2 - Reinforcing inter-university cooperation and academic mobility</b>				
(a) UNITWIN and UNESCO Chairs	1,734,492	1,123,399	64.8	
(b) Regional conventions on recognition of studies and diplomas	220,000	94,290	42.9	
<b>Subtotal activities</b>	<b>1,954,492</b>	<b>1,217,689</b>	<b>62.3</b>	
Staff costs distribution	1,493,963	1,133,165	75.8	
<b>Total, Main line of action</b>	<b>3,448,455</b>	<b>2,350,854</b>	<b>68.2</b>	
<b>Total, Subprogramme I.2.3</b>	<b>5,102,764</b>	<b>3,589,579</b>	<b>70.3</b>	
<b>The status of teachers and teacher education in the information society</b>				
(a) Development of subregional and regional networks of teacher training institutions	542,500	309,367	57.0	
(b) New technologies in teacher education	441,673	275,135	62.3	
(c) Application of international instruments concerning the status of teachers and educational personnel	140,500	86,525	61.6	
<b>Subtotal activities</b>	<b>1,124,673</b>	<b>671,027</b>	<b>59.7</b>	
Staff costs distribution	1,399,129	1,061,233	75.8	
<b>Total, Project</b>	<b>2,523,802</b>	<b>1,732,260</b>	<b>68.6</b>	
<b>TOTAL, Programme I.2</b>	<b>36,539,166</b>	<b>26,642,233</b>	<b>72.9</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	NOTES
	\$	\$	%	
<b>Educating for a sustainable future (Environment, population and development)</b>				
(a) Implementing the international work	98,525	98,322	99.8	
(b) Participating in UN inter-agency technical support services	66,000	35,911	54.4	
(c) Promoting population, information, education, communication, reproductive health	137,675	108,852	79.1	
(d) Developing teaching, learning and advocacy materials related to environment	464,500	384,059	82.7	
(e) Fostering national action in support of education for a sustainable development	321,000	226,515	70.6	
(f) Promoting sustainable communities	178,300	104,180	58.4	
(g) Creation of a WEB site	6,000	6,000	100.0	
(h) Cooperation for development	83,000	82,978	100.0	
(i) SITA cost sharing	78,400	63,000	80.4	
(j) Contribution towards common charges	27,200	27,200	100.0	
(k) Contribution towards micrography	1,400	1,400	100.0	
(l) Programme support costs	148,000	135,478	91.5	
<b>Subtotal activities</b>	<b>1,610,000</b>	<b>1,273,895</b>	<b>79.1</b>	
Staff costs distribution	6,134,341	4,652,872	75.8	
<b>Total, EPD</b>	<b>7,744,341</b>	<b>5,926,767</b>	<b>76.5</b>	
<b>UNESCO education institutes</b>				
UNESCO International Bureau of Education	4,876,000	4,876,000	100.0	
UNESCO International Institute for Educational Planning	5,406,000	5,405,986	100.0	
UNESCO Institute for Education	2,090,000	2,079,700	99.5	
UNESCO Institute for Information Technologies in Education	1,200,000	1,200,000	100.0	
UNESCO International Institute for Higher Education in Latin America and the Caribbean	2,375,300	2,375,300	100.0	
UNESCO International Institute for Capacity-Building in Africa	1,300,000	795,009	61.2	
<b>Total, UNESCO Education Institutes</b>	<b>17,247,300</b>	<b>16,731,995</b>	<b>97.0</b>	
<b>Transdisciplinary project: Towards a culture of peace</b>				
<b>Unit 1. Culture of peace: raising awareness and building partnerships</b>				
<b>2 - Contributing to the implementation of the Programme of Action on a Culture of Peace</b>				
(a) Promoting reflection on the right to education	40,000	26,429	66.1	
<b>Total, Main line of action</b>	<b>40,000</b>	<b>26,429</b>	<b>66.1</b>	
<b>TOTAL, Unit 1</b>	<b>40,000</b>	<b>26,429</b>	<b>66.1</b>	
<b>Unit 2. Educating for a culture of peace</b>				
<b>1 - Development of national plans and programmes of education for a culture of peace</b>				
(a) National plans for human rights education	168,000	80,881	48.1	
(b) Evaluation and development of national programmes	129,000	79,892	61.9	
(c) Civic education programme for formal and non-formal education	126,605	71,132	56.2	
(d) Regional and sub-regional networks on ECP	40,000	9,765	24.4	
(e) MINEPS III - Cooperation and solidarity between IGOs and NGOs	140,000	77,516	55.4	
<b>Total, Main line of action</b>	<b>603,605</b>	<b>319,186</b>	<b>52.9</b>	
<b>2 - Improving the content and methods of education and training for a culture of peace</b>				
(a) Elaboration, production and dissemination of ECP materials	160,450	95,451	59.5	
(b) Expansion of UNESCO Chairs on ECP	29,200	21,615	74.0	
(c) Teacher training	155,000	104,797	67.6	
(d) Non-violence in school	112,500	41,203	36.6	
(e) Educational, moral and ethical values of sport	140,000	55,259	39.5	
<b>Total, Main line of action</b>	<b>597,150</b>	<b>318,325</b>	<b>53.3</b>	
<b>3 - Associated School Project network</b>				
(a) Promotion/information material and international networking	273,605	206,273	75.4	
(b) National, sub-regional culture of peace projects	132,000	113,716	86.1	
(c) ASPnet flagship project	121,000	90,619	74.9	
(d) Translation/adaptation of educational materials	81,000	41,484	51.2	
(e) Sub-regional ASP plan of action	250,512	238,018	95.0	
(f) Sport	45,000	38,992	86.6	
<b>Total, Main line of action</b>	<b>903,117</b>	<b>729,102</b>	<b>80.7</b>	
<b>4 - Linguistic diversity and multilingual education</b>				
(a) Implementation of language policies	203,495	120,565	59.2	
(b) UNESCO Report on the World Languages	19,000	-	-	
(c) Teaching materials	107,680	100,145	93.0	
<b>Total, Main line of action</b>	<b>330,175</b>	<b>220,710</b>	<b>66.8</b>	
<b>Total, Unit 2</b>	<b>2,434,047</b>	<b>1,587,323</b>	<b>65.2</b>	
<b>Unit 3. From interculturality to cultural pluralism</b>				
<b>1 - Encouraging intercultural dialogue</b>				
(a) Support to revision of history and geography textbooks	136,353	77,324	56.7	
<b>Total, Main line of action</b>	<b>136,353</b>	<b>77,324</b>	<b>56.7</b>	
<b>Total, Unit 3</b>	<b>136,353</b>	<b>77,324</b>	<b>56.7</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	R O I E S*
	\$	\$	%	
Cooperation for development	120,000	57,100	47.6	
Sita cost-sharing	30,300	24,400	80.5	
Contribution towards common charges	51,200	12,300	24.0	
Programme support costs	387,570	122,355	31.6	
<b>Subtotal activities</b>	<b>3,199,470</b>	<b>1,907,231</b>	<b>59.6</b>	
Staff costs distribution	4,986,588	3,782,306	75.8	
<b>TOTAL, Transdisciplinary project: Towards a culture of peace</b>	<b>8,186,058</b>	<b>5,689,537</b>	<b>69.5</b>	
<b>Education common charges</b>				
Cooperation for development	1,151,500	804,691	69.9	
Sita cost-sharing	1,046,700	841,450	80.4	
Contribution towards common charges	362,700	268,948	74.2	
Contribution towards micrography services	18,600	18,600	100.0	
Indirect costs (HQ)	636,600	329,361	51.7	
Programme support costs	1,179,715	538,404	45.6	
<b>Total, Common charges</b>	<b>4,395,815</b>	<b>2,801,454</b>	<b>63.7</b>	
<b>Recapitulation</b>				
Planned activities	48,163,526	37,654,552	78.2	
Staff Costs	64,954,900	49,268,025	75.8	
Indirect programme costs	6,759,907	6,068,456	89.8	
Reduction in field indirect costs	(339,000)			
<b>TOTAL, MAJOR PROGRAMME I</b>	<b>119,539,333</b>	<b>92,991,033</b>	<b>77.8</b>	
<b>II The Sciences in the Service of Development</b>				
<b>II.1 Advancement, transfer and sharing of scientific knowledge</b>				
<b>Follow-up to the World Conference on Science</b>				
(a) Follow-up to the World Conference on Science	404,327	307,179	76.0	
(b) Science Policies	364,600	230,364	63.2	
(c) University-Industry-Partnership (UNISPAR)	184,000	82,408	44.8	
<b>Subtotal activities</b>	<b>952,927</b>	<b>619,951</b>	<b>65.1</b>	
Staff costs distribution	476,063	358,920	75.4	
<b>Total, Project</b>	<b>1,428,990</b>	<b>978,871</b>	<b>68.5</b>	
<b>II.1.1 Advancement, transfer and sharing of knowledge in the basic and engineering sciences</b>				
<b>1 - Improving university science and engineering education</b>				
(a) University science education	465,100	322,434	69.3	
(b) Engineering education	314,500	202,159	64.3	
<b>Subtotal activities</b>	<b>779,600</b>	<b>524,593</b>	<b>67.3</b>	
Staff costs distribution	2,858,168	2,154,865	75.4	
<b>Total, Main line of action</b>	<b>3,637,768</b>	<b>2,679,458</b>	<b>73.7</b>	
<b>2 - Promoting cooperation in research and training in mathematics, physics and chemistry</b>				
(a) Promoting cooperation in research and training in mathematics	298,900	231,261	77.4	
(b) Promoting cooperation in research and training in physics	1,856,800	1,690,222	91.0	
(c) Promoting cooperation in research and training in chemistry	390,600	310,446	79.5	
<b>Subtotal activities</b>	<b>2,546,300</b>	<b>2,231,929</b>	<b>87.7</b>	
Staff costs distribution	2,793,835	2,106,363	75.4	
<b>Total, Main line of action</b>	<b>5,340,135</b>	<b>4,338,292</b>	<b>81.2</b>	
<b>3 - Promoting research capacities in the biological sciences and biotechnologies</b>				
(a) Cooperation with NGOs	493,400	379,664	76.9	
(b) Molecular and Cell Biology Networks (MCBN)	436,500	278,673	63.8	
(c) Biotechnologies, MIRCENs and BAC	1,218,200	1,069,387	87.8	
Special project : 'Biotechnologies for development in Africa'	124,500	101,678	81.7	
(e) UNAIDS/Medical sciences	155,300	111,318	71.7	
<b>Subtotal activities</b>	<b>2,427,900</b>	<b>1,940,720</b>	<b>79.9</b>	
Staff costs distribution	3,844,963	2,898,842	75.4	
<b>Total, Main line of action</b>	<b>6,272,863</b>	<b>4,839,562</b>	<b>77.2</b>	
<b>4 - Cross-disciplinary partnerships and increasing access to scientific information</b>				
(a) UNESCO/ICSU Framework agreement	729,000	414,500	56.9	
(b) Cooperation with ICSU unions and affiliates	68,000	18,208	26.8	
(c) UNESCO science prizes	52,501	11,465	21.8	
(d) Cross-disciplinary partnerships and increasing access to scientific information	987,300	603,302	61.1	
Special project : 'Women, Science and Technology'	213,000	119,204	56.0	
<b>Subtotal activities</b>	<b>2,049,801</b>	<b>1,166,679</b>	<b>56.9</b>	
Staff costs distribution	3,791,352	2,858,423	75.4	
<b>Total, Main line of action</b>	<b>5,841,153</b>	<b>4,025,102</b>	<b>68.9</b>	



APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	%
	\$	\$		%
<b>The World Solar Programme 1996-2005</b>				
(a) Education and training in renewable energy	398,100	205,199	51.5	
(b) Expanding the use of renewable energy to improve living conditions	441,900	242,199	54.8	
(c) Renewable energy, cooperation for development	130,300	63,381	48.6	
<b>Subtotal activities</b>	<b>970,300</b>	<b>510,779</b>	<b>52.6</b>	
Staff costs distribution	603,657	455,117	75.4	
<b>Total, Project</b>	<b>1,573,957</b>	<b>965,896</b>	<b>61.4</b>	
<b>Evaluation plan for 2000-2001</b>	<b>62,900</b>	<b>16,500</b>	<b>26.2</b>	
<b>Total, Subprogramme II.1.1</b>	<b>24,157,766</b>	<b>17,843,681</b>	<b>73.9</b>	
<b>II.1.2 Advancement, transfer and sharing of knowledge in the social and human sciences</b>				
<b>1 - Improving university teaching, research capacities and international cooperation in the social sciences</b>				
(a) UNESCO Chairs	361,000	280,449	77.7	
(b) Capacity-building for city professionals and young social scientists	174,000	133,108	76.5	
(c) Cooperation agreement with ISSC and Human Habitat (NGOs)	837,500	824,383	98.4	
(d) Houphouët-Boigny Foundation for Peace Research	233,000	24,854	10.7	
(e) Follow-up summit	35,000	35,000	100.0	
<b>Subtotal activities</b>	<b>1,640,500</b>	<b>1,297,794</b>	<b>79.1</b>	
Staff costs distribution	2,089,696	1,617,041	77.4	
<b>Total, Main line of action</b>	<b>3,730,196</b>	<b>2,914,835</b>	<b>78.1</b>	
<b>2 - Collection and dissemination of information in the social and human sciences</b>				
(a) International Social Science Journal	320,900	272,338	84.9	
(b) World Social Science Report	131,500	55,612	42.3	
(c) MOST clearing house	190,050	126,739	66.7	
(d) Data and information	162,850	102,954	63.2	
(e) Documentation centre	108,600	50,791	46.8	
(f) Evaluation	35,000	32,970	94.2	
<b>Subtotal activities</b>	<b>948,900</b>	<b>641,404</b>	<b>67.6</b>	
Staff costs distribution	1,282,687	992,565	77.4	
<b>Total, Main line of action</b>	<b>2,231,587</b>	<b>1,633,969</b>	<b>73.2</b>	
<b>Total, Subprogramme II.1.2</b>	<b>5,961,783</b>	<b>4,548,804</b>	<b>76.3</b>	
<b>TOTAL, Programme II.1</b>	<b>30,119,549</b>	<b>22,392,485</b>	<b>74.3</b>	
<b>II.2 Sciences, environment and socio-economic development</b>				
<b>Promoting integrated approaches to environment and development</b>				
(a) Development of interdisciplinary cooperation	85,000	51,503	60.6	
(b) Strengthening partnerships with the UN and major NGOs	114,975	70,596	61.4	
<b>Evaluation plan for 2000-2001</b>	<b>5,000</b>	<b>4,731</b>	<b>94.6</b>	
<b>Subtotal activities</b>	<b>204,975</b>	<b>126,830</b>	<b>61.9</b>	
Staff costs distribution	134,742	101,586	75.4	
<b>Total, Project</b>	<b>339,717</b>	<b>228,416</b>	<b>67.2</b>	
<b>II.2.1 Earth sciences, earth system management and natural disaster reduction</b>				
<b>1 - Promoting earth system management, international cooperation and capacity-building in earth sciences</b>				
(a) Development of IGCP	550,700	498,673	90.6	
(b) Upgrading the knowledge of geoscientists through training and fellowships	363,025	225,616	62.1	
(c) Protection and sustainable development of geoparks	56,700	26,039	45.9	
(d) Spatial and geological information technology	289,800	171,170	59.1	
<b>Subtotal activities</b>	<b>1,260,225</b>	<b>921,498</b>	<b>73.1</b>	
Staff costs distribution	1,660,146	1,251,638	75.4	
<b>Total, Main line of action</b>	<b>2,920,371</b>	<b>2,173,136</b>	<b>74.4</b>	
<b>2 - Reducing vulnerability to natural disasters</b>				
(a) Collaborative projects on disaster mitigation systems	388,800	248,269	63.9	
(b) Post-disaster investigation and technical assistance	32,800	14,260	43.5	
<b>Subtotal activities</b>	<b>421,600</b>	<b>262,529</b>	<b>62.3</b>	
Staff costs distribution	3,455,392	2,605,132	75.4	
<b>Total, Main line of action</b>	<b>3,876,992</b>	<b>2,867,661</b>	<b>74.0</b>	
<b>Evaluation plan for 2000-2001</b>	<b>13,500</b>	<b>13,127</b>	<b>97.2</b>	
<b>Total, Subprogramme II.2.1</b>	<b>6,810,863</b>	<b>5,053,924</b>	<b>74.2</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	
	\$	\$	%	
<b>II.2.2 Ecological sciences and the Man and the Biosphere (MAB) Programme</b>				
<b>1 - Biosphere reserves as tools for reconciling conservation and development: implementing the Seville Strategy</b>				
(a) Review and improvement of existing biosphere reserves	412,400	276,486	67.0	
(b) Establishing of new biosphere reserves, including transboundary reserves	313,000	218,392	69.8	
(c) Reinforcing world/regional network	367,049	300,049	81.7	
(d) Assisting Member States on conservation and sustainable use of resources	177,900	137,421	77.2	
(e) Evaluating the implementation of the Seville Strategy : Seville +5	90,500	72,846	80.5	
<b>Subtotal activities:</b>	<b>1,360,849</b>	<b>1,005,194</b>	<b>73.9</b>	
Staff costs distribution	5,342,847	4,028,146	75.4	
<b>Total, Main line of action</b>	<b>6,703,696</b>	<b>5,033,340</b>	<b>75.1</b>	
<b>2 - Collaborative research programmes for enhancing knowledge on ecosystem function, services and values</b>				
(a) Research on ecosystem	365,100	226,213	62.0	
(b) Research on ecosystem goods and services	248,700	226,708	91.2	
(c) Training of specialists	468,903	350,411	74.7	
(d) Information, communication and public awareness	328,838	227,885	69.3	
<b>Subtotal activities:</b>	<b>1,411,541</b>	<b>1,031,217</b>	<b>73.1</b>	
Staff costs distribution	1,355,995	1,022,328	75.4	
<b>Total, Main line of action</b>	<b>2,767,536</b>	<b>2,053,545</b>	<b>74.2</b>	
<b>Evaluation plan for 2000-2001</b>	<b>23,000</b>	<b>4,000</b>	<b>17.4</b>	
<b>Total, Subprogramme II.2.2</b>	<b>9,494,232</b>	<b>7,090,885</b>	<b>74.7</b>	
<b>II.2.3 Hydrology and water resources development in a vulnerable environment</b>				
<b>1 - Building capacities in water resources management</b>				
(a) Capacity-building in water resources management	395,340	270,799	68.5	
(b) Post-graduate courses	128,100	116,738	91.1	
(c) Computer-aided learning in virtual university	59,780	36,336	60.8	
(d) Public awareness	74,400	65,579	88.1	
(e) Long-term vision for water, life and the environment	43,400	43,156	99.4	
(f) World Water Development Report	14,500	3,898	26.9	
(g) Hydrology for environment, life and policy	114,700	113,106	98.6	
<b>Subtotal activities:</b>	<b>830,220</b>	<b>649,612</b>	<b>78.2</b>	
Staff costs distribution	2,207,333	1,664,180	75.4	
<b>Total, Main line of action</b>	<b>3,037,553</b>	<b>2,313,792</b>	<b>76.2</b>	
<b>2 - Hydrological processes and management of water resources in a vulnerable environment</b>				
(a) Climate impact on hydrology	238,900	208,216	87.2	
(b) Ecohydrology	115,400	102,672	89.0	
(c) Groundwater resources at risk	234,300	179,931	76.8	
(d) Water management in coastal zones/small islands	57,700	35,170	61.0	
(e) Global strategy for water crisis and environmental risk and impact assessment	85,000	71,327	83.9	
(f) Integrated water resources management in arid/semi-arid areas and wadi hydrology	272,100	182,472	67.1	
(g) Humid tropics hydrology	188,100	169,965	90.4	
(h) Integrated water resources management in urban areas	118,800	103,422	87.1	
(i) Development of conflict management strategies and water civilization	194,845	166,549	85.5	
<b>Subtotal activities:</b>	<b>1,505,145</b>	<b>1,219,724</b>	<b>81.0</b>	
Staff costs distribution	1,457,140	1,098,585	75.4	
<b>Total, Main line of action</b>	<b>2,962,285</b>	<b>2,318,309</b>	<b>78.3</b>	
<b>Evaluation plan for 2000-2001</b>	<b>20,000</b>	<b>20,000</b>	<b>100.0</b>	
<b>Total, Subprogramme II.2.3</b>	<b>6,019,838</b>	<b>4,632,101</b>	<b>76.9</b>	
<b>Project: Environment and development in coastal regions and in small islands</b>				
(a) Projects and UNESCO Chairs in coastal and small island regions	762,795	556,709	73.0	
(b) Environment and development in coastal regions and small islands expertise pooling via face to face and virtual fora	229,500	191,110	83.3	
(c) Environment and development in coastal regions and small islands "wise practices" documentation, dissemination and field testing	295,307	219,115	74.2	
<b>Evaluation plan for 2000-2001</b>	<b>10,500</b>	<b>7,018</b>	<b>66.8</b>	
<b>Subtotal activities:</b>	<b>1,298,102</b>	<b>973,952</b>	<b>75.0</b>	
Staff costs distribution	1,884,954	1,421,128	75.4	
<b>Total, Project</b>	<b>3,183,056</b>	<b>2,395,080</b>	<b>75.2</b>	
<b>Human development for sustainable living conditions in the Pacific</b>				
Staff costs distribution	258,000	258,000	100.0	
<b>Total, Project</b>	<b>402,392</b>	<b>366,862</b>	<b>91.2</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S
	\$	\$	%	
<b>II.2.4 UNESCO Intergovernmental Oceanographic Commission</b>				
<b>1. Reducing scientific uncertainties about coastal and oceanic processes</b>				
(a) Ocean sciences and ocean services	785,400	568,520	72.4	
(b) Regional Programmes	417,500	258,904	62.0	
(c) Capacity-building	325,000	231,152	71.1	
(d) Governing bodies, policy, assessment and evaluation	291,000	237,017	81.4	
<b>Subtotal activities</b>	<b>1,818,900</b>	<b>1,295,593</b>	<b>71.2</b>	
Staff costs distribution	2,978,971	2,245,943	75.4	
<b>Total, Main line of action</b>	<b>4,797,871</b>	<b>3,541,536</b>	<b>73.8</b>	
<b>2. Meeting the needs of ocean-related conventions and programmes</b>				
(a) Ocean and climate, oceans and global change	209,100	127,508	61.0	
(b) Ocean sciences living resources	71,000	37,423	52.7	
(c) Meeting the needs of ocean-related conventions and programmes	75,000	40,339	53.8	
(d) UNCLOS, UNCED and inter-agency cooperation	43,500	35,171	80.9	
(e) Governing bodies, policy, assessments and evaluation	39,400	38,716	98.3	
<b>Subtotal activities</b>	<b>438,000</b>	<b>279,157</b>	<b>63.7</b>	
Staff costs distribution	750,551	565,864	75.4	
<b>Total, Main line of action</b>	<b>1,188,551</b>	<b>845,021</b>	<b>71.1</b>	
<b>Evaluation plan for 2000-2001</b>	<b>1,900</b>	<b>-</b>	<b>-</b>	
<b>Total, Subprogramme II.2.4</b>	<b>5,988,321</b>	<b>4,386,557</b>	<b>73.3</b>	
<b>II.2.5 Social transformations and development</b>				
<b>1. Making the best use of the results of the MOST programme</b>				
(a) Development and Steering Committee of MOST	331,300	280,809	84.8	
(b) Multiculturalism, population and migration	545,750	437,524	80.2	
(c) Urban revitalization and development	499,500	294,424	58.9	
(d) Globalization	357,850	267,029	74.6	
(e) Knowledge use - research interface policy	154,700	93,324	60.3	
<b>Subtotal activities</b>	<b>1,889,100</b>	<b>1,373,110</b>	<b>72.7</b>	
Staff costs distribution	2,309,563	1,787,178	77.4	
<b>Total, Main line of action</b>	<b>4,198,663</b>	<b>3,160,288</b>	<b>75.3</b>	
<b>2. Poverty alleviation</b>				
(a) Urban poor	130,850	85,405	65.3	
(b) Micro-finance	280,000	238,608	85.2	
(c) Development policies for poverty reduction	53,100	36,097	68.0	
<b>Subtotal activities</b>	<b>463,950</b>	<b>360,110</b>	<b>77.6</b>	
Staff costs distribution	6,509,412	5,037,091	77.4	
<b>Total, Main line of action</b>	<b>6,973,362</b>	<b>5,397,201</b>	<b>77.4</b>	
<b>Total, Subprogramme II.2.5</b>	<b>11,172,025</b>	<b>8,557,490</b>	<b>76.6</b>	
<b>Cities: Management of social transformations and the environment</b>				
- Completion of actions	86,757	45,523	52.5	
- Dissemination and evaluation	41,850	25,954	62.0	
- Support for initiatives of Regional Offices	161,400	93,795	58.1	
<b>Subtotal activities</b>	<b>290,007</b>	<b>165,272</b>	<b>57.0</b>	
Staff costs distribution	315,079	243,814	77.4	
<b>Total, Project</b>	<b>605,086</b>	<b>409,086</b>	<b>67.6</b>	
<b>Total, Programme II.2</b>	<b>43,871,138</b>	<b>33,011,538</b>	<b>75.2</b>	
<b>II.3 Philosophy, ethics and human sciences</b>				
<b>1. Ethics of science and technology</b>				
(a) Bioethics	479,500	430,160	89.7	
(b) Ethics of scientific knowledge and technology	369,600	326,946	88.5	
(c) Near the Third Millennium	41,000	28,282	69.0	
<b>Subtotal activities</b>	<b>890,100</b>	<b>785,388</b>	<b>88.2</b>	
Staff costs distribution	883,293	683,507	77.4	
<b>Total, Main line of action</b>	<b>1,773,393</b>	<b>1,468,895</b>	<b>82.8</b>	
<b>2. Philosophy and the human sciences</b>				
(a) Completion of activities on universal ethics	95,000	94,644	99.6	
(b) Philosophy education	305,600	252,640	82.7	
(c) Transdisciplinary activities in the human sciences	180,000	175,997	97.8	
(d) Cooperation with ICPHS	412,000	309,000	75.0	
(e) "Ideal, fundamental concepts of UNESCO"	10,000	-	-	
(f) Byblos Center	468,967	380,146	81.1	
<b>Subtotal activities</b>	<b>1,471,567</b>	<b>1,212,427</b>	<b>82.4</b>	
Staff costs distribution	1,255,156	971,260	77.4	
<b>Total, Main line of action</b>	<b>2,726,723</b>	<b>2,183,687</b>	<b>80.1</b>	
<b>Total, Programme II.3</b>	<b>4,500,116</b>	<b>3,652,582</b>	<b>81.2</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	
	\$	\$	%	
<b>Anticipation and future-oriented studies</b>				
1. Strengthening of capacities in the field of anticipation and future-oriented studies	285,100	125,522	44.0	
2. Promotion of future-oriented reflection and debate	388,200	256,911	66.2	
<b>Subtotal activities</b>	<b>673,300</b>	<b>382,433</b>	<b>56.8</b>	
Staff costs distribution	848,306	656,433	77.4	
<b>Total, Anticipation and future-oriented studies</b>	<b>1,521,606</b>	<b>1,038,866</b>	<b>68.3</b>	
<b>Transdisciplinary project : Towards a culture of peace</b>				
<b>Unit 1. Culture of peace: raising awareness and building partnerships</b>				
<b>2 - Contributing to the implementation of the Programme of Action on a Culture of Peace</b>				
(a) Peace, conflict prevention and non-violence	255,100	222,358	87.2	
(b) Promotion of human rights, struggle against discrimination	172,000	139,204	80.9	
(c) Tolerance	254,046	201,310	79.2	
(d) Promotion of democracy	161,976	135,795	83.8	
(e) Women and a culture of peace	199,000	132,701	66.7	
(f) Operational costs	22,800	17,939	78.7	
<b>Total, Main line of action</b>	<b>1,064,922</b>	<b>849,307</b>	<b>79.8</b>	
<b>Total, Unit 1</b>	<b>1,064,922</b>	<b>849,307</b>	<b>79.8</b>	
<b>Unit 2. Educating for a culture of peace</b>				
<b>1 - Development of national plans and programmes of education for a culture of peace</b>				
(a) National plans for human rights education	154,500	73,909	47.8	
(b) National programmes of education for a culture of peace	67,000	42,745	63.8	
(c) Regional and subregional networks	125,000	57,588	46.1	
(d) Prizes	35,000	12,174	34.8	
<b>Total, Main line of action</b>	<b>381,500</b>	<b>186,416</b>	<b>48.9</b>	
<b>2 - Improving the content and methods of education and training for a culture of peace</b>				
(a) Educational and information materials	227,600	158,546	69.7	
(b) UNESCO Chairs	280,000	154,246	55.1	
(c) Training session for professionals	70,000	15,264	21.8	
(d) Follow-up to the Special Project on Women in Africa	90,000	12,000	13.3	
<b>Total, Main line of action</b>	<b>667,600</b>	<b>340,056</b>	<b>50.9</b>	
<b>Total, Unit 2</b>	<b>1,049,100</b>	<b>526,472</b>	<b>50.2</b>	
<b>Unit 3. From interculturality to cultural pluralism</b>				
<b>1 - Encouraging intercultural dialogue</b>				
(a) Peace and tolerance	75,000	74,999	100.0	
(b) Mediterranean project	19,000	16,126	84.9	
<b>Total, Main line of action</b>	<b>94,000</b>	<b>91,125</b>	<b>96.9</b>	
<b>Total, Unit 3</b>	<b>94,000</b>	<b>91,125</b>	<b>96.9</b>	
<b>Cooperation for development</b>	<b>75,024</b>	<b>48,731</b>	<b>65.0</b>	
<b>Sita cost-sharing</b>	<b>23,600</b>	<b>19,000</b>	<b>80.5</b>	
<b>Contribution towards common charges</b>	<b>40,000</b>	<b>20,000</b>	<b>50.0</b>	
<b>Subtotal activities</b>	<b>2,346,646</b>	<b>1,554,635</b>	<b>66.2</b>	
Staff costs distribution	3,625,708	2,805,633	77.4	
<b>TOTAL, Transdisciplinary project: Towards a culture of peace</b>	<b>5,972,354</b>	<b>4,360,268</b>	<b>73.0</b>	
<b>Natural Sciences Sector common charges</b>				
Cooperation for development	951,700	679,488	71.4	
Sita cost-sharing	404,800	325,300	80.4	
Contribution towards common charges	397,100	200,968	50.6	
Contribution towards micrography services	19,000	19,000	100.0	
Indirect costs (HQ)	263,400	112,514	42.7	
Programme support costs	800,000	624,887	78.1	
<b>Total, Common charges</b>	<b>2,836,000</b>	<b>1,962,157</b>	<b>69.2</b>	
<b>Social and Human Sciences common charges</b>				
Cooperation for development	286,119	194,406	67.9	
Sita cost-sharing	176,800	142,000	80.3	
Contribution towards common charges	147,100	71,429	48.6	
Contribution towards micrography services	9,000	9,000	100.0	
Indirect costs (HQ)	200,084	151,667	75.8	
<b>Total, Common charges</b>	<b>819,103</b>	<b>568,502</b>	<b>69.4</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E
	\$	\$	%	
<b>Recapitulation</b>				
Planned activities (Sector: SC)	23,228,285	16,921,227	72.8	
Planned activities (Sector: SHS)	11,233,089	8,189,408	72.9	
Staff costs (Sector: SC)	35,740,500	26,945,921	75.4	
Staff costs (Sector: SHS)	19,118,900	14,794,523	77.4	
Indirect programme costs (Sector: SC)	2,957,813	2,715,584	91.8	
Indirect programme costs (Sector: SHS)	675,467	599,340	88.7	
Reduction in field indirect costs (Sector: SC)	(119,800)			
Reduction in field indirect costs (Sector: SHS)	(25,200)			
<b>TOTAL, MAJOR PROGRAMME II</b>	<b>92,809,054</b>	<b>70,166,003</b>	<b>75.6</b>	
<b>III Cultural development: the heritage and creativity</b>				
<b>Culture and development</b>				
(a) Collection, dissemination of policy knowledge	125,000	119,521	95.6	
(b) Promotion of capacity-building in Member States	362,980	202,217	55.7	
(c) Advocacy and reflection on cultural policies for development	56,500	14,484	25.6	
(d) Special Project: African itinerant college for culture and development	90,000	75,100	83.4	
(e) Impact of the new international context of cultural goods	5,000	4,955	99.1	
(f) World Culture Report: publication and research	255,000	255,000	100.0	
(g) Documentation centre and website	120,400	87,212	72.4	
<b>Subtotal activities</b>	<b>1,014,880</b>	<b>758,489</b>	<b>74.7</b>	
Staff costs distribution	827,854	643,546	77.7	
<b>Total, Main line of action</b>	<b>1,842,734</b>	<b>1,402,035</b>	<b>76.1</b>	
<b>TOTAL, Culture and development</b>	<b>1,842,734</b>	<b>1,402,035</b>	<b>76.1</b>	
<b>III.1 Preservation and enhancement of the cultural and natural heritage</b>				
<b>III.1.1 Safeguard and revitalization of the tangible and intangible heritage</b>				
<b>1. Implementation of norms and preventive action for the protection of the cultural heritage</b>				
(a) Application of present norms	564,002	378,359	67.1	
(b) Elaboration of new norms	130,784	117,087	89.5	
(c) Prevention	46,300	32,014	69.1	
<b>Subtotal activities</b>	<b>741,086</b>	<b>527,460</b>	<b>71.2</b>	
Staff costs distribution	828,198	643,813	77.7	
<b>Total, Main line of action</b>	<b>1,569,284</b>	<b>1,171,273</b>	<b>74.6</b>	
<b>2. Cultural heritage and development</b>				
(a) International campaign, protection and restoration - Africa	180,500	99,440	55.1	
(b) International campaign, protection and restoration - Asia and the Pacific	94,900	66,409	70.0	
(c) International campaign, protection and restoration - Arab States	78,262	41,018	52.4	
(d) International campaign, protection and restoration Europe	166,000	159,964	96.4	
(e) Internat. campaign, protection and restoration Latin America and the Caribbean	97,000	66,785	68.9	
(f) Promotion and sensitization of the public (Melina Mercouri Prize)	111,336	78,002	70.1	
(g) Cultural tourism	120,500	80,181	66.5	
(h) Promotional activities and campaigns	696,500	466,884	67.0	
<b>Subtotal activities</b>	<b>1,544,998</b>	<b>1,058,683</b>	<b>68.5</b>	
Staff costs distribution	10,194,029	7,924,494	77.7	
<b>Total, Main line of action</b>	<b>11,739,027</b>	<b>8,983,177</b>	<b>76.5</b>	
<b>3. Preservation and revitalization of the intangible heritage</b>				
(a) Sensitization to the oral and intangible heritage	384,498	302,601	78.7	
(b) Training to preservation and revitalization of the world heritage	162,000	93,365	57.6	
(c) Promotion of the oral heritage	343,758	115,171	33.5	
<b>Subtotal activities</b>	<b>890,256</b>	<b>511,137</b>	<b>57.4</b>	
Staff costs distribution	1,438,938	1,118,582	77.7	
<b>Total, Main line of action</b>	<b>2,329,194</b>	<b>1,629,719</b>	<b>70.0</b>	
<b>4. Restoration of heritage damaged by conflicts</b>				
(a) Restoration of heritage damaged by conflicts - Asia	74,000	52,125	70.4	
(b) Restoration of heritage damaged by conflicts - Europe	170,000	110,690	65.1	
(c) Restoration of heritage damaged by conflicts - Arab States	49,900	39,707	79.6	
(d) Bayt Al-Hikma	53,750	26,432	49.2	
<b>Subtotal activities</b>	<b>347,650</b>	<b>228,954</b>	<b>65.9</b>	
Staff costs distribution	8,116,824	6,309,745	77.7	
<b>Total, Main line of action</b>	<b>8,464,474</b>	<b>6,538,699</b>	<b>77.2</b>	
<b>Total, Subprogramme III.1.1</b>	<b>24,101,979</b>	<b>18,322,868</b>	<b>76.0</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S
	\$	\$	%	
<b>III.1.2 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage</b>				
1. Secretariat of the Convention and the World Heritage List	569,000	312,941	55.0	
2. Capacity building for world heritage protection/management	34,400	18,721	54.4	
3. Reports on the state of conservation of heritage properties	80,000	42,336	52.9	
4. Awareness building, information and documentation	30,000	10,596	35.3	
5. Special Project: Young People's Participation in World Heritage Preservation and Promotion	65,000	38,387	59.1	
6. Common charges	290,500	247,579	85.2	
<b>Subtotal activities</b>	<b>1,068,900</b>	<b>670,560</b>	<b>62.7</b>	
Staff costs distribution	4,288,601	3,333,814	77.7	
<b>Total, Subprogramme III.1.2</b>	<b>5,357,501</b>	<b>4,004,374</b>	<b>74.7</b>	
<b>Total, Programme III.1</b>	<b>29,459,479</b>	<b>22,327,242</b>	<b>75.8</b>	
<b>III.2 Promotion of living cultures</b>				
<b>1. Promotion and protection of creativity</b>				
(a) Artistic education and training of young artists	264,000	207,529	78.6	
(b) Support to creativity and the performing arts	228,639	195,463	85.5	
(c) Promotion of artistic exchanges through framework agreements	345,000	312,454	90.6	
(d) Promotion of copyright and neighbouring rights	282,500	188,934	66.9	
<b>Subtotal activities</b>	<b>1,120,139</b>	<b>904,380</b>	<b>80.7</b>	
Staff costs distribution	1,297,866	1,008,917	77.7	
<b>Total, Main line of action</b>	<b>2,418,005</b>	<b>1,913,297</b>	<b>79.1</b>	
<b>2. Promotion of craftwork and design</b>				
(a) Support for crafts policies and enterprises in LDCs	97,600	61,604	63.1	
(b) Training and promotion of craftworkers	212,000	134,734	63.6	
(c) Promoting of local creativity	169,400	139,477	82.3	
(d) Use of new technologies for information and communication	70,000	14,866	21.2	
<b>Subtotal activities</b>	<b>549,000</b>	<b>350,681</b>	<b>63.9</b>	
Staff costs distribution	918,347	713,892	77.7	
<b>Total, Main line of action</b>	<b>1,467,347</b>	<b>1,064,573</b>	<b>72.6</b>	
<b>3. Books and cultural industries</b>				
(a) National policy and regional strategies for development	446,700	390,431	87.4	
(b) Free circulation and diversity promotion	546,847	404,107	73.9	
<b>Subtotal activities</b>	<b>993,547</b>	<b>794,538</b>	<b>80.0</b>	
Staff costs distribution	2,011,142	1,563,394	77.7	
<b>Total, Main line of action</b>	<b>3,004,689</b>	<b>2,357,932</b>	<b>78.5</b>	
<b>Total, Programme III.2</b>	<b>6,890,041</b>	<b>5,335,802</b>	<b>77.4</b>	
<b>Reading for all</b>				
(a) Specific project for reading promotion	11,000	11,000	100.0	
(b) Books and reading for children and young people	144,000	89,489	62.1	
(c) Evaluation	10,000	-	-	
<b>Subtotal activities</b>	<b>165,000</b>	<b>100,489</b>	<b>60.9</b>	
Staff costs distribution	859,509	668,154	77.7	
<b>Total, Reading for all</b>	<b>1,024,509</b>	<b>768,643</b>	<b>75.0</b>	
<b>Caribbean People: Tapestry of the Past - Fabric for the Future</b>	<b>242,300</b>	<b>213,395</b>	<b>88.1</b>	
Staff costs distribution	208,856	162,358	77.7	
<b>Total, Caribbean People</b>	<b>451,156</b>	<b>375,753</b>	<b>83.3</b>	
<b>Transdisciplinary project: Towards a culture of peace</b>				
<b>Unit 3. From interculturality to cultural pluralism</b>				
<b>1 - Encouraging intercultural dialogue</b>				
(a) Gorée Memorial	430,300	358,159	83.2	
(b) Slave Route project	268,700	199,825	74.4	
(c) The Iron Roads in Africa	35,000	19,986	57.1	
(d) East-West Intercultural Dialogue in Central Asia	63,400	44,590	70.3	
(e) Dialogue among civilizations	100,000	85,158	85.2	
(f) Spiritual convergence and intercultural dialogue	71,000	59,478	83.8	
(g) Mediterranean Programme and Indian Ocean	251,660	157,670	62.7	
(h) Cultural tourism	-	-	-	
<b>Total, Main line of action</b>	<b>1,220,060</b>	<b>924,866</b>	<b>75.8</b>	
<b>2 - Promotion of cultural pluralism</b>				
(a) Training in intercultural awareness	57,600	52,007	90.3	
(b) Cities and cultural pluralism	190,500	50,188	26.3	
(c) Indigenous people	146,024	88,160	60.4	
<b>Total, Main line of action</b>	<b>394,124</b>	<b>190,355</b>	<b>48.3</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	
	\$	\$	%	
Cooperation for development	7,300	3,452	47.3	
Sita cost-sharing	17,000	13,700	80.6	
Contribution towards common charges	28,800	28,800	100.0	
Programme costs	27,900	-	-	
<b>Subtotal activities:</b>	<b>1,695,184</b>	<b>1,161,173</b>	<b>68.5</b>	
Staff costs distribution	3,417,737	2,656,833	77.7	
<b>TOTAL, Transdisciplinary project: Towards a culture of peace</b>	<b>5,112,921</b>	<b>3,818,006</b>	<b>74.7</b>	
<b>Culture Sector common charges</b>				
Cooperation for development	811,300	563,082	69.4	
Sita cost-sharing	635,900	511,200	80.4	
Contribution towards common charges	170,100	67,700	39.8	
Contribution towards micrography services	10,000	10,000	100.0	
Indirect costs (HQ)	215,700	175,079	81.2	
Programme support costs	728,800	622,323	85.4	
<b>Total, Common charges</b>	<b>2,571,800</b>	<b>1,949,384</b>	<b>75.8</b>	
<b>Recapitulation</b>				
Planned activities	12,729,040	9,054,244	71.1	
Staff Costs	34,407,900	26,747,541	77.7	
Indirect costs	3,792,074	3,453,437	91.1	
Reduction in field indirect costs	(156,500)			
<b>TOTAL, MAJOR PROGRAMME III</b>	<b>50,772,514</b>	<b>39,255,222</b>	<b>77.3</b>	
<b>IV Towards a communication and information society for all</b>				
<b>IV.1 Free flow of ideas</b>				
<b>IV.1.1 Freeflow of expression, democracy and peace</b>				
<b>1. Freedom of expression, media and democracy</b>				
(a) Awareness-raising on freedom of expression (World Press Freedom Day and Prize)	479,176	456,844	95.3	
(b) Building partnerships for the protection of journalists and freedom of expression (IFEX/ network in culture/education)	178,968	172,644	96.5	
(c) Promoting education in freedom of expression/UNESCO Chairs	44,484	29,484	66.3	
(d) Enhancing impact of seminars on independant media/pluralistic media	229,068	218,908	95.6	
(e) Democratization of media environment in Member States	271,270	215,944	79.6	
<b>Subtotal activities:</b>	<b>1,202,966</b>	<b>1,093,824</b>	<b>90.9</b>	
Staff costs distribution	878,667	668,548	76.1	
<b>Total, Main line of action</b>	<b>2,081,633</b>	<b>1,762,372</b>	<b>84.7</b>	
<b>2. Media for peace and tolerance</b>				
(a) Enhancing the role of independant media in conflict zones	248,968	228,482	91.8	
(b) Cooperation among media practitioners for a culture of peace	158,968	93,212	58.6	
<b>Subtotal activities:</b>	<b>407,936</b>	<b>321,694</b>	<b>78.9</b>	
Staff costs distribution	1,046,032	795,891	76.1	
<b>Total, Main line of action</b>	<b>1,453,968</b>	<b>1,117,585</b>	<b>76.9</b>	
<b>Total, Subprogramme IV.1.1</b>	<b>3,535,600</b>	<b>2,879,957</b>	<b>81.5</b>	
<b>IV.1.2 Media, information and society</b>				
<b>1. Media and information for social participation and poverty alleviation</b>				
(a) Women's access to expression and decision-making in media	177,477	157,159	88.6	
(b) Project : Empowerment of women at grass-root levels	199,368	141,346	70.9	
(c) Improving media competence/quality among young people	98,184	89,753	91.4	
(d) Promotion of social participation	109,984	82,642	75.1	
(e) Consolidation of INFOYOUTH network to mobilize young people	274,068	259,783	94.8	
(f) Democratization of governance/public service through information	195,628	124,927	63.9	
(g) Integration of traditional and innovative technology for development	146,968	127,339	86.6	
<b>Subtotal activities:</b>	<b>1,201,677</b>	<b>982,949</b>	<b>81.8</b>	
Staff costs distribution	3,550,639	2,701,563	76.1	
<b>Total, Main line of action</b>	<b>4,752,316</b>	<b>3,684,512</b>	<b>77.5</b>	
<b>2. Public domain of information and "Memory of the World"</b>				
(a) Guidance/training in digitalization of public sector information	231,608	209,907	90.6	
(b) Access to public domain information through a model website	156,068	98,286	63.0	
(c) Dissemination of electronic documents or world libraries archives	201,168	160,469	79.8	
(d) Promotion of public domain software	127,368	100,404	78.8	
(e) Memory of the World programme and audio-visual heritage	209,068	163,073	78.0	
(f) Mobilization of decision-makers through flagship programme	70,868	58,008	81.9	
(g) Technical standards/legal framework /marketing/fund raising	89,968	46,000	51.1	
<b>Subtotal activities:</b>	<b>1,086,116</b>	<b>836,147</b>	<b>77.0</b>	
Staff costs distribution	1,464,444	1,114,247	76.1	
<b>Total, Main line of action</b>	<b>2,550,560</b>	<b>1,950,394</b>	<b>76.5</b>	
<b>Total, Subprogramme IV.1.2</b>	<b>7,302,876</b>	<b>5,634,906</b>	<b>77.2</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	NOTE
	\$	\$	%	
<b>Ethical, legal and sociocultural challenges of the information society</b>				
1. Promoting reflection on infoethics	295,968	224,807	76.0	
2. Awareness raising action against paedophilia/violence in media	119,268	106,554	89.3	
3. Consensus-building on ethical/legal principles in cyberspace	18,000	14,768	82.0	
4. Development of strategies for the information society	107,384	100,057	93.2	
5. Dissemination of information and data on the state of the art of ICT issues	57,000	52,212	91.6	
6. Intersectoral cooperation for development strategy for the information society	200,000	38,001	19.0	
<b>Subtotal activities</b>	<b>797,620</b>	<b>536,399</b>	<b>67.2</b>	
Staff costs distribution	1,422,414	1,082,267	76.1	
<b>Total, Project</b>	<b>2,220,034</b>	<b>1,618,666</b>	<b>72.9</b>	
<b>Total, Programme IV.1</b>	<b>13,058,510</b>	<b>10,133,529</b>	<b>77.6</b>	
<b>IV.2 Bridging the communication and information gap</b>				
<b>IV.2.1 Development of communication</b>				
<b>1. Strategies and projects for the development of communication</b>				
(a) Promoting strategies in communication	304,484	255,769	84.0	
(b) International Programme for Communication (IPDC)	338,084	338,076	100.0	
(c) Support to national community media project	525,244	349,478	66.5	
(d) Training/equipment for public broadcasting	738,853	572,531	77.5	
(e) Special Project: Improving communication training in Africa	154,484	122,393	79.2	
(f) Promoting a culture of maintenance	120,484	107,484	89.2	
<b>Subtotal activities</b>	<b>2,181,633</b>	<b>1,745,731</b>	<b>80.0</b>	
Staff costs distribution	6,788,320	5,165,007	76.1	
<b>Total, Main line of action</b>	<b>8,969,953</b>	<b>6,910,738</b>	<b>77.0</b>	
<b>2. Public broadcasting and endogenous audiovisual production</b>				
(a) Developing and strengthening public service broadcasting	217,542	171,654	78.9	
(b) Promoting educational/cultural mission of electronic media	219,984	165,429	75.2	
(c) Audiovisual production/distribution capacities of LDCs	342,484	241,680	70.6	
(d) Access to and international exchanges of audiovisual programmes	193,507	137,185	70.9	
<b>Subtotal activities</b>	<b>973,517</b>	<b>715,948</b>	<b>73.5</b>	
Staff costs distribution	1,439,264	1,095,088	76.1	
<b>Total, Main line of action</b>	<b>2,412,781</b>	<b>1,811,036</b>	<b>75.1</b>	
<b>Total, Subprogramme IV.2.1</b>	<b>11,382,733</b>	<b>8,721,774</b>	<b>76.6</b>	
<b>IV.2.2 Development of "infrastructure"</b>				
<b>1. Integrated information and informatics strategies and methodologies</b>				
(a) Promotion of regional policies/endogenous knowledge	348,230	226,626	65.1	
(b) Consortia of public service sector/telematics/info users	36,750	26,012	70.8	
(c) Promotion of regional electronic networks	202,310	140,546	69.5	
(d) Enhancing info management/resource sharing	206,755	190,233	92.0	
(e) Development/promotion of virtual laboratories/communities	363,970	218,360	60.0	
(f) Training packages for undergraduates and postgraduates	139,702	109,123	78.1	
(g) Development of special courseware	138,750	127,736	92.1	
(h) Associated centres for computer equipment/software support	66,350	54,014	81.4	
(i) Informatics and telematics	157,600	157,407	99.9	
<b>Subtotal activities</b>	<b>1,660,417</b>	<b>1,250,057</b>	<b>75.3</b>	
Staff costs distribution	1,317,905	1,002,750	76.1	
<b>Total, Main line of action</b>	<b>2,978,322</b>	<b>2,252,807</b>	<b>75.6</b>	
<b>2. Libraries and archives as gateways to information highways</b>				
(a) Role of national, public and school libraries as educational access	156,814	101,036	64.4	
(b) Access to info content and technologies through public libraries	171,364	119,568	69.8	
(c) Assistance to libraries and archives	155,620	120,975	77.7	
(d) Developing and reinforcing the UNAL Network	87,780	63,333	72.1	
(e) Development/training for librarians and archivists	137,150	107,569	78.4	
(f) Archives management/preservation of electronic records	170,860	132,784	77.7	
<b>Subtotal activities</b>	<b>879,588</b>	<b>645,265</b>	<b>73.4</b>	
Staff costs distribution	1,025,016	779,901	76.1	
<b>Total, Main line of action</b>	<b>1,904,604</b>	<b>1,425,166</b>	<b>74.8</b>	
<b>Total, Subprogramme IV.2.2</b>	<b>4,882,927</b>	<b>3,677,973</b>	<b>75.3</b>	
<b>Total, Programme IV.2</b>	<b>16,265,660</b>	<b>12,399,747</b>	<b>76.2</b>	
<b>Communication Sector common charges</b>				
Cooperation for development	669,800	383,140	57.2	
Sita cost-sharing	227,200	182,700	80.4	
Contribution towards common charges	216,200	105,510	48.8	
Contribution towards micrography services	9,000	9,000	100.0	
Indirect costs (HQ)	209,200	153,760	73.5	
Programme support costs	1,042,448	864,929	83.0	
<b>Total, Common charges</b>	<b>2,373,848</b>	<b>1,699,039</b>	<b>71.6</b>	



APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	B O D I E S
	\$	\$	%	
<b>Recapitulation</b>				
Planned activities	12,556,118	9,673,293	77.0	
Staff Costs	18,932,700	14,405,262	76.1	
Indirect costs	1,004,200	903,475	90.0	
Reduction in field indirect costs	(41,139)			
<b>TOTAL, MAJOR PROGRAMME IV</b>	<b>32,451,879</b>	<b>24,982,030</b>	<b>77.0</b>	
<b>Transdisciplinary Project: Towards a culture of peace*</b>	-	-	-	
<b>Transverse activities:</b>				
<b>UNESCO Institute for Statistics</b>				
<b>Financial allocation</b>	<b>6,790,900</b>	<b>6,790,900</b>	<b>100.0</b>	
Contribution towards common charges	26,600	13,299	50.0	
Contribution towards micrography services	2,500	2,500	100.0	
<b>TOTAL, UNESCO Institute for Statistics</b>	<b>6,820,000</b>	<b>6,806,699</b>	<b>99.8</b>	
<b>Anticipation and future-oriented studies**</b>	-	-	-	
<b>Fellowships and Procurement Services and Related Programme Support</b>				
1. Fellowships services	1,002,300	973,878	97.2	
2. Equipment services	72,800	43,904	60.3	
3. Reports services	24,600	2,436	9.9	
4. Contribution towards common charges	18,000	658	3.7	
<b>Recapitulation</b>				
Staff Costs	3,027,300	2,055,586	67.9	
Other Costs	1,117,700	1,020,876	91.3	
<b>Total, PSD</b>	<b>4,145,000</b>	<b>3,076,462</b>	<b>74.2</b>	
<b>Coordination of activities in favour of priority groups:</b>				
<b>. Coordination of activities concerning Africa</b>				
Staff Costs	1,067,900	991,229	92.8	
Contribution towards common charges	7,600	-	-	
Other Costs	412,000	362,425	88.0	
<b>Total, AFR</b>	<b>1,487,500</b>	<b>1,353,654</b>	<b>91.0</b>	
<b>. Coordination of activities concerning Women and Youth</b>				
Staff Costs	1,681,600	1,087,702	64.7	
Contribution towards common charges	6,700	-	-	
Other Costs-Women	375,124	265,534	70.8	
Contribution towards common charges	6,700	-	-	
Other Costs-Youth	372,800	167,727	45.0	
<b>Total, CLU</b>	<b>2,442,924</b>	<b>1,520,963</b>	<b>62.3</b>	
<b>Coordination of activities concerning Towards a culture of peace</b>				
Staff Costs	1,008,300	699,088	69.3	
Other Costs	547,000	516,513	94.4	
Contribution towards common charges	5,700	5,700	100.0	
Contribution to SITA linkages	9,600	-	-	
Indirect costs	139,800	138,800	99.3	
<b>Total, Coordination Unit CPP</b>	<b>1,710,400</b>	<b>1,360,101</b>	<b>79.5</b>	
<b>Participation Programme</b>	<b>24,830,000</b>	<b>18,484,991</b>	<b>74.4</b>	

\* The approved budget provisions have been included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse activities (Coordination of activities concerning Towards a culture of peace) (ref. 159 EX/Decision 3.1.3).

\*\* The approved budget provision has been included under Major Programme II (SHS).

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S
	\$	\$	%	
<b>TOTAL, TRANSVERSE ACTIVITIES</b>				
Participation Programme	24,830,000	18,484,991	74.4	
Planned activities	9,680,924	9,145,474	94.5	
Staff Costs	6,785,100	4,833,605	71.2	
Indirect costs	139,800	138,800	99.3	
<b>Total</b>	<b>41,435,824</b>	<b>32,602,870</b>	<b>78.7</b>	
<b>Recapitulation Part II.A</b>				
Planned activities	117,590,982	90,638,198	77.1	
Staff Costs	179,940,000	136,994,877	76.1	
Indirect programme costs	15,329,261	13,879,092	90.5	
Participation Programme	24,830,000	18,484,991	74.4	
Reduction in field indirect costs (681,639)				
<b>TOTAL, II.A</b>	<b>337,008,604</b>	<b>259,997,158</b>	<b>77.1</b>	
<b>B. Information and Dissemination Services</b>				
<b>1. Clearing House</b>				
A. Transfer and sharing of information available at UNESCO	381,500	230,858	60.5	
B. Library services to internal and external users	341,700	245,375	71.8	
C. Archives and micrography services	75,700	52,488	69.3	
D. Contribution towards common charges	13,400	-	-	
<b>Total Activities</b>	<b>812,300</b>	<b>528,721</b>	<b>65.1</b>	
Staff Costs	3,672,400	2,601,679	70.8	
<b>Total, CLH</b>	<b>4,484,700</b>	<b>3,130,400</b>	<b>69.8</b>	
<b>2. UNESCO Publishing Office</b>				
A. Operating costs	697,500	491,237	70.4	
B. Representative works	186,600	131,139	70.3	
C. Audio-visual division archives and micrography services	501,200	405,210	80.8	
D. Contribution towards common charges	23,700	-	-	
<b>Total Activities</b>	<b>1,409,000</b>	<b>1,027,586</b>	<b>72.9</b>	
Staff Costs	6,280,200	4,113,976	65.5	
<b>Total, UPO</b>	<b>7,689,200</b>	<b>5,141,562</b>	<b>66.9</b>	
<b>3. Office of Monthly Periodicals</b>				
A. UNESCO Courier	1,728,900	1,695,534	98.1	
B. UNESCO Sources	567,500	611,351	107.7	
C. Contribution towards common charges	37,400	-	-	
<b>Total Activities</b>	<b>2,333,800</b>	<b>2,306,885</b>	<b>98.8</b>	
Staff Costs	2,603,600	2,017,688	77.5	
<b>Total, OPM</b>	<b>4,937,400</b>	<b>4,324,573</b>	<b>87.6</b>	
<b>4. Office of Public Information</b>				
A. Office of Director	205,200	170,801	83.2	
B. Press division	709,800	424,902	59.9	
C. Regional information activities	318,400	201,604	63.3	
D. Operating costs of regional offices	77,000	47,899	62.2	
E. Other expenses	465,800	315,956	67.8	
F. Contribution towards common charges	29,800	14,900	50.0	
G. Contribution towards SITA linkages	14,000	9,696	69.3	
<b>Total Activities</b>	<b>1,820,000</b>	<b>1,185,758</b>	<b>65.2</b>	
Staff Costs	3,696,000	2,348,833	63.6	
<b>Total, OPI</b>	<b>5,516,000</b>	<b>3,534,591</b>	<b>64.1</b>	
<b>Recapitulation Part II.B</b>				
Staff costs	16,252,200	11,082,176	68.2	
Other costs	6,375,100	5,048,950	79.2	
<b>TOTAL, II.B</b>	<b>22,627,300</b>	<b>16,131,126</b>	<b>71.3</b>	
<b>TOTAL, PART II</b>				
Planned activities	123,966,082	95,687,148	77.2	
Personnel costs	196,192,200	148,077,053	75.5	
Indirect programme costs	15,329,261	13,879,092	90.5	
Participation Programme	24,830,000	18,484,991	74.4	
Reduction in field indirect costs (681,639)				
<b>TOTAL, PART II</b>	<b>359,635,904</b>	<b>276,128,284</b>	<b>76.8</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	
	\$	\$	%	
<b>Part III - Support for Programme Execution</b>				
<b>1. Bureau for External Relations</b>				
A. Relations with Member States	565,900	294,787	52.1	
B. Cooperation with National Commissions	1,470,500	1,230,237	83.7	
C. Cooperation with UNESCO Clubs	594,500	357,243	60.1	
D. Relations and cooperation with international organizations	249,400	131,183	52.6	
E. Relations with established offices away from Headquarters and decentralization	571,800	362,516	63.4	
F. Operations of the Office of the Assistant Director-General	392,300	301,086	76.7	
G. Partnerships for the Twenty-first Century	160,700	84,687	52.7	
H. Relations with UNESCO honorary goodwill ambassadors	114,211	102,200	89.5	
I. Contribution towards common charges	74,000	31,600	42.7	
J. Contribution towards SITA linkages	22,600	15,900	70.4	
<b>Total Activities</b>	<b>4,215,911</b>	<b>2,911,439</b>	<b>69.1</b>	
Staff costs	19,430,000	15,637,939	80.5	
<b>Total, BRX</b>	<b>23,645,911</b>	<b>18,549,378</b>	<b>78.4</b>	
<b>2. Bureau for Relations with Extrabudgetary Funding Sources</b>				
Staff Costs	3,179,200	2,253,584	70.9	
Other Costs	890,600	463,774	52.1	
Contribution towards common charges	14,300	7,100	49.7	
Contribution towards SITA linkages	500	300	60.0	
<b>Total, BER</b>	<b>4,084,600</b>	<b>2,724,758</b>	<b>66.7</b>	
<b>3. Bureau of Conferences, Languages and Documents</b>				
Staff Costs	27,389,800	18,710,380	68.3	
Other Costs	3,709,400	3,071,151	82.8	
Contribution towards common charges	61,500	61,496	100.0	
<b>Total, CLD</b>	<b>31,160,700</b>	<b>21,843,027</b>	<b>70.1</b>	
<b>TOTAL, PART III</b>				
Staff Costs	49,999,000	36,601,903	73.2	
Other Costs	8,892,211	6,515,260	73.3	
<b>TOTAL, PART III</b>	<b>58,891,211</b>	<b>43,117,163</b>	<b>73.2</b>	
<b>Part IV - Management and Administrative Services</b>				
<b>1. Office of the ADG/MA</b>				
Staff Costs	2,279,500	1,939,135	85.1	
Other Costs	131,000	65,457	50.0	
Unit for Public Relations and Special Events	108,900	85,413	78.4	
Contribution towards common charges	3,500	223	6.4	
<b>Total, ADG/MA</b>	<b>2,522,900</b>	<b>2,090,228</b>	<b>82.9</b>	
<b>2. Bureau of the Comptroller</b>				
Staff Costs	7,523,800	5,407,789	71.9	
Other Costs	1,017,300	829,975	81.6	
Contribution towards common charges	4,700	2,277	48.4	
<b>Total, BOC</b>	<b>8,545,800</b>	<b>6,240,041</b>	<b>73.0</b>	
<b>3. Bureau of Human Resources Management</b>				
Staff Costs	12,358,200	8,821,458	71.4	
Young probationers	1,506,700	851,947	56.5	
Other Costs	983,914	770,170	78.3	
Contribution towards common charges	14,300	7,100	49.7	
<b>Total, HRM</b>	<b>14,863,114</b>	<b>10,450,675</b>	<b>70.3</b>	
<b>4. Bureau of Documentation, Informatics Services and Telecommunications</b>				
Staff Costs	6,345,152	4,860,991	76.6	
Maintenance and Services	2,491,600	2,152,483	86.4	
Enterprise resources planning	5,000,000	5,000,000	100.0	
Contribution to common services	48,200	-	-	
SITA cost sharing for 2000-2001	400,000	246,100	61.5	
New monitoring system	500,000	290,735	58.1	
<b>Total, Activities</b>	<b>8,439,800</b>	<b>7,689,318</b>	<b>91.1</b>	
<b>Total, DIT</b>	<b>14,784,952</b>	<b>12,550,309</b>	<b>84.9</b>	
<b>5. Bureau for Support and Services</b>				
Staff Costs	7,866,400	6,154,177	78.2	
A. General Service Division	49,600	36,232	73.0	
B. Medical Services	133,300	109,221	81.9	
C. Staff Pension Division	185,700	102,610	55.3	
D. Medical Benefits Fund for associate participants	4,832,700	2,460,776	50.9	
E. Contribution to common services	6,300	780	12.4	
<b>Total, Other Costs</b>	<b>5,207,600</b>	<b>2,709,619</b>	<b>52.0</b>	
<b>Total, GES</b>	<b>13,074,000</b>	<b>8,863,796</b>	<b>67.8</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S
	\$	\$	%	
<b>TOTAL, PART IV</b>				
Staff Costs	36,373,052	27,183,550	74.7	
Other Costs	17,417,714	13,011,499	74.7	
<b>TOTAL, PART IV</b>	<b>53,790,766</b>	<b>40,195,049</b>	<b>74.7</b>	
<b>Part V - Common Services; maintenance and security</b>				
Staff Costs	15,469,500	10,669,291	69.0	
Other costs:				
A. Furniture and equipment	401,000	347,655	86.7	
B. Freight and postal expenses	720,000	688,878	95.7	
C. Temporary assistance and overtime for safety and security	380,000	300,672	79.1	
D. Supplies and materials for maintenance of buildings	5,422,500	4,942,549	91.1	
E. Charges, taxes and restaurant	4,795,000	3,383,690	70.6	
F. Maintenance of cars, furniture and materials	293,000	108,429	37.0	
G. Networks, informatics systems and telecommunications	1,224,400	1,166,655	95.3	
H. Public relations and cultural events	60,000	35,389	59.0	
<b>Total, Other Costs</b>	<b>13,295,900</b>	<b>10,973,917</b>	<b>82.5</b>	
<b>TOTAL, PART V</b>	<b>28,765,400</b>	<b>21,643,208</b>	<b>75.2</b>	
<b>Part VI - Renovation of Headquarters Premises</b>				
A. Renovation and refurbishing of Headquarters premises	7,427,300	7,427,300	100.0	
B. Amortization of IBE	275,900	137,931	50.0	
C. Less amount to be paid by Permanent Delegations	(179,700)	(102,793)	57.2	
<b>TOTAL, PART VI</b>	<b>7,523,500</b>	<b>7,462,438</b>	<b>99.2</b>	
<b>TOTAL, PARTS I-VI</b>				
Staff costs	318,726,952	238,898,498	75.0	
Planned activities	185,728,207	141,533,519	76.2	
Indirect programme costs	15,329,261	13,879,092	90.5	
Participation Programme	24,830,000	18,484,991	74.4	
Reduction in field indirect costs	(681,639)			
<b>TOTAL, PARTS I-VI</b>	<b>543,932,781</b>	<b>412,796,100</b>	<b>75.9</b>	
<b>Part VII - Anticipated cost increases</b>	4,758,050	-	-	
<b>TOTAL, PARTS I - VII</b>	<b>548,690,831</b>	<b>412,796,100</b>	<b>75.2</b>	

**Hundred and sixty-second Session**

162 EX/4  
Part II Add. & Corr.  
PARIS, 25 September 2001  
Original: English

Item 3.1.1 of the provisional agenda

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

**ADDENDUM & CORRIGENDUM**

**PART II**

**Management Chart for Programme Execution in 2000-2001**

(30 C/5 Approved)

No. 28

Status as at 31 July 2001

**ANNEX I.B**

**EXPLANATORY NOTES CONCERNING PROGRAMME EXECUTION  
(Ref: Annex I.A Corr.)**

Note	Remarks
------	---------

**PART I – General Policy and Direction**

- 1 **General Conference:** Language and documents services  
The bulk of the expenditure will be incurred during the 31st session.
- 2 **External Audit:**  
Low implementation is due to the fact that, until the end of June 2000, external audit fees were paid from 1998-1999 obligations – the 30 C/5 Approved budget provision has been used since July 2000.
- 3 **Contribution to UNESCO Micrography services:**  
Funds have been transferred to a Special Account.
- 4 **Executive Board – travel by members of the Executive Board and daily allowance:**  
Low implementation is due to travel expenses being less than originally foreseen.
- 5 **Executive Board – Other costs:**  
Over expenditure is mainly due to overtime, late sessions, Saturday sessions.
- 6 **Office of the Director-General – Other costs:**  
High implementation is due to temporary assistance being charged to programme costs, which will be regularized before the next Report, and to the requirements of the Task Force on Decentralization.
- 7 **Inspectorate General – Other costs:**  
High implementation is attributable to a contract with the Internal Audit Institute to review UNESCO's proposal to establish an internal oversight mechanism.
- 8 **Office of the Mediator – Other costs:**  
High implementation is due to the contracts of the four Mediators being established on a yearly basis rather than on a monthly basis.
- 9 **Bureau of Studies, Programming and Evaluation – Other costs:**  
High implementation is mainly due to expenditure relating to unforeseen missions.
- 10 **Participation in the Joint Machinery of the United Nations system:**  
UNESCO's contributions were obligated as and when the relevant invoices were received; no invoice has yet been received from the United Nations ACC Sub-Committee on Nutrition. With regard to ICSC, CCAQ and ILO, the provision in document 30 C/5 Approved was insufficient and a transfer from Part VII of the budget amounting to \$155,610, is requested in document 162 EX/26. Upon the Executive Board's approval of this transfer, the invoice for 2001 will be honoured.

**PART II.A – Major Programmes, Transdisciplinary Project and Transverse Activities**

- 11 **General:** The final allocations and allotments to major programmes were effected at the end of June 2000 only, and at the end of August 2000 for Major Programme I – Education, after the approval of the \$10.7 million adjustment by the Executive Board at its 159th session. This fact combined with the appointment of new ADGs, retirement of Directors and restructuring of units, is responsible for certain delays in programme execution. Nevertheless, implementation under Part II.A can be considered as satisfactory.  
It should be noted also that there is a time-lag with respect to the recording of the expenditure of some field offices which are not connected to the Mainframe computer, as their transactions are recorded only after imprest accounts have been submitted to Headquarters.

- 12 **ED:** I.1.1-2(b) *Develop inclusive education for children with special needs and (c) Support to joint actions in favour of education for all children; I.1.2-1(a) Developing literacy and non-formal education strategies and (b) Capacity-building for improving and expanding literacy and non-formal education; I.1.2-2 Special project “Enhancement of learning opportunities for marginalized youth”; I.1.3-1(d) Outcome of the EFA 2000 Assessment, (f) Countdown and (g) World Food Programme Cooperation; I.2.1-1(b) Preparation of the World Education Report and (c) Publications on learning throughout life; I.2.2-2(b) Promoting international, regional and subregional cooperation with TVE and (c) Providing subject knowledge and promoting information exchange through the UNEVOC Network; I.2.2-3(a) Science popularization and clearing house activities; I.2.3-1 Special project “Women, higher education and development”; I.2.3-2(b) Regional conventions on recognition of studies and diplomas; The status of teachers and teacher education in the information society – (a) Development of subregional and regional networks of teacher training institutions; Educating for a sustainable future (b) Participating in United Nations inter-agency technical support services. Towards a culture of peace – Unit 2-2(d) Non-violence in school and (e) Educational, moral and ethical values of sport.*  
**SC:** *Follow-up to the World Conference on Science (b) Science Policies and (c) University-Industry-Partnership; II.1.1-4(a) UNESCO/ICSU Framework agreement, (d) Cross disciplinary partnership and increasing access to scientific information and special project “Women, science and technology”; II.2-Promoting integrated approaches to environment and development; II.2.1-1 (b) Upgrading the knowledge of geoscientists through training and fellowships, (c) Protection and sustainable development of geoparks and (d) Spatial and geological information technology; II.2.2-2(a) Research on ecosystem; II.2.3-1(c) Computer-aided learning in virtual university and (f) World Water Development Report; II.2.3-2(d) Water management in coastal zones/small islands; II.2.4 UNESCO IOC-1(b) Regional programmes.*  
**SHS:** *II.1.2-2(b) World Social Science Report, (d) Data and information and (e) Documentation centre; II.2.5-1(c) Urban revitalization and development and (e) Knowledge use – research interface policy; Cities: Management of social transformations and the environment; Towards a culture of peace – Unit 2-1 Development of national plans and programmes of education for a culture of peace; Unit 2-2(b) UNESCO Chairs,(c) Training sessions for professionals and (d) Follow-up to the Special Project on Women in Africa.*  
**CLT:** *Culture and Development (b) Promotion of capacity-building in Member States and (c) Advocacy and reflection on cultural policies for development; III.1.1-2(a) and (c) International campaign, protection and restoration in Africa and in Arab States; III.1.1-3(b) Training courses on the preservation and revitalization of the world heritage and (c) Promotion of the oral heritage; III.1.1-4(d) Bayt Al-Hikma; III.1.2 Promotion of the Convention for the protection of the World Cultural and Natural Heritage; III.2-2(d) Use of new technologies for information and communication; Towards a culture of peace – Unit 3-1(c) The Iron Roads in Africa and (g) Mediterranean Programme and Indian Ocean; Unit 3-2(b) Cities and cultural pluralism and (c) Indigenous people.*  
**CI:** *IV.1.2-2(b) Access to public domain information through a model website and (g) Technical standards/legal framework/marketing/fund raising; Ethical, legal and sociocultural challenges of the information society-6 Intersectoral cooperation for development strategy for the information society; IV.2.2-1(e) Development/promotion of virtual laboratories/communities.*

The implementation of the activities listed above has been delayed or is scheduled to take place later in the biennium, which accounts for the low implementation rates.

- 13 **ED:** *I.1.3-2(f) Regional cooperation – Europe*  
 The low implementation rate is due to a donation brought into account in July 2001.
- 14 **ED:** *I.1.3-1(a) World Education Forum, (b) Cooperation partnership and (c) Advocacy; I.1.3-2(h) MINEDAF regional fellowships; I.2.1-1(a) Global dialogue on lifelong learning, Expo 2000; Educating for a sustainable future (a) Implementing the international work and (g) Creation of a website and (h) Cooperation for development.*  
**SC:** *II.2.2-2(b) Research on ecosystem goods and services; II.2.3(e) Long-term vision for water, life and the environment and (g) Hydrology for environment, life and policy; Human development for sustainable living conditions in the Pacific.*  
**SHS:** *II.1.2-1(e) Follow-up summit; II.3-2(a) Completion of activities on universal ethics and (c) Transdisciplinary activities in the human sciences. Towards a culture of peace Unit 3-1(a) Peace and tolerance.*

**CLT:** *Culture and development (e) Impact of the new international context of cultural goods and (f) World Culture Report: publication and research: Reading for all (a) Specific project for reading promotion.*

**CI:** *IV.1.1-1(a) Awareness-raising on freedom of expression (World Press Freedom Day and Prize), (b) IFEX/Network in culture and education and (d) Enhancing impact of seminars on independent media/pluralistic media; IV.2.1-1(b) IPDC; IV.2.2-1(i) Informatics and telematics.*

The high rate of execution for these activities is due to their programming and execution early in the first year of the biennium.

- 15 **ED:** *I.1.2-2 (d) Implementing TVE normative instruments and recommendations of the Seoul Congress:*  
The document is expected to be adopted at the forthcoming session of the General Conference and will be produced and disseminated before the end of the biennium.
- 16 **ED:** *UNESCO education institutes; UIS: UNESCO Institute for Statistics:*  
The high rate of execution is due to the transfer from the regular budget to the corresponding special account being made at the beginning of each year of the biennium.
- 17 **SC:** *II.1.1-4(c) UNESCO Science Prizes:*  
These Prizes are awarded at the time of the General Conference at the end of the biennium.
- 18 **SC:** *World Solar Programme 1996-2005:*  
Activities are being reoriented to include wider areas of renewable energy and energy efficiency, with a focus on education and training, information and communication, applied research and development in renewable energy. This reorientation and re-structuring of programme responsibilities has delayed programme implementation and development of the World Solar Programme.
- 19 **SHS:** *II.1.2-1(d) Houphouët-Boigny Foundation for Peace Research:*  
Due to the political situation in Côte d'Ivoire the activities foreseen could not be undertaken.
- 20 **SC:** *II.2.1-2(b) Post-disaster investigation and technical assistance:*  
As yet, UNESCO has not been requested to perform post-disaster investigations to the extent anticipated. Should no such requests materialize the funds remaining will be used for technical assistance.
- 21 **SC:** *II.2.4-2(a) Ocean and climate, oceans and global change, (b) Ocean sciences living resources and (c) Meeting the needs of ocean-related conventions and programmes:*  
Implementation has been delayed due to the restructuring of the Ocean Science Programme which took place during the period June 2000-May 2001. Execution will increase when more activities are undertaken in the second semester of 2001.
- 22 **CI:** *IV.1.1-2(b) Cooperation among media practitioners for a culture of peace:*  
The Israeli Palestinian Media Forum was foreseen under this activity. Due to the political situation new strategies must be developed.
- 23 **Fellowship and Procurement Services and Related Programme Support:**  
Funds for fellowships have been almost entirely obligated as the academic year starts in September. The low rate for "Reports services" now under ERC/CFS, is mainly due to the retirement of two staff members. However, with the nomination of a new staff member, an improvement in execution can be expected.
- 24 **Coordination of activities concerning Towards a culture of peace:**  
The high implementation rate is due to the planning of the majority of the activities relating to the International Year for a Culture of Peace in 2000.

## **PART II.B – Information and Dissemination Services**

- 25 **Clearing House – Transfer and sharing of information available at UNESCO:**  
A workshop for documentalists working in field offices and the purchase of a new server are scheduled for September 2001.



- 26 **Office of Monthly Periodicals – UNESCO Sources:**  
Four posts are currently vacant and recourse to temporary assistance has become inevitable which has resulted in this high implementation rate.
- 27 **Office of Public Information**  
Delays in implementation were due to the reorganization of the new Bureau of Public Information.

### **PART III – Support for Programme Execution**

- 28 **Bureau for External Relations:**  
Activities are foreseen to take place during the forthcoming months regarding “Relations with Member States”, Cooperation with UNESCO Clubs and Relations with NGOs and IGOs.
- 29 **Bureau of relations with extrabudgetary funding sources – Other costs:**  
The restructuring of UNESCO, including the merger of BRX and BER (now CFS) into a single sector (ERC), has given rise to a number of delays in planning and implementation of activities. Furthermore, since a major part of CFS’s activities are directed towards UNESCO’s field offices, the lengthy process of defining UNESCO’s new field structure has obviously also contributed to these delays. Funds will therefore have to be spent to establish updated learning material and, notably, to create adequate web-based information.

### **PART IV – Management and Administrative Services**

- 30 **Office of ADG/ADM:**  
Major expenditure is planned for November 2001.
- 31 **Bureau of Human Resources Management:**  
The low implementation rate is due to delays in recruiting young probationers due to the restructuring of HRM. Applicants for the 2001 intake are presently being interviewed.
- 32 **Bureau of Documentation, Informatics Services and Telecommunications:**  
Enterprise resources planning – all the funds have been transferred to the Special Account for the FABS project.  
New monitoring system – Expenditure against the SISTER project was brought into account during the month of August 2001.
- 33 **Bureau for Support and Services – Staff Pensions Division and Medical Benefits Fund for associate participants:**  
The low implementation rate is due to delays in registering claims.

### **PART V – Common Services; Maintenance and security**

- 34 **F. Maintenance of cars, furniture and materials:**  
Funds have been held in abeyance pending the decision on the repair or replacement of the escalator in building IV.  
**H. Public relations and cultural events:**  
Expenditure is planned for November 2001.

### **PART VI – Renovation of Headquarters premises**

- 35 **A. Renovation and refurbishing of Headquarters premises:**  
Funds have been transferred to a Special Account.  
**B. Amortization of IBE:**  
The transfer for 2001 (50%) will be made in December 2001.  
**C. Less amount to be paid by Permanent Delegations:**  
The low rate of reported expenditure is due to the current exchange rate. Permanent Delegations are being invoiced for premises in French francs, whereas the budget is presented in US dollars.

**ANNEX I.A Corr.  
DETAILED STATUS REPORT ON THE REGULAR BUDGET  
AS AT 31 JULY 2001**

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>Part I - General Policy and Direction</b>				
<b>I.A Governing bodies</b>				
<b>Chapter 1 - General Conference</b>				
Staff costs	718 100	546 028	76.0	
Languages and documents services for the General Conference	4 787 100	781 624	16.3	1
External Audit	596 800	307 925	51.6	2
Contribution to UNESCO Micrography services	28 000	28 000	100.0	3
Other costs	79 300	72 070	90.9	
<b>Total Activities</b>	<b>5 491 200</b>	<b>1 189 619</b>	<b>21.7</b>	
<b>Total, General Conference</b>	<b>6 209 300</b>	<b>1 735 647</b>	<b>28.0</b>	
<b>Chapter 2 - Executive Board</b>				
Staff costs	1 104 600	936 308	84.8	
Languages and documents services for the Executive Board	3 666 100	2 991 599	81.6	
Travel by members of the Executive Board and daily allowance	2 327 700	1 061 182	45.6	4
Contribution to UNESCO Micrography services	24 000	24 000	100.0	3
Other costs	514 000	532 207	103.5	5
<b>Total Activities</b>	<b>6 531 800</b>	<b>4 608 988</b>	<b>70.6</b>	
<b>Total, Executive Board</b>	<b>7 636 400</b>	<b>5 545 296</b>	<b>72.6</b>	
<b>Governing bodies</b>				
Staff costs	1 822 700	1 482 336	81.3	
Other costs	12 023 000	5 798 607	48.2	
<b>Total, Governing bodies</b>	<b>13 845 700</b>	<b>7 280 943</b>	<b>52.6</b>	
<b>I.B Direction</b>				
<b>Chapter 3 - Directorate</b>				
Staff costs	1 357 000	783 728	57.8	
Other costs	458 500	351 009	76.6	
<b>Total, Directorate</b>	<b>1 815 500</b>	<b>1 134 737</b>	<b>62.5</b>	
<b>Chapter 4 - Services of the Directorate:</b>				
<b>A. Office of the Director-General</b>				
Staff costs	5 666 800	5 197 050	91.7	
Other costs	377 800	377 838	100.0	6
Contribution towards common charges	2 800	-	-	
Contribution to UNESCO Micrography services	2 000	2 000	100.0	3
<b>Total, Office of the DG</b>	<b>6 049 400</b>	<b>5 576 888</b>	<b>92.2</b>	
<b>B. Inspectorate General</b>				
Staff costs	1 780 900	1 530 444	85.9	
Contribution towards common charges	1 100	-	-	
Other costs	66 700	64 742	97.1	7
<b>Total, IOM</b>	<b>1 848 700</b>	<b>1 595 186</b>	<b>86.3</b>	
<b>C. Office of the Mediator</b>				
Staff costs	129 300	110 682	85.6	
Contribution towards common charges	300	-	-	
Other costs	16 600	16 470	99.2	8
<b>Total, MED</b>	<b>146 200</b>	<b>127 152</b>	<b>87.0</b>	
<b>D. Office of International Standards and Legal Affairs</b>				
Staff costs	1 905 400	1 476 350	77.5	
Contribution towards common charges	3 300	-	-	
Other costs	199 800	142 711	71.4	
<b>Total, LA</b>	<b>2 108 500</b>	<b>1 619 061</b>	<b>76.8</b>	
<b>E. Bureau of Studies, Programming and Evaluation</b>				
<b>- Division of Studies and Programming</b>				
Staff costs	2 072 300	1 712 324	82.6	
Contribution towards common charges	1 400	-	-	
Other costs	86 800	85 062	98.0	9
<b>Total, BPE</b>	<b>2 160 500</b>	<b>1 797 386</b>	<b>83.2</b>	

\* See Annex I.B for explanatory notes concerning programme execution.

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
- Central Programme Evaluation Unit				
Staff costs	1 744 200	1 017 017	58.3	
Contribution towards common charges	2 800	-	-	
Other costs	168 200	112 117	66.7	
<b>Total, CEU</b>	<b>1 915 200</b>	<b>1 129 134</b>	<b>59.0</b>	
<b>F. Bureau of the Budget</b>				
Staff costs	4 214 600	3 056 770	72.5	
Contribution towards common charges	1 100	-	-	
Other costs	68 900	45 733	66.4	
<b>Total, BB</b>	<b>4 284 600</b>	<b>3 102 503</b>	<b>72.4</b>	
<b>Recapitulation</b>				
Staff costs	17 513 500	14 100 637	80.5	
Other costs	999 600	846 673	84.7	
<b>Total, Services of the Directorate</b>	<b>18 513 100</b>	<b>14 947 310</b>	<b>80.7</b>	
<b>Direction</b>				
Staff costs	18 870 500	14 884 365	78.9	
Other costs	1 458 100	1 197 682	82.1	
<b>Total, LB</b>	<b>20 328 600</b>	<b>16 082 047</b>	<b>79.1</b>	
<b>I.C Participation in the Joint Machinery of the United Nations System</b>				10
UNACC	15 500	-	-	
CCPOQ	33 500	33 365	99.6	
United Nations Security measures	78 000	77 908	99.9	
Security requirements of staff in field	61 500	61 299	99.7	
ISCC	64 185	64 185	100.0	
JIU	324 600	305 425	94.1	
ICSC, CCAQ and ILO	574 415	344 786	60.0	
<b>Total, LC</b>	<b>1 151 700</b>	<b>886 968</b>	<b>77.0</b>	
<b>TOTAL, PART I</b>				
Staff costs	20 693 200	16 366 701	79.1	
Other costs	14 632 800	7 883 257	53.9	
<b>TOTAL, PART I</b>	<b>35 326 000</b>	<b>24 249 958</b>	<b>68.6</b>	
<b>Part II - Programme Execution and Services</b>				
<b>II.A Major Programmes, Transdisciplinary Project and Transverse Activities</b>				
<b>Major Programmes:</b>				
<b>I Education for all throughout life</b>				
<b>I.1 Basic education for all</b>				
<b>I.1.1 Providing basic education for all children</b>				
<b>1 - Renewal and expansion of primary education</b>				
(a) Primary education reform	280 000	206 987	73.9	
(b) Training of educational personnel	280 000	221 126	79.0	
(c) Production and use of low-cost materials	175 000	134 628	76.9	
(d) Education for poverty eradication	227 690	176 373	77.5	
(e) Assessment of learning achievement	100 000	78 311	78.3	
(f) Reading for all	95 000	59 533	62.7	11
(g) Improving learning spaces	66 000	42 950	65.1	
<b>Subtotal activities</b>	<b>1 223 690</b>	<b>919 908</b>	<b>75.2</b>	
Staff costs distribution	5 731 620	4 347 411	75.8	
<b>Total, Main line of action</b>	<b>6 955 310</b>	<b>5 267 319</b>	<b>75.7</b>	
<b>2 - Promoting early childhood education and education of children with special needs</b>				
(a) Promote integrated early childhood and family education	400 000	308 903	77.2	
(b) Develop inclusive education for children with special needs	957 820	545 999	57.0	12
(c) Support to joint actions in favour of education for all children	315 376	116 462	36.9	12
<b>Subtotal activities</b>	<b>1 673 196</b>	<b>971 364</b>	<b>58.1</b>	
Staff costs distribution	6 853 391	5 198 269	75.8	
<b>Total, Main line of action</b>	<b>8 526 587</b>	<b>6 169 633</b>	<b>72.4</b>	
<b>Total, Subprogramme I.1.1</b>	<b>15 481 898</b>	<b>11 436 952</b>	<b>73.9</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>I.1.2 Fostering literacy and non-formal education among youth and adults</b>				
<b>1 - Literacy and community education</b>				
(a) Developing literacy and non-formal education strategies	433 725	189 936	43.8	12
(b) Capacity-building for improving and expanding literacy and non-formal education	649 478	393 122	60.5	12
(c) Support for literacy and non-formal education for rural development: Baoding	620 000	570 811	92.1	
(d) Advocacy and mobilization for literacy and non-formal education	150 000	133 140	88.8	
(e) Cooperation with Institutes	180 000	137 966	76.6	
<b>Subtotal activities</b>	<b>2 033 203</b>	<b>1 424 975</b>	<b>70.1</b>	
Staff costs distribution	5 491 937	4 165 612	75.8	
<b>Total, Main line of action</b>	<b>7 525 140</b>	<b>5 590 587</b>	<b>74.3</b>	
<b>2 - Extending learning opportunities to the unreached</b>				
(a) Education of the unreached	619 699	432 159	69.7	
Special project : 'Enhancement of learning opportunities for marginalized youth'	751 039	372 817	49.6	12
Special project : 'Promoting girls' and women's education in Africa'	696 800	580 379	83.3	
(d) Promoting education for children in difficult circumstances (street and working children)	69 680	62 678	90.0	
<b>Subtotal activities</b>	<b>2 137 218</b>	<b>1 448 033</b>	<b>67.8</b>	
Staff costs distribution	3 952 506	2 997 959	75.8	
<b>Total, Main line of action</b>	<b>6 089 724</b>	<b>4 445 992</b>	<b>73.0</b>	
<b>Total, Subprogramme I.1.2</b>	<b>13 614 863</b>	<b>10 036 579</b>	<b>73.7</b>	
<b>I.1.3 Mobilizing commitments and partnerships for education for all</b>				
<b>1 - International EFA Forum and Assessment 2000</b>				
(a) World Education Forum (Dakar)	352 405	331 961	94.2	14
(b) Cooperation partnership	20 000	19 401	97.0	14
(c) Advocacy	20 000	19 621	98.1	14
(d) Outcome of the EFA 2000 Assessment	20 000	7 000	35.0	12
(e) Monitoring learning achievement	60 000	42 690	71.2	
(f) Countdown	60 000	29 770	49.6	12
(g) World Food Programme cooperation	15 000	8 407	56.0	12
<b>Subtotal activities</b>	<b>547 405</b>	<b>458 850</b>	<b>83.8</b>	
Staff costs distribution	1 527 739	1 158 784	75.8	
<b>Total, Main line of action</b>	<b>2 075 144</b>	<b>1 617 634</b>	<b>78.0</b>	
<b>2 - Reinforcing regional cooperation programmes for basic education</b>				
(a) Pursuing the E-9 initiative	3 300 000	2 218 978	67.2	
(b) Partnership for basic education	240 000	218 009	90.8	
(c) Regional cooperation - Africa	166 297	166 180	99.9	
(d) Regional cooperation - Arab States	120 000	116 937	97.4	
(e) Regional cooperation - Asia and Pacific	303 000	260 503	86.0	
(f) Regional cooperation - Europe	98 500	50 621	51.4	13
(g) Regional cooperation - Latin America and the Caribbean	261 000	245 047	93.9	
(h) MINEDAF - Regional fellowships	300 000	300 000	100.0	14
<b>Subtotal activities</b>	<b>4 788 797</b>	<b>3 576 275</b>	<b>74.7</b>	
Staff costs distribution	3 681 644	2 792 512	75.8	
<b>Total, Main line of action</b>	<b>8 470 441</b>	<b>6 368 787</b>	<b>75.2</b>	
<b>Total, Subprogramme I.1.3</b>	<b>10 545 585</b>	<b>7 986 421</b>	<b>75.7</b>	
<b>TOTAL, Programme I.1</b>	<b>39 642 346</b>	<b>29 459 951</b>	<b>74.3</b>	
<b>I.2 Reform of education in the perspective of education throughout life</b>				
<b>I.2.1 Renewal of educational systems for the information age</b>				
<b>1 - Devising strategies for learning throughout life</b>				
(a) Global dialogue on lifelong learning Expo 2000	120 000	119 474	99.6	14
(b) Preparation of the World Education Report	380 000	92 286	24.3	12
(c) Three publications on learning throughout life	381 820	121 397	31.8	12
(d) Information through publications, the Internet and other modern media	397 553	327 206	82.3	
<b>Subtotal activities</b>	<b>1 279 373</b>	<b>660 363</b>	<b>51.6</b>	
Staff costs distribution	6 703 995	5 084 953	75.8	
<b>Total, Main line of action</b>	<b>7 983 368</b>	<b>5 745 316</b>	<b>72.0</b>	
<b>2 - Promoting policies and building capacities for educational development and reconstruction</b>				
(a) Regional partnership and cooperation programme - UNRWA	428 000	358 427	83.7	
(b) National sectoral strategies and action plans	762 300	442 251	58.0	11
(c) Support to the Palestinian authority	220 320	158 623	72.0	
(d) Strengthening of national capacities in the use and management of educational spaces and facilities	205 000	171 635	83.7	
<b>Subtotal activities</b>	<b>1 615 620</b>	<b>1 130 936</b>	<b>70.0</b>	
Staff costs distribution	5 542 602	4 204 041	75.8	
<b>Total, Main line of action</b>	<b>7 158 222</b>	<b>5 334 977</b>	<b>74.5</b>	
<b>Total, Subprogramme I.2.1</b>	<b>15 141 590</b>	<b>11 080 292</b>	<b>73.2</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>I.2.2 Renovation of general secondary and vocational education</b>				
<b>1 - Renewal and diversification of secondary education</b>				
(a) Policy guidelines for reform of secondary education system	532 520	510 883	95.9	
(b) Regional and subregional networkings with IGOs and NGOs	280 491	226 431	80.7	
(c) Development of distance education	244 000	110 978	45.5	11
(d) Promotion of science and technology education	370 670	244 160	65.9	
(e) Education for the prevention of HIV/AIDS	287 233	231 094	80.5	
(f) Youth empowerment through preventive education against drugs abuse	172 000	115 840	67.3	
Special project : 'Scientific, technical and vocational education of girls in Africa'	123 500	95 187	77.1	
<b>Subtotal activities</b>	<b>2 010 414</b>	<b>1 534 573</b>	<b>76.3</b>	
Staff costs distribution	4 950 862	3 755 209	75.8	
<b>Total, Main line of action</b>	<b>6 961 276</b>	<b>5 289 782</b>	<b>76.0</b>	
<b>2 - International long-term programme for the development of technical and vocational education (UNEVOC)</b>				
(a) Strengthening capacity building in Member States	421 010	273 026	64.9	
(b) Promoting international, regional and subregional cooperation with TVE	273 131	139 897	51.2	12
(c) Providing subject knowledge and promoting information exchange through the UNEVOC Network	120 000	40 000	33.3	12
(d) Implementing TVE normative instruments and recommendations of the Seoul Congress	30 000	7 411	24.7	15
<b>Subtotal activities</b>	<b>844 141</b>	<b>460 334</b>	<b>54.5</b>	
Staff costs distribution	4 750 801	3 603 463	75.8	
<b>Total, Main line of action</b>	<b>5 594 942</b>	<b>4 063 797</b>	<b>72.6</b>	
<b>3 - Science and technology education</b>				
(a) Science popularization and clearing house activities	161 200	96 489	59.9	12
(b) Exchange of information and networking	250 100	180 588	72.2	
<b>Subtotal activities</b>	<b>411 300</b>	<b>277 077</b>	<b>67.4</b>	
Staff costs distribution	803 492	609 445	75.8	
<b>Total, Main line of action</b>	<b>1 214 792</b>	<b>886 522</b>	<b>73.0</b>	
<b>Total, Subprogramme I.2.2</b>	<b>13 771 011</b>	<b>10 240 102</b>	<b>74.4</b>	
<b>I.2.3 Higher education and development</b>				
<b>1 - Policy and reform of higher education</b>				
(a) Follow-up to the World Conference	381 635	284 442	74.5	
(b) Promoting innovation in higher education	259 191	205 825	79.4	
Special project : 'Women, higher education and development'	63 193	27 667	43.8	12
<b>Subtotal activities</b>	<b>704 019</b>	<b>517 934</b>	<b>73.6</b>	
Staff costs distribution	950 290	720 791	75.8	
<b>Total, Main line of action</b>	<b>1 654 309</b>	<b>1 238 725</b>	<b>74.9</b>	
<b>2 - Reinforcing inter-university cooperation and academic mobility</b>				
(a) UNITWIN and UNESCO Chairs	1 734 492	1 123 399	64.8	
(b) Regional conventions on recognition of studies and diplomas	220 000	94 290	42.9	12
<b>Subtotal activities</b>	<b>1 954 492</b>	<b>1 217 689</b>	<b>62.3</b>	
Staff costs distribution	1 493 963	1 133 165	75.8	
<b>Total, Main line of action</b>	<b>3 448 455</b>	<b>2 350 854</b>	<b>68.2</b>	
<b>Total, Subprogramme I.2.3</b>	<b>5 102 764</b>	<b>3 589 579</b>	<b>70.3</b>	
<b>The status of teachers and teacher education in the information society</b>				
(a) Development of subregional and regional networks of teacher training institutions	542 500	309 367	57.0	12
(b) New technologies in teacher education	441 673	275 135	62.3	11
(c) Application of international instruments concerning the status of teachers and educational personnel	140 500	86 525	61.6	11
<b>Subtotal activities</b>	<b>1 124 673</b>	<b>671 027</b>	<b>59.7</b>	
Staff costs distribution	1 399 129	1 061 233	75.8	
<b>Total, Project</b>	<b>2 523 802</b>	<b>1 732 260</b>	<b>68.6</b>	
<b>TOTAL, Programme I.2</b>	<b>36 539 166</b>	<b>26 642 233</b>	<b>72.9</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>Educating for a sustainable future</b>				
<b>(Environment, population and development)</b>				
(a) Implementing the international work	98 525	98 322	99.8	14
(b) Participating in UN inter-agency technical support services	66 000	35 911	54.4	12
(c) Promoting population, information, education, communication, reproductive health	137 675	108 852	79.1	
(d) Developing teaching, learning and advocacy materials related to environment	464 500	384 059	82.7	
(e) Fostering national action in support of education for a sustainable development	321 000	226 515	70.6	
(f) Promoting sustainable communities	178 300	104 180	58.4	
(g) Creation of a WEB site	6 000	6 000	100.0	14
(h) Cooperation for development	83 000	82 978	100.0	14
(i) SITA cost sharing	78 400	63 000	80.4	
(j) Contribution towards common charges	27 200	27 200	100.0	3
(k) Contribution towards micrography	1 400	1 400	100.0	
(l) Programme support costs	148 000	135 478	91.5	
<b>Subtotal activities</b>	<b>1 610 000</b>	<b>1 273 895</b>	<b>79.1</b>	
Staff costs distribution	6 134 341	4 652 872	75.8	
<b>Total, EPD</b>	<b>7 744 341</b>	<b>5 926 767</b>	<b>76.5</b>	
<b>UNESCO education institutes</b>				16
UNESCO International Bureau of Education	4 876 000	4 876 000	100.0	
UNESCO International Institute for Educational Planning	5 406 000	5 405 986	100.0	
UNESCO Institute for Education	2 090 000	2 079 700	99.5	
UNESCO Institute for Information Technologies in Education	1 200 000	1 200 000	100.0	
UNESCO International Institute for Higher Education in Latin America and the Caribbean	2 375 300	2 375 300	100.0	
UNESCO International Institute for Capacity-Building in Africa	1 300 000	795 009	61.2	
<b>Total, UNESCO Education Institutes</b>	<b>17 247 300</b>	<b>16 731 995</b>	<b>97.0</b>	
<b>Transdisciplinary project: Towards a culture of peace</b>				
<b>Unit 1. Culture of peace: raising awareness and building partnerships</b>				
<b>2 - Contributing to the implementation of the Programme of Action on a Culture of Peace</b>				
(a) Promoting reflection on the right to education	40 000	26 429	66.1	
<b>Total, Main line of action</b>	<b>40 000</b>	<b>26 429</b>	<b>66.1</b>	
<b>TOTAL, Unit 1</b>	<b>40 000</b>	<b>26 429</b>	<b>66.1</b>	
<b>Unit 2. Educating for a culture of peace</b>				
<b>1 - Development of national plans and programmes of education for a culture of peace</b>				
(a) National plans for human rights education	168 000	80 881	48.1	11
(b) Evaluation and development of national programmes	129 000	79 892	61.9	11
(c) Civic education programme for formal and non-formal education	126 605	71 132	56.2	11
(d) Regional and sub-regional networks on ECP	40 000	9 765	24.4	11
(e) MINEPS III - Cooperation and solidarity between IGOs and NGOs	140 000	77 516	55.4	11
<b>Total, Main line of action</b>	<b>603 605</b>	<b>319 186</b>	<b>52.9</b>	
<b>2 - Improving the content and methods of education and training for a culture of peace</b>				
(a) Elaboration, production and dissemination of ECP materials	160 450	95 451	59.5	11
(b) Expansion of UNESCO Chairs on ECP	29 200	21 615	74.0	
(c) Teacher training	155 000	104 797	67.6	
(d) Non-violence in school	112 500	41 203	36.6	12
(e) Educational, moral and ethical values of sport	140 000	55 259	39.5	12
<b>Total, Main line of action</b>	<b>597 150</b>	<b>318 325</b>	<b>53.3</b>	
<b>3 - Associated Schools Project network</b>				
(a) Promotion/information material and international networking	273 605	206 273	75.4	
(b) National, sub-regional culture of peace projects	132 000	113 716	86.1	
(c) ASPnet flagship project	121 000	90 619	74.9	
(d) Translation/adaptation of educational materials	81 000	41 484	51.2	11
(e) Sub-regional ASP plan of action	250 512	238 018	95.0	
(f) Sport	45 000	38 992	86.6	
<b>Total, Main line of action</b>	<b>903 117</b>	<b>729 102</b>	<b>80.7</b>	
<b>4 - Linguistic diversity and multilingual education</b>				
(a) Implementation of language policies	203 495	120 565	59.2	11
(b) UNESCO Report on the World Languages	19 000	-	-	
(c) Teaching materials	107 680	100 145	93.0	
<b>Total, Main line of action</b>	<b>330 175</b>	<b>220 710</b>	<b>66.8</b>	
<b>Total, Unit 2</b>	<b>2 434 047</b>	<b>1 587 323</b>	<b>65.2</b>	
<b>Unit 3. From interculturality to cultural pluralism</b>				
<b>1 - Encouraging intercultural dialogue</b>				
(a) Support to revision of history and geography textbooks	136 353	77 324	56.7	11
<b>Total, Main line of action</b>	<b>136 353</b>	<b>77 324</b>	<b>56.7</b>	
<b>Total, Unit 3</b>	<b>136 353</b>	<b>77 324</b>	<b>56.7</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
Cooperation for development	120 000	57 100	47.6	
SITA cost-sharing	30 300	24 400	80.5	
Contribution towards common charges	51 200	12 300	24.0	
Programme support costs	387 570	122 355	31.6	
Subtotal activities:	3 199 470	1 907 231	59.6	
Staff costs distribution	4 986 588	3 782 306	75.8	
<b>TOTAL, Transdisciplinary project: Towards a culture of peace</b>	<b>8 186 058</b>	<b>5 689 537</b>	<b>69.5</b>	
<b>Education common charges</b>				
Cooperation for development	1 151 500	804 691	69.9	
SITA cost-sharing	1 046 700	841 450	80.4	
Contribution towards common charges	362 700	268 948	74.2	
Contribution towards micrography services	18 600	18 600	100.0	
Indirect costs (HQ)	636 600	329 361	51.7	
Programme support costs	1 179 715	538 404	45.6	
<b>Total, Common charges</b>	<b>4 395 815</b>	<b>2 801 454</b>	<b>63.7</b>	
<b>Recapitulation</b>				
Planned activities	48 163 526	37 654 552	78.2	
Staff costs	64 954 900	49 268 025	75.8	
Indirect programme costs	6 759 907	6 068 456	89.8	
Reduction in field indirect costs (339 000)				
<b>TOTAL, MAJOR PROGRAMME I</b>	<b>119 539 333</b>	<b>92 991 033</b>	<b>77.8</b>	
<b>II The Sciences in the Service of Development</b>				
<b>II.1 Advancement, transfer and sharing of scientific knowledge</b>				
<b>Follow-up to the World Conference on Science</b>				
(a) Follow-up to the World Conference on Science	404 327	307 179	76.0	
(b) Science Policies	364 600	230 364	63.2	12
(c) University-Industry-Partnership (UNISPAR)	184 000	82 408	44.8	12
Subtotal activities:	952 927	619 951	65.1	
Staff costs distribution	476 063	358 920	75.4	
<b>Total, Project</b>	<b>1 428 990</b>	<b>978 871</b>	<b>68.5</b>	
<b>II.1.1 Advancement, transfer and sharing of knowledge in the basic and engineering sciences</b>				
<b>1 - Improving university science and engineering education</b>				
(a) University science education	465 100	322 434	69.3	
(b) Engineering education	314 500	202 159	64.3	11
Subtotal activities:	779 600	524 593	67.3	
Staff costs distribution	2 858 168	2 154 865	75.4	
<b>Total, Main line of action</b>	<b>3 637 768</b>	<b>2 679 458</b>	<b>73.7</b>	
<b>2 - Promoting cooperation in research and training in mathematics, physics and chemistry</b>				
(a) Promoting cooperation in research and training in mathematics	298 900	231 261	77.4	
(b) Promoting cooperation in research and training in physics	1 856 800	1 690 222	91.0	
(c) Promoting cooperation in research and training in chemistry	390 600	310 446	79.5	
Subtotal activities:	2 546 300	2 231 929	87.7	
Staff costs distribution	2 793 835	2 106 363	75.4	
<b>Total, Main line of action</b>	<b>5 340 135</b>	<b>4 338 292</b>	<b>81.2</b>	
<b>3 - Promoting research capacities in the biological sciences and biotechnologies</b>				
(a) Cooperation with NGOs	493 400	379 664	76.9	
(b) Molecular and Cell Biology Networks (MCBN)	436 500	278 673	63.8	11
(c) Biotechnologies, MIRCENs and BAC	1 218 200	1 069 387	87.8	
Special project : 'Biotechnologies for development in Africa'	124 500	101 678	81.7	
(e) UNAIDS/Medical sciences	155 300	111 318	71.7	
Subtotal activities:	2 427 900	1 940 720	79.9	
Staff costs distribution	3 844 963	2 898 842	75.4	
<b>Total, Main line of action</b>	<b>6 272 863</b>	<b>4 839 562</b>	<b>77.2</b>	
<b>4 - Cross-disciplinary partnerships and increasing access to scientific information</b>				
(a) UNESCO/ICSU Framework agreement	729 000	414 500	56.9	12
(b) Cooperation with ICSU unions and affiliates	68 000	18 208	26.8	11
(c) UNESCO science prizes	52 501	11 465	21.8	17
(d) Cross-disciplinary partnerships and increasing access to scientific information	987 300	603 302	61.1	12
Special project : 'Women, Science and Technology'	213 000	119 204	56.0	12
Subtotal activities:	2 049 801	1 166 679	56.9	
Staff costs distribution	3 791 352	2 858 423	75.4	
<b>Total, Main line of action</b>	<b>5 841 153</b>	<b>4 025 102</b>	<b>68.9</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>The World Solar Programme 1996-2005</b>				<b>18</b>
(a) Education and training in renewable energy	398 100	205 199	51.5	
(b) Expanding the use of renewable energy to improve living conditions	441 900	242 199	54.8	
(c) Renewable energy, cooperation for development	130 300	63 381	48.6	
<b>Subtotal activities</b>	<b>970 300</b>	<b>510 779</b>	<b>52.6</b>	
Staff costs distribution	603 657	455 117	75.4	
<b>Total, Project</b>	<b>1 573 957</b>	<b>965 896</b>	<b>61.4</b>	
<b>Evaluation plan for 2000-2001</b>	<b>62 900</b>	<b>16 500</b>	<b>26.2</b>	
<b>Total, Subprogramme II.1.1</b>	<b>24 157 766</b>	<b>17 843 681</b>	<b>73.9</b>	
<b>II.1.2 Advancement, transfer and sharing of knowledge in the social and human sciences</b>				
<b>1 - Improving university teaching, research capacities and international cooperation in the social sciences</b>				
(a) UNESCO Chairs	361 000	280 449	77.7	
(b) Capacity-building for city professionals and young social scientists	174 000	133 108	76.5	
(c) Cooperation agreement with ISSC and Human Habitat (NGOs)	837 500	824 383	98.4	
(d) Houphouët-Boigny Foundation for Peace Research	233 000	24 854	10.7	<b>19</b>
(e) Follow-up summit	35 000	35 000	100.0	<b>14</b>
<b>Subtotal activities</b>	<b>1 640 500</b>	<b>1 297 794</b>	<b>79.1</b>	
Staff costs distribution	2 089 696	1 617 041	77.4	
<b>Total, Main line of action</b>	<b>3 730 196</b>	<b>2 914 835</b>	<b>78.1</b>	
<b>2 - Collection and dissemination of information in the social and human sciences</b>				
(a) International Social Science Journal	320 900	272 338	84.9	
(b) World Social Science Report	131 500	55 612	42.3	<b>12</b>
(c) MOST clearing house	190 050	126 739	66.7	
(d) Data and information	162 850	102 954	63.2	<b>12</b>
(e) Documentation centre	108 600	50 791	46.8	<b>12</b>
(f) Evaluation	35 000	32 970	94.2	
<b>Subtotal activities</b>	<b>948 900</b>	<b>641 404</b>	<b>67.6</b>	
Staff costs distribution	1 282 687	992 565	77.4	
<b>Total, Main line of action</b>	<b>2 231 587</b>	<b>1 633 969</b>	<b>73.2</b>	
<b>Total, Subprogramme II.1.2</b>	<b>5 961 783</b>	<b>4 548 804</b>	<b>76.3</b>	
<b>TOTAL, Programme II.1</b>	<b>30 119 549</b>	<b>22 392 485</b>	<b>74.3</b>	
<b>II.2 Sciences, environment and socio-economic development</b>				
<b>Promoting integrated approaches to environment and development</b>				<b>12</b>
(a) Development of interdisciplinary cooperation	85 000	51 503	60.6	
(b) Strengthening partnerships with the UN and major NGOs	114 975	70 596	61.4	
<b>Evaluation plan for 2000-2001</b>	<b>5 000</b>	<b>4 731</b>	<b>94.6</b>	
<b>Subtotal activities</b>	<b>204 975</b>	<b>126 830</b>	<b>61.9</b>	
Staff costs distribution	134 742	101 586	75.4	
<b>Total, Project</b>	<b>339 717</b>	<b>228 416</b>	<b>67.2</b>	
<b>II.2.1 Earth sciences, earth system management and natural disaster reduction</b>				
<b>1 - Promoting earth system management, international cooperation and capacity-building in earth sciences</b>				
(a) Development of IGCP	550 700	498 673	90.6	
(b) Upgrading the knowledge of geoscientists through training and fellowships	363 025	225 616	62.1	<b>12</b>
(c) Protection and sustainable development of geoparks	56 700	26 039	45.9	<b>12</b>
(d) Spatial and geological information technology	289 800	171 170	59.1	<b>12</b>
<b>Subtotal activities</b>	<b>1 260 225</b>	<b>921 498</b>	<b>73.1</b>	
Staff costs distribution	1 660 146	1 251 638	75.4	
<b>Total, Main line of action</b>	<b>2 920 371</b>	<b>2 173 136</b>	<b>74.4</b>	
<b>2 - Reducing vulnerability to natural disasters</b>				
(a) Collaborative projects on disaster mitigation systems	388 800	248 269	63.9	
(b) Post-disaster investigation and technical assistance	32 800	14 260	43.5	<b>20</b>
<b>Subtotal activities</b>	<b>421 600</b>	<b>262 529</b>	<b>62.3</b>	
Staff costs distribution	3 455 392	2 605 132	75.4	
<b>Total, Main line of action</b>	<b>3 876 992</b>	<b>2 867 661</b>	<b>74.0</b>	
<b>Evaluation plan for 2000-2001</b>	<b>13 500</b>	<b>13 127</b>	<b>97.2</b>	
<b>Total, Subprogramme II.2.1</b>	<b>6 810 863</b>	<b>5 053 924</b>	<b>74.2</b>	



APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>II.2.2 Ecological sciences and the Man and the Biosphere (MAB) programme</b>				
<b>1 - Biosphere reserves as tools for reconciling conservation and development: implementing the Seville Strategy</b>				
(a) Review and improvement of existing biosphere reserves	412 400	276 486	67.0	
(b) Establishing of new biosphere reserves, including transboundary reserves	313 000	218 392	69.8	
(c) Reinforcing world/regional network	367 049	300 049	81.7	
(d) Assisting Member States on conservation and sustainable use of resources	177 900	137 421	77.2	
(e) Evaluating the implementation of the Seville Strategy : Seville +5	90 500	72 846	80.5	
<b>Subtotal activities:</b>	<b>1 360 849</b>	<b>1 005 194</b>	<b>73.9</b>	
Staff costs distribution	5 342 847	4 028 146	75.4	
<b>Total, Main line of action</b>	<b>6 703 696</b>	<b>5 033 340</b>	<b>75.1</b>	
<b>2 - Collaborative research programmes for enhancing knowledge on ecosystem function, services and values</b>				
(a) Research on ecosystem	365 100	226 213	62.0	12
(b) Research on ecosystem goods and services	248 700	226 708	91.2	
(c) Training of specialists	468 903	350 411	74.7	
(d) Information, communication and public awareness	328 838	227 885	69.3	
<b>Subtotal activities:</b>	<b>1 411 541</b>	<b>1 031 217</b>	<b>73.1</b>	
Staff costs distribution	1 355 995	1 022 328	75.4	
<b>Total, Main line of action</b>	<b>2 767 536</b>	<b>2 053 545</b>	<b>74.2</b>	
<b>Evaluation plan for 2000-2001</b>	<b>23 000</b>	<b>4 000</b>	<b>17.4</b>	
<b>Total, Subprogramme II.2.2</b>	<b>9 494 232</b>	<b>7 090 885</b>	<b>74.7</b>	
<b>II.2.3 Hydrology and water resources development in a vulnerable environment</b>				
<b>1 - Building capacities in water resources management</b>				
(a) Capacity-building in water resources management	395 340	270 799	68.5	
(b) Postgraduate courses	128 100	116 738	91.1	
(c) Computer-aided learning in virtual university	59 780	36 336	60.8	12
(d) Public awareness	74 400	65 579	88.1	
(e) Long-term vision for water, life and the environment	43 400	43 156	99.4	
(f) World Water Development Report	14 500	3 898	26.9	12
(g) Hydrology for environment, life and policy	114 700	113 106	98.6	
<b>Subtotal activities:</b>	<b>830 220</b>	<b>649 612</b>	<b>78.2</b>	
Staff costs distribution	2 207 333	1 664 180	75.4	
<b>Total, Main line of action</b>	<b>3 037 553</b>	<b>2 313 792</b>	<b>76.2</b>	
<b>2 - Hydrological processes and management of water resources in a vulnerable environment</b>				
(a) Climate impact on hydrology	238 900	208 216	87.2	
(b) Ecohydrology	115 400	102 672	89.0	
(c) Groundwater resources at risk	234 300	179 931	76.8	
(d) Water management in coastal zones/small islands	57 700	35 170	61.0	12
(e) Global strategy for water crisis and environmental risk and impact assessment	85 000	71 327	83.9	
(f) Integrated water resources management in arid/semi-arid areas and wadi hydrology	272 100	182 472	67.1	
(g) Humid tropics hydrology	188 100	169 965	90.4	
(h) Integrated water resources management in urban areas	118 800	103 422	87.1	
(i) Development of conflict management strategies and water civilization	194 845	166 549	85.5	
<b>Subtotal activities:</b>	<b>1 505 145</b>	<b>1 219 724</b>	<b>81.0</b>	
Staff costs distribution	1 457 140	1 098 585	75.4	
<b>Total, Main line of action</b>	<b>2 962 285</b>	<b>2 318 309</b>	<b>78.3</b>	
<b>Evaluation plan for 2000-2001</b>	<b>20 000</b>	<b>20 000</b>	<b>100.0</b>	
<b>Total, Subprogramme II.2.3</b>	<b>6 019 838</b>	<b>4 632 101</b>	<b>76.9</b>	
<b>Project: Environment and development in coastal regions and in small islands</b>				
(a) Projects and UNESCO Chairs in coastal and small island regions	762 795	556 709	73.0	
(b) Environment and development in coastal regions and small islands expertise pooling via face to face and virtual fora	229 500	191 110	83.3	
(c) Environment and development in coastal regions and small islands "wise practices" documentation, dissemination and field testing	295 307	219 115	74.2	
<b>Evaluation plan for 2000-2001</b>	<b>10 500</b>	<b>7 018</b>	<b>66.8</b>	
<b>Subtotal activities:</b>	<b>1 298 102</b>	<b>973 952</b>	<b>75.0</b>	
Staff costs distribution	1 884 954	1 421 128	75.4	
<b>Total, Project</b>	<b>3 183 056</b>	<b>2 395 080</b>	<b>75.2</b>	
<b>Human development for sustainable living conditions in the Pacific</b>	<b>258 000</b>	<b>258 000</b>	<b>100.0</b>	<b>14</b>
Staff costs distribution	144 392	108 862	75.4	
<b>Total, Project</b>	<b>402 392</b>	<b>366 862</b>	<b>91.2</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>II.2.4 UNESCO Intergovernmental Oceanographic Commission</b>				
<b>1. Reducing scientific uncertainties about coastal and oceanic processes</b>				
(a) Ocean sciences and ocean services	785 400	568 520	72.4	
(b) Regional Programmes	417 500	258 904	62.0	12
(c) Capacity-building	325 000	231 152	71.1	
(d) Governing bodies, policy, assessment and evaluation	291 000	237 017	81.4	
<b>Subtotal activities</b>	<b>1 818 900</b>	<b>1 295 593</b>	<b>71.2</b>	
Staff costs distribution	2 978 971	2 245 943	75.4	
<b>Total, Main line of action</b>	<b>4 797 871</b>	<b>3 541 536</b>	<b>73.8</b>	
<b>2. Meeting the needs of ocean-related conventions and programmes</b>				
(a) Ocean and climate, oceans and global change	209 100	127 508	61.0	21
(b) Ocean sciences living resources	71 000	37 423	52.7	21
(c) Meeting the needs of ocean-related conventions and programmes	75 000	40 339	53.8	21
(d) UNCLOS, UNCED and inter-agency cooperation	43 500	35 171	80.9	
(e) Governing bodies, policy, assessments and evaluation	39 400	38 716	98.3	
<b>Subtotal activities</b>	<b>438 000</b>	<b>279 157</b>	<b>63.7</b>	
Staff costs distribution	750 551	565 864	75.4	
<b>Total, Main line of action</b>	<b>1 188 551</b>	<b>845 021</b>	<b>71.1</b>	
Evaluation plan for 2000-2001	1 900	-	-	
<b>Total, Subprogramme II.2.4</b>	<b>5 988 321</b>	<b>4 386 557</b>	<b>73.3</b>	
<b>II.2.5 Social transformations and development</b>				
<b>1. Making the best use of the results of the MOST programme</b>				
(a) Development and Steering Committee of MOST	331 300	280 809	84.8	
(b) Multiculturalism, population and migration	545 750	437 524	80.2	
(c) Urban revitalization and development	499 500	294 424	58.9	12
(d) Globalization	357 850	267 029	74.6	
(e) Knowledge use - research interface policy	154 700	93 324	60.3	12
<b>Subtotal activities</b>	<b>1 889 100</b>	<b>1 373 110</b>	<b>72.7</b>	
Staff costs distribution	2 309 563	1 787 178	77.4	
<b>Total, Main line of action</b>	<b>4 198 663</b>	<b>3 160 288</b>	<b>75.3</b>	
<b>2. Poverty alleviation</b>				
(a) Urban poor	130 850	85 405	65.3	
(b) Micro-finance	280 000	238 608	85.2	
(c) Development policies for poverty reduction	53 100	36 097	68.0	
<b>Subtotal activities</b>	<b>463 950</b>	<b>360 110</b>	<b>77.6</b>	
Staff costs distribution	6 509 412	5 037 091	77.4	
<b>Total, Main line of action</b>	<b>6 973 362</b>	<b>5 397 201</b>	<b>77.4</b>	
<b>Total, Subprogramme II.2.5</b>	<b>11 172 025</b>	<b>8 557 490</b>	<b>76.6</b>	
<b>Cities: Management of social transformations and the environment</b>				12
- Completion of actions	86 757	45 523	52.5	
- Dissemination and evaluation	41 850	25 954	62.0	
- Support for initiatives of regional offices	161 400	93 795	58.1	
<b>Subtotal activities</b>	<b>290 007</b>	<b>165 272</b>	<b>57.0</b>	
Staff costs distribution	315 079	243 814	77.4	
<b>Total, Project</b>	<b>605 086</b>	<b>409 086</b>	<b>67.6</b>	
<b>Total, Programme II.2</b>	<b>43 871 138</b>	<b>33 011 538</b>	<b>75.2</b>	
<b>II.3 Philosophy, ethics and human sciences</b>				
<b>1. Ethics of science and technology</b>				
(a) Bioethics	479 500	430 160	89.7	
(b) Ethics of scientific knowledge and technology	369 600	326 946	88.5	
(c) Near the Third Millennium	41 000	28 282	69.0	
<b>Subtotal activities</b>	<b>890 100</b>	<b>785 388</b>	<b>88.2</b>	
Staff costs distribution	883 293	683 507	77.4	
<b>Total, Main line of action</b>	<b>1 773 393</b>	<b>1 468 895</b>	<b>82.8</b>	
<b>2. Philosophy and the human sciences</b>				
(a) Completion of activities on universal ethics	95 000	94 644	99.6	14
(b) Philosophy education	305 600	252 640	82.7	
(c) Transdisciplinary activities in the human sciences	180 000	175 997	97.8	14
(d) Cooperation with ICPHS	412 000	309 000	75.0	
(e) "Ideal, fundamental concepts of UNESCO"	10 000	-	-	
(f) Byblos Center	468 967	380 146	81.1	
<b>Subtotal activities</b>	<b>1 471 567</b>	<b>1 212 427</b>	<b>82.4</b>	
Staff costs distribution	1 255 156	971 260	77.4	
<b>Total, Main line of action</b>	<b>2 726 723</b>	<b>2 183 687</b>	<b>80.1</b>	
<b>Total, Programme II.3</b>	<b>4 500 116</b>	<b>3 652 582</b>	<b>81.2</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>Anticipation and future-oriented studies</b>				
1. Strengthening of capacities in the field of anticipation and future-oriented studies	285 100	125 522	44.0	11
2. Promotion of future-oriented reflection and debate	388 200	256 911	66.2	
<b>Subtotal activities</b>	<b>673 300</b>	<b>382 433</b>	<b>56.8</b>	
Staff costs distribution	848 306	656 433	77.4	
<b>Total, Anticipation and future-oriented studies</b>	<b>1 521 606</b>	<b>1 038 866</b>	<b>68.3</b>	
<b>Transdisciplinary project : Towards a culture of peace</b>				
<b>Unit 1. Culture of peace: raising awareness and building partnerships</b>				
<b>2 - Contributing to the implementation of the Programme of Action on a Culture of Peace</b>				
(a) Peace, conflict prevention and non-violence	255 100	222 358	87.2	
(b) Promotion of human rights, struggle against discrimination	172 000	139 204	80.9	
(c) Tolerance	254 046	201 310	79.2	
(d) Promotion of democracy	161 976	135 795	83.8	
(e) Women and a culture of peace	199 000	132 701	66.7	
(f) Operational costs	22 800	17 939	78.7	
<b>Total, Main line of action</b>	<b>1 064 922</b>	<b>849 307</b>	<b>79.8</b>	
<b>Total, Unit 1</b>	<b>1 064 922</b>	<b>849 307</b>	<b>79.8</b>	
<b>Unit 2. Educating for a culture of peace</b>				
<b>1 - Development of national plans and programmes of education for a culture of peace</b>				12
(a) National plans for human rights education	154 500	73 909	47.8	
(b) National programmes of education for a culture of peace	67 000	42 745	63.8	
(c) Regional and subregional networks	125 000	57 588	46.1	
(d) Prizes	35 000	12 174	34.8	
<b>Total, Main line of action</b>	<b>381 500</b>	<b>186 416</b>	<b>48.9</b>	
<b>2 - Improving the content and methods of education and training for a culture of peace</b>				
(a) Educational and information materials	227 600	158 546	69.7	
(b) UNESCO Chairs	280 000	154 246	55.1	12
(c) Training session for professionals	70 000	15 264	21.8	12
(d) Follow-up to the Special Project on Women in Africa	90 000	12 000	13.3	12
<b>Total, Main line of action</b>	<b>667 600</b>	<b>340 056</b>	<b>50.9</b>	
<b>Total, Unit 2</b>	<b>1 049 100</b>	<b>526 472</b>	<b>50.2</b>	
<b>Unit 3. From interculturality to cultural pluralism</b>				
<b>1 - Encouraging intercultural dialogue</b>				14
(a) Peace and tolerance	75 000	74 999	100.0	
(b) Mediterranean project	19 000	16 126	84.9	
<b>Total, Main line of action</b>	<b>94 000</b>	<b>91 125</b>	<b>96.9</b>	
<b>Total, Unit 3</b>	<b>94 000</b>	<b>91 125</b>	<b>96.9</b>	
<b>Cooperation for development</b>	<b>75 024</b>	<b>48 731</b>	<b>65.0</b>	
<b>SITA cost-sharing</b>	<b>23 600</b>	<b>19 000</b>	<b>80.5</b>	
<b>Contribution towards common charges</b>	<b>40 000</b>	<b>20 000</b>	<b>50.0</b>	
<b>Subtotal activities</b>	<b>2 346 646</b>	<b>1 554 635</b>	<b>66.2</b>	
Staff costs distribution	3 625 708	2 805 633	77.4	
<b>TOTAL, Transdisciplinary project: Towards a culture of peace</b>	<b>5 972 354</b>	<b>4 360 268</b>	<b>73.0</b>	
<b>Natural Sciences Sector common charges</b>				
Cooperation for development	951 700	679 488	71.4	
SITA cost-sharing	404 800	325 300	80.4	
Contribution towards common charges	397 100	200 968	50.6	
Contribution towards micrography services	19 000	19 000	100.0	
Indirect costs (HQ)	263 400	112 514	42.7	
Programme support costs	800 000	624 887	78.1	
<b>Total, Common charges</b>	<b>2 836 000</b>	<b>1 962 157</b>	<b>69.2</b>	
<b>Social and Human Sciences common charges</b>				
Cooperation for development	286 119	194 406	67.9	
SITA cost-sharing	176 800	142 000	80.3	
Contribution towards common charges	147 100	71 429	48.6	
Contribution towards micrography services	9 000	9 000	100.0	
Indirect costs (HQ)	200 084	151 667	75.8	
<b>Total, Common charges</b>	<b>819 103</b>	<b>568 502</b>	<b>69.4</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>Recapitulation</b>				
Planned activities (Sector: SC)	23 228 285	16 921 227	72.8	
Planned activities (Sector: SHS)	11 233 089	8 189 408	72.9	
Staff costs (Sector: SC)	35 740 500	26 945 921	75.4	
Staff costs (Sector: SHS)	19 118 900	14 794 523	77.4	
Indirect programme costs (Sector: SC)	2 957 813	2 715 584	91.8	
Indirect programme costs (Sector: SHS)	675 467	599 340	88.7	
Reduction in field indirect costs (Sector: SC)	(119 800)			
Reduction in field indirect costs (Sector: SHS)	(25 200)			
<b>TOTAL, MAJOR PROGRAMME II</b>	<b>92 809 054</b>	<b>70 166 003</b>	<b>75.6</b>	
<b>III Cultural development: the heritage and creativity</b>				
<b>Culture and development</b>				
(a) Collection, dissemination of policy knowledge	125 000	119 521	95.6	
(b) Promotion of capacity-building in Member States	362 980	202 217	55.7	12
(c) Advocacy and reflection on cultural policies for development	56 500	14 484	25.6	12
(d) Special Project: African itinerant college for culture and development	90 000	75 100	83.4	
(e) Impact of the new international context of cultural goods	5 000	4 955	99.1	14
(f) World Culture Report: publication and research	255 000	255 000	100.0	14
(g) Documentation centre and website	120 400	87 212	72.4	
<b>Subtotal activities</b>	<b>1 014 880</b>	<b>758 489</b>	<b>74.7</b>	
Staff costs distribution	827 854	643 546	77.7	
<b>Total, Main line of action</b>	<b>1 842 734</b>	<b>1 402 035</b>	<b>76.1</b>	
<b>TOTAL, Culture and development</b>	<b>1 842 734</b>	<b>1 402 035</b>	<b>76.1</b>	
<b>III.1 Preservation and enhancement of the cultural and natural heritage</b>				
<b>III.1.1 Safeguard and revitalization of the tangible and intangible heritage</b>				
<b>1. Implementation of norms and preventive action for the protection of the cultural heritage</b>				
(a) Application of present norms	564 002	378 359	67.1	
(b) Elaboration of new norms	130 784	117 087	89.5	
(c) Prevention	46 300	32 014	69.1	
<b>Subtotal activities</b>	<b>741 086</b>	<b>527 460</b>	<b>71.2</b>	
Staff costs distribution	828 198	643 813	77.7	
<b>Total, Main line of action</b>	<b>1 569 284</b>	<b>1 171 273</b>	<b>74.6</b>	
<b>2. Cultural heritage and development</b>				
(a) International campaign, protection and restoration - Africa	180 500	99 440	55.1	12
(b) International campaign, protection and restoration - Asia and the Pacific	94 900	66 409	70.0	
(c) International campaign, protection and restoration - Arab States	78 262	41 018	52.4	12
(d) International campaign, protection and restoration Europe	166 000	159 964	96.4	
(e) Internat. campaign, protection and restoration Latin America and the Caribbean	97 000	66 785	68.9	
(f) Promotion and sensitization of the public (Melina Mercouri Prize)	111 336	78 002	70.1	
(g) Cultural tourism	120 500	80 181	66.5	
(h) Promotional activities and campaigns	696 500	466 884	67.0	
<b>Subtotal activities</b>	<b>1 544 998</b>	<b>1 058 683</b>	<b>68.5</b>	
Staff costs distribution	10 194 029	7 924 494	77.7	
<b>Total, Main line of action</b>	<b>11 739 027</b>	<b>8 983 177</b>	<b>76.5</b>	
<b>3. Preservation and revitalization of the intangible heritage</b>				
(a) Sensitization to the oral and intangible heritage	384 498	302 601	78.7	
(b) Training to preservation and revitalization of the world heritage	162 000	93 365	57.6	12
(c) Promotion of the oral heritage	343 758	115 171	33.5	12
<b>Subtotal activities</b>	<b>890 256</b>	<b>511 137</b>	<b>57.4</b>	
Staff costs distribution	1 438 938	1 118 582	77.7	
<b>Total, Main line of action</b>	<b>2 329 194</b>	<b>1 629 719</b>	<b>70.0</b>	
<b>4. Restoration of heritage damaged by conflicts</b>				
(a) Restoration of heritage damaged by conflicts - Asia	74 000	52 125	70.4	
(b) Restoration of heritage damaged by conflicts - Europe	170 000	110 690	65.1	
(c) Restoration of heritage damaged by conflicts - Arab States	49 900	39 707	79.6	
(d) Bayt Al-Hikma	53 750	26 432	49.2	12
<b>Subtotal activities</b>	<b>347 650</b>	<b>228 954</b>	<b>65.9</b>	
Staff costs distribution	8 116 824	6 309 745	77.7	
<b>Total, Main line of action</b>	<b>8 464 474</b>	<b>6 538 699</b>	<b>77.2</b>	
<b>Total, Subprogramme III.1.1</b>	<b>24 101 979</b>	<b>18 322 868</b>	<b>76.0</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>III.1.2 Promotion of the Convention for the Protection of the World Cultural and Natural Heritage</b>				12
1. Secretariat of the Convention and the World Heritage List	569 000	312 941	55.0	
2. Capacity building for world heritage protection/management	34 400	18 721	54.4	
3. Reports on the state of conservation of heritage properties	80 000	42 336	52.9	
4. Awareness building, information and documentation	30 000	10 596	35.3	
5. Special Project: Young People's Participation in World Heritage Preservation and Promotion	65 000	38 387	59.1	
6. Common charges	290 500	247 579	85.2	
<b>Subtotal activities</b>	<b>1 068 900</b>	<b>670 560</b>	<b>62.7</b>	
Staff costs distribution	4 288 601	3 333 814	77.7	
<b>Total, Subprogramme III.1.2</b>	<b>5 357 501</b>	<b>4 004 374</b>	<b>74.7</b>	
<b>Total, Programme III.1</b>	<b>29 459 479</b>	<b>22 327 242</b>	<b>75.8</b>	
<b>III.2 Promotion of living cultures</b>				
<b>1. Promotion and protection of creativity</b>				
(a) Artistic education and training of young artists	264 000	207 529	78.6	
(b) Support to creativity and the performing arts	228 639	195 463	85.5	
(c) Promotion of artistic exchanges through framework agreements	345 000	312 454	90.6	
(d) Promotion of copyright and neighbouring rights	282 500	188 934	66.9	
<b>Subtotal activities</b>	<b>1 120 139</b>	<b>904 380</b>	<b>80.7</b>	
Staff costs distribution	1 297 866	1 008 917	77.7	
<b>Total, Main line of action</b>	<b>2 418 005</b>	<b>1 913 297</b>	<b>79.1</b>	
<b>2. Promotion of craftwork and design</b>				
(a) Support for crafts policies and enterprises in LDCs	97 600	61 604	63.1	11
(b) Training and promotion of craftworkers	212 000	134 734	63.6	11
(c) Promoting of local creativity	169 400	139 477	82.3	
(d) Use of new technologies for information and communication	70 000	14 866	21.2	12
<b>Subtotal activities</b>	<b>549 000</b>	<b>350 681</b>	<b>63.9</b>	
Staff costs distribution	918 347	713 892	77.7	
<b>Total, Main line of action</b>	<b>1 467 347</b>	<b>1 064 573</b>	<b>72.6</b>	
<b>3. Books and cultural industries</b>				
(a) National policy and regional strategies for development	446 700	390 431	87.4	
(b) Free circulation and diversity promotion	546 847	404 107	73.9	
<b>Subtotal activities</b>	<b>993 547</b>	<b>794 538</b>	<b>80.0</b>	
Staff costs distribution	2 011 142	1 563 394	77.7	
<b>Total, Main line of action</b>	<b>3 004 689</b>	<b>2 357 932</b>	<b>78.5</b>	
<b>Total, Programme III.2</b>	<b>6 890 041</b>	<b>5 335 802</b>	<b>77.4</b>	
<b>Reading for all</b>				
(a) Specific project for reading promotion	11 000	11 000	100.0	14
(b) Books and reading for children and young people	144 000	89 489	62.1	11
(c) Evaluation	10 000	-	-	
<b>Subtotal activities</b>	<b>165 000</b>	<b>100 489</b>	<b>60.9</b>	
Staff costs distribution	859 509	668 154	77.7	
<b>Total, Reading for all</b>	<b>1 024 509</b>	<b>768 643</b>	<b>75.0</b>	
<b>Caribbean People: Tapestry of the Past - Fabric for the Future</b>	<b>242 300</b>	<b>213 395</b>	<b>88.1</b>	
Staff costs distribution	208 856	162 358	77.7	
<b>Total, Caribbean People</b>	<b>451 156</b>	<b>375 753</b>	<b>83.3</b>	
<b>Transdisciplinary project: Towards a culture of peace</b>				
<b>Unit 3. From interculturality to cultural pluralism</b>				
<b>1 - Encouraging intercultural dialogue</b>				
(a) Gorée Memorial	430 300	358 159	83.2	
(b) Slave Route project	268 700	199 825	74.4	
(c) The Iron Roads in Africa	35 000	19 986	57.1	12
(d) East-West Intercultural Dialogue in Central Asia	63 400	44 590	70.3	
(e) Dialogue among civilizations	100 000	85 158	85.2	
(f) Spiritual convergence and intercultural dialogue	71 000	59 478	83.8	
(g) Mediterranean Programme and Indian Ocean	251 660	157 670	62.7	12
(h) Cultural tourism	-	-	-	
<b>Total, Main line of action</b>	<b>1 220 060</b>	<b>924 866</b>	<b>75.8</b>	
<b>2 - Promotion of cultural pluralism</b>				
(a) Training in intercultural awareness	57 600	52 007	90.3	
(b) Cities and cultural pluralism	190 500	50 188	26.3	12
(c) Indigenous people	146 024	88 160	60.4	12
<b>Total, Main line of action</b>	<b>394 124</b>	<b>190 355</b>	<b>48.3</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
Cooperation for development	7 300	3 452	47.3	
SITA cost-sharing	17 000	13 700	80.6	
Contribution towards common charges	28 800	28 800	100.0	
Programme costs	27 900	-	-	
Subtotal activities	1 695 184	1 161 173	68.5	
Staff costs distribution	3 417 737	2 656 833	77.7	
<b>TOTAL, Transdisciplinary project: Towards a culture of peace</b>	<b>5 112 921</b>	<b>3 818 006</b>	<b>74.7</b>	
<b>Culture Sector common charges</b>				
Cooperation for development	811 300	563 082	69.4	
SITA cost-sharing	635 900	511 200	80.4	
Contribution towards common charges	170 100	67 700	39.8	
Contribution towards micrography services	10 000	10 000	100.0	
Indirect costs (HQ)	215 700	175 079	81.2	
Programme support costs	728 800	622 323	85.4	
<b>Total, Common charges</b>	<b>2 571 800</b>	<b>1 949 384</b>	<b>75.8</b>	
<b>Recapitulation</b>				
Planned activities	12 729 040	9 054 244	71.1	
Staff costs	34 407 900	26 747 541	77.7	
Indirect costs	3 792 074	3 453 437	91.1	
Reduction in field indirect costs (156 500)				
<b>TOTAL, MAJOR PROGRAMME III</b>	<b>50 772 514</b>	<b>39 255 222</b>	<b>77.3</b>	
<b>IV Towards a communication and information society for all</b>				
<b>IV.1 Free flow of ideas</b>				
<b>IV.1.1 Freeflow of expression, democracy and peace</b>				
<b>1. Freedom of expression, media and democracy</b>				
(a) Awareness-raising on freedom of expression (World Press Freedom Day and Prize)	479 176	456 844	95.3	14
(b) Building partnerships for the protection of journalists and freedom of expression (IFEX/ network in culture/education)	178 968	172 644	96.5	14
(c) Promoting education in freedom of expression/UNESCO Chairs	44 484	29 484	66.3	
(d) Enhancing impact of seminars on independant media/pluralistic media	229 068	218 908	95.6	14
(e) Democratization of media environment in Member States	271 270	215 944	79.6	
Subtotal activities	1 202 966	1 093 824	90.9	
Staff costs distribution	878 667	668 548	76.1	
<b>Total, Main line of action</b>	<b>2 081 633</b>	<b>1 762 372</b>	<b>84.7</b>	
<b>2. Media for peace and tolerance</b>				
(a) Enhancing the role of independant media in conflict zones	248 968	228 482	91.8	
(b) Cooperation among media practitioners for a culture of peace	158 968	93 212	58.6	22
Subtotal activities	407 936	321 694	78.9	
Staff costs distribution	1 046 032	795 891	76.1	
<b>Total, Main line of action</b>	<b>1 453 968</b>	<b>1 117 585</b>	<b>76.9</b>	
<b>Total, Subprogramme IV.1.1</b>	<b>3 535 600</b>	<b>2 879 957</b>	<b>81.5</b>	
<b>IV.1.2 Media, information and society</b>				
<b>1. Media and information for social participation and poverty alleviation</b>				
(a) Women's access to expression and decision-making in media	177 477	157 159	88.6	
(b) Project: Empowerment of women at grass-root levels	199 368	141 346	70.9	
(c) Improving media competence/quality among young people	98 184	89 753	91.4	
(d) Promotion of social participation	109 984	82 642	75.1	
(e) Consolidation of INFOYOUTH network to mobilize young people	274 068	259 783	94.8	
(f) Democratization of governance/public service through information	195 628	124 927	63.9	
(g) Integration of traditional and innovative technology for development	146 968	127 339	86.6	
Subtotal activities	1 201 677	982 949	81.8	
Staff costs distribution	3 550 639	2 701 563	76.1	
<b>Total, Main line of action</b>	<b>4 752 316</b>	<b>3 684 512</b>	<b>77.5</b>	
<b>2. Public domain of information and "Memory of the World"</b>				
(a) Guidance/training in digitalization of public sector information	231 608	209 907	90.6	
(b) Access to public domain information through a model website	156 068	98 286	63.0	12
(c) Dissemination of electronic documents or world libraries archives	201 168	160 469	79.8	
(d) Promotion of public domain software	127 368	100 404	78.8	
(e) Memory of the World programme and audio-visual heritage	209 068	163 073	78.0	
(f) Mobilization of decision-makers through flagship programme	70 868	58 008	81.9	
(g) Technical standards/legal framework /marketing/fund raising	89 968	46 000	51.1	12
Subtotal activities	1 086 116	836 147	77.0	
Staff costs distribution	1 464 444	1 114 247	76.1	
<b>Total, Main line of action</b>	<b>2 550 560</b>	<b>1 950 394</b>	<b>76.5</b>	
<b>Total, Subprogramme IV.1.2</b>	<b>7 302 876</b>	<b>5 634 906</b>	<b>77.2</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>Ethical, legal and sociocultural challenges of the information society</b>				
1. Promoting reflection on infoethics	295 968	224 807	76.0	
2. Awareness raising action against paedophilia/violence in media	119 268	106 554	89.3	
3. Consensus-building on ethical/legal principles in cyberspace	18 000	14 768	82.0	
4. Development of strategies for the information society	107 384	100 057	93.2	
5. Dissemination of information and data on the state of the art of ICT issues	57 000	52 212	91.6	
6. Intersectoral cooperation for development strategy for the information society	200 000	38 001	19.0	12
<b>Subtotal activities:</b>	<b>797 620</b>	<b>536 399</b>	<b>67.2</b>	
Staff costs distribution	1 422 414	1 082 267	76.1	
<b>Total, Project</b>	<b>2 220 034</b>	<b>1 618 666</b>	<b>72.9</b>	
<b>Total, Programme IV.1</b>	<b>13 058 510</b>	<b>10 133 529</b>	<b>77.6</b>	
<b>IV.2 Bridging the communication and information gap</b>				
<b>IV.2.1 Development of communication</b>				
<b>1. Strategies and projects for the development of communication</b>				
(a) Promoting strategies in communication	304 484	255 769	84.0	
(b) International Programme for Communication (IPDC)	338 084	338 076	100.0	14
(c) Support to national community media project	525 244	349 478	66.5	
(d) Training/equipment for public broadcasting	738 853	572 531	77.5	
(e) Special Project: Improving communication training in Africa	154 484	122 393	79.2	
(f) Promoting a culture of maintenance	120 484	107 484	89.2	
<b>Subtotal activities:</b>	<b>2 181 633</b>	<b>1 745 731</b>	<b>80.0</b>	
Staff costs distribution	6 788 320	5 165 007	76.1	
<b>Total, Main line of action</b>	<b>8 969 953</b>	<b>6 910 738</b>	<b>77.0</b>	
<b>2. Public broadcasting and endogenous audiovisual production</b>				
(a) Developing and strengthening public service broadcasting	217 542	171 654	78.9	
(b) Promoting educational/cultural mission of electronic media	219 984	165 429	75.2	
(c) Audiovisual production/distribution capacities of LDCs	342 484	241 680	70.6	
(d) Access to and international exchanges of audiovisual programmes	193 507	137 185	70.9	
<b>Subtotal activities:</b>	<b>973 517</b>	<b>715 948</b>	<b>73.5</b>	
Staff costs distribution	1 439 264	1 095 088	76.1	
<b>Total, Main line of action</b>	<b>2 412 781</b>	<b>1 811 036</b>	<b>75.1</b>	
<b>Total, Subprogramme IV.2.1</b>	<b>11 382 733</b>	<b>8 721 774</b>	<b>76.6</b>	
<b>IV.2.2 Development of "infostructure"</b>				
<b>1. Integrated information and informatics strategies and methodologies</b>				
(a) Promotion of regional policies/endogenous knowledge	348 230	226 626	65.1	
(b) Consortia of public service sector/telematics/info users	36 750	26 012	70.8	
(c) Promotion of regional electronic networks	202 310	140 546	69.5	
(d) Enhancing info management/resource sharing	206 755	190 233	92.0	
(e) Development/promotion of virtual laboratories/communities	363 970	218 360	60.0	12
(f) Training packages for undergraduates and postgraduates	139 702	109 123	78.1	
(g) Development of special courseware	138 750	127 736	92.1	
(h) Associated centres for computer equipment/software support	66 350	54 014	81.4	
(i) Informatics and telematics	157 600	157 407	99.9	14
<b>Subtotal activities:</b>	<b>1 660 417</b>	<b>1 250 057</b>	<b>75.3</b>	
Staff costs distribution	1 317 905	1 002 750	76.1	
<b>Total, Main line of action</b>	<b>2 978 322</b>	<b>2 252 807</b>	<b>75.6</b>	
<b>2. Libraries and archives as gateways to information highways</b>				
(a) Role of national, public and school libraries as educational access	156 814	101 036	64.4	
(b) Access to info content and technologies through public libraries	171 364	119 568	69.8	
(c) Assistance to libraries and archives	155 620	120 975	77.7	
(d) Developing and reinforcing the UNAL Network	87 780	63 333	72.1	
(e) Development/training for librarians and archivists	137 150	107 569	78.4	
(f) Archives management/preservation of electronic records	170 860	132 784	77.7	
<b>Subtotal activities:</b>	<b>879 588</b>	<b>645 265</b>	<b>73.4</b>	
Staff costs distribution	1 025 016	779 901	76.1	
<b>Total, Main line of action</b>	<b>1 904 604</b>	<b>1 425 166</b>	<b>74.8</b>	
<b>Total, Subprogramme IV.2.2</b>	<b>4 882 927</b>	<b>3 677 973</b>	<b>75.3</b>	
<b>Total, Programme IV.2</b>	<b>16 265 660</b>	<b>12 399 747</b>	<b>76.2</b>	
<b>Communication Sector common charges</b>				
Cooperation for development	669 800	383 140	57.2	
STTA cost-sharing	227 200	182 700	80.4	
Contribution towards common charges	216 200	105 510	48.8	
Contribution towards micrography services	9 000	9 000	100.0	
Indirect costs (HQ)	209 200	153 760	73.5	
Programme support costs	1 042 448	864 929	83.0	
<b>Total, Common charges</b>	<b>2 373 848</b>	<b>1 699 039</b>	<b>71.6</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>Recapitulation</b>				
Planned activities	12 556 118	9 673 293	77.0	
Staff costs	18 932 700	14 405 262	76.1	
Indirect costs	1 004 200	903 475	90.0	
Reduction in field indirect costs	(41 139)			
<b>TOTAL, MAJOR PROGRAMME IV</b>	<b>32 451 879</b>	<b>24 982 030</b>	<b>77.0</b>	
<b>Transdisciplinary Project: Towards a culture of peace*</b>	-	-	-	
<b>Transverse activities:</b>				
<b>UNESCO Institute for Statistics</b>				
<b>Financial allocation</b>	<b>6 790 900</b>	<b>6 790 900</b>	<b>100.0</b>	<b>16</b>
Contribution towards common charges	26 600	13 299	50.0	
Contribution towards micrography services	2 500	2 500	100.0	
<b>TOTAL, UNESCO Institute for Statistics</b>	<b>6 820 000</b>	<b>6 806 699</b>	<b>99.8</b>	
<b>Anticipation and future-oriented studies**</b>	-	-	-	
<b>Fellowships and Procurement Services and Related Programme Support</b>				<b>23</b>
1. Fellowships services	1 002 300	973 878	97.2	
2. Equipment services	72 800	43 904	60.3	
3. Reports services	24 600	2 436	9.9	
4. Contribution towards common charges	18 000	658	3.7	
<b>Recapitulation</b>				
Staff costs	3 027 300	2 055 586	67.9	
Other costs	1 117 700	1 020 876	91.3	
<b>Total, PSD</b>	<b>4 145 000</b>	<b>3 076 462</b>	<b>74.2</b>	
<b>Coordination of activities in favour of priority groups:</b>				
<b>. Coordination of activities concerning Africa</b>				
Staff costs	1 067 900	991 229	92.8	
Contribution towards common charges	7 600	-	-	
Other costs	412 000	362 425	88.0	
<b>Total, AFR</b>	<b>1 487 500</b>	<b>1 353 654</b>	<b>91.0</b>	
<b>. Coordination of activities concerning Women and Youth</b>				
Staff costs	1 681 600	1 087 702	64.7	
Contribution towards common charges	6 700	-	-	
Other costs-Women	375 124	265 534	70.8	
Contribution towards common charges	6 700	-	-	
Other costs-Youth	372 800	167 727	45.0	
<b>Total, CLU</b>	<b>2 442 924</b>	<b>1 520 963</b>	<b>62.3</b>	
<b>Coordination of activities concerning Towards a culture of peace</b>				<b>24</b>
Staff costs	1 008 300	699 088	69.3	
Other costs	547 000	516 513	94.4	
Contribution towards common charges	5 700	5 700	100.0	
Contribution to SITA linkages	9 600	-	-	
Indirect costs	139 800	138 800	99.3	
<b>Total, Coordination Unit CPP</b>	<b>1 710 400</b>	<b>1 360 101</b>	<b>79.5</b>	
<b>Participation Programme</b>	<b>24 830 000</b>	<b>18 484 991</b>	<b>74.4</b>	

\* The approved budget provisions have been included under Major Programmes I (ED), II (SHS) and III (CLT) and Transverse activities (Coordination of activities concerning Towards a culture of peace) (ref. 159 EX/Decision 3.1.3).

\*\* The approved budget provision has been included under Major Programme II (SHS).



APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>TOTAL, TRANSVERSE ACTIVITIES</b>				
Participation Programme	24 830 000	18 484 991	74.4	
Planned activities	9 680 924	9 145 474	94.5	
Staff costs	6 785 100	4 833 605	71.2	
Indirect costs	139 800	138 800	99.3	
<b>Total</b>	<b>41 435 824</b>	<b>32 602 870</b>	<b>78.7</b>	
<b>Recapitulation Part II.A</b>				
Planned activities	117 590 982	90 638 198	77.1	
Staff costs	179 940 000	136 994 877	76.1	
Indirect programme costs	15 329 261	13 879 092	90.5	
Participation Programme	24 830 000	18 484 991	74.4	
Reduction in field indirect costs (681 639)				
<b>TOTAL, II.A</b>	<b>337 008 604</b>	<b>259 997 158</b>	<b>77.1</b>	
<b>B. Information and Dissemination Services</b>				
<b>1. Clearing House</b>				
25				
A. Transfer and sharing of information available at UNESCO	381 500	230 858	60.5	
B. Library services to internal and external users	341 700	245 375	71.8	
C. Archives and micrography services	75 700	52 488	69.3	
D. Contribution towards common charges	13 400	-	-	
<b>Total Activities</b>	<b>812 300</b>	<b>528 721</b>	<b>65.1</b>	
Staff costs	3 672 400	2 601 679	70.8	
<b>Total, CLH</b>	<b>4 484 700</b>	<b>3 130 400</b>	<b>69.8</b>	
<b>2. UNESCO Publishing Office</b>				
A. Operating costs	697 500	491 237	70.4	
B. Representative works	186 600	131 139	70.3	
C. Audiovisual division archives and micrography services	501 200	405 210	80.8	
D. Contribution towards common charges	23 700	-	-	
<b>Total Activities</b>	<b>1 409 000</b>	<b>1 027 586</b>	<b>72.9</b>	
Staff costs	6 280 200	4 113 976	65.5	
<b>Total, UPO</b>	<b>7 689 200</b>	<b>5 141 562</b>	<b>66.9</b>	
<b>3. Office of Monthly Periodicals</b>				
A. UNESCO <i>Courier</i>	1 728 900	1 695 534	98.1	26
B. UNESCO <i>Sources</i>	567 500	611 351	107.7	
C. Contribution towards common charges	37 400	-	-	
<b>Total Activities</b>	<b>2 333 800</b>	<b>2 306 885</b>	<b>98.8</b>	
Staff costs	2 603 600	2 017 688	77.5	
<b>Total, OPM</b>	<b>4 937 400</b>	<b>4 324 573</b>	<b>87.6</b>	
<b>4. Office of Public Information</b>				
27				
A. Office of Director	205 200	170 801	83.2	
B. Press division	709 800	424 902	59.9	
C. Regional information activities	318 400	201 604	63.3	
D. Operating costs of regional offices	77 000	47 899	62.2	
E. Other expenses	465 800	315 956	67.8	
F. Contribution towards common charges	29 800	14 900	50.0	
G. Contribution towards SITA linkages	14 000	9 696	69.3	
<b>Total Activities</b>	<b>1 820 000</b>	<b>1 185 758</b>	<b>65.2</b>	
Staff costs	3 696 000	2 348 833	63.6	
<b>Total, OPI</b>	<b>5 516 000</b>	<b>3 534 591</b>	<b>64.1</b>	
<b>Recapitulation Part II.B</b>				
Staff costs	16 252 200	11 082 176	68.2	
Other costs	6 375 100	5 048 950	79.2	
<b>TOTAL, II.B</b>	<b>22 627 300</b>	<b>16 131 126</b>	<b>71.3</b>	
<b>TOTAL, PART II</b>				
Planned activities	123 966 082	95 687 148	77.2	
Personnel costs	196 192 200	148 077 053	75.5	
Indirect programme costs	15 329 261	13 879 092	90.5	
Participation Programme	24 830 000	18 484 991	74.4	
Reduction in field indirect costs (681 639)				
<b>TOTAL, PART II</b>	<b>359 635 904</b>	<b>276 128 284</b>	<b>76.8</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>Part III - Support for Programme Execution</b>				
<b>1. Bureau for External Relations</b>				28
A. Relations with Member States	565 900	294 787	52.1	
B. Cooperation with National Commissions	1 470 500	1 230 237	83.7	
C. Cooperation with UNESCO Clubs	594 500	357 243	60.1	
D. Relations and cooperation with international organizations	249 400	131 183	52.6	
E. Relations with established offices away from Headquarters and decentralization	571 800	362 516	63.4	
F. Operations of the Office of the Assistant Director-General	392 300	301 086	76.7	
G. Partnerships for the Twenty-first Century	160 700	84 687	52.7	
H. Relations with UNESCO honorary goodwill ambassadors	114 211	102 200	89.5	
I. Contribution towards common charges	74 000	31 600	42.7	
J. Contribution towards SITA linkages	22 600	15 900	70.4	
<b>Total Activities</b>	<b>4 215 911</b>	<b>2 911 439</b>	<b>69.1</b>	
Staff costs	19 430 000	15 637 939	80.5	
<b>Total, BRX</b>	<b>23 645 911</b>	<b>18 549 378</b>	<b>78.4</b>	
<b>2. Bureau for Relations with Extrabudgetary Funding Sources</b>				29
Staff costs	3 179 200	2 253 584	70.9	
Other costs	890 600	463 774	52.1	
Contribution towards common charges	14 300	7 100	49.7	
Contribution towards SITA linkages	500	300	60.0	
<b>Total, BER</b>	<b>4 084 600</b>	<b>2 724 758</b>	<b>66.7</b>	
<b>3. Bureau of Conferences, Languages and Documents</b>				
Staff costs	27 389 800	18 710 380	68.3	
Other costs	3 709 400	3 071 151	82.8	
Contribution towards common charges	61 500	61 496	100.0	
<b>Total, CLD</b>	<b>31 160 700</b>	<b>21 843 027</b>	<b>70.1</b>	
<b>TOTAL, PART III</b>				
Staff costs	49 999 000	36 601 903	73.2	
Other costs	8 892 211	6 515 260	73.3	
<b>TOTAL, PART III</b>	<b>58 891 211</b>	<b>43 117 163</b>	<b>73.2</b>	
<b>Part IV - Management and Administrative Services</b>				
<b>1. Office of the ADG/MA</b>				30
Staff costs	2 279 500	1 939 135	85.1	
Other costs	131 000	65 457	50.0	
Unit for Public Relations and Special Events	108 900	85 413	78.4	
Contribution towards common charges	3 500	223	6.4	
<b>Total, ADG/MA</b>	<b>2 522 900</b>	<b>2 090 228</b>	<b>82.9</b>	
<b>2. Bureau of the Comptroller</b>				
Staff costs	7 523 800	5 407 789	71.9	
Other costs	1 017 300	829 975	81.6	
Contribution towards common charges	4 700	2 277	48.4	
<b>Total, BOC</b>	<b>8 545 800</b>	<b>6 240 041</b>	<b>73.0</b>	
<b>3. Bureau of Human Resources Management</b>				31
Staff costs	12 358 200	8 821 458	71.4	
Young probationers	1 506 700	851 947	56.5	
Other costs	983 914	770 170	78.3	
Contribution towards common charges	14 300	7 100	49.7	
<b>Total, HRM</b>	<b>14 863 114</b>	<b>10 450 675</b>	<b>70.3</b>	
<b>4. Bureau of Documentation, Informatics Services and Telecommunications</b>				32
Staff costs	6 345 152	4 860 991	76.6	
Maintenance and Services	2 491 600	2 152 483	86.4	
Enterprise resources planning	5 000 000	5 000 000	100.0	
Contribution to common services	48 200	-	-	
SITA cost sharing for 2000-2001	400 000	246 100	61.5	
New monitoring system	500 000	290 735	58.1	
<b>Total, Activities</b>	<b>8 439 800</b>	<b>7 689 318</b>	<b>91.1</b>	
<b>Total, DIT</b>	<b>14 784 952</b>	<b>12 550 309</b>	<b>84.9</b>	
<b>5. Bureau for Support and Services</b>				33
Staff costs	7 866 400	6 154 177	78.2	
A. General Service Division	49 600	36 232	73.0	
B. Medical Services	133 300	109 221	81.9	
C. Staff Pension Division	185 700	102 610	55.3	
D. Medical Benefits Fund for associate participants	4 832 700	2 460 776	50.9	
E. Contribution to common services	6 300	780	12.4	
<b>Total, Other costs</b>	<b>5 207 600</b>	<b>2 709 619</b>	<b>52.0</b>	
<b>Total, GES</b>	<b>13 074 000</b>	<b>8 863 796</b>	<b>67.8</b>	

APPROPRIATION LINE	ALLOCATION	EXPENDITURE	EXPENDITURE VIS-À-VIS ALLOCATION	N O T E S*
	\$	\$	%	
<b>TOTAL, PART IV</b>				
Staff costs	36 373 052	27 183 550	74.7	
Other costs	17 417 714	13 011 499	74.7	
<b>TOTAL, PART IV</b>	<b>53 790 766</b>	<b>40 195 049</b>	<b>74.7</b>	
<b>Part V - Common Services; maintenance and security</b>				<b>34</b>
Staff costs	15 469 500	10 669 291	69.0	
Other costs:				
A. Furniture and equipment	401 000	347 655	86.7	
B. Freight and postal expenses	720 000	688 878	95.7	
C. Temporary assistance and overtime for safety and security	380 000	300 672	79.1	
D. Supplies and materials for maintenance of buildings	5 422 500	4 942 549	91.1	
E. Charges, taxes and restaurant	4 795 000	3 383 690	70.6	
F. Maintenance of cars, furniture and materials	293 000	108 429	37.0	
G. Networks, informatics systems and telecommunications	1 224 400	1 166 655	95.3	
H. Public relations and cultural events	60 000	35 389	59.0	
<b>Total, Other costs</b>	<b>13 295 900</b>	<b>10 973 917</b>	<b>82.5</b>	
<b>TOTAL, PART V</b>	<b>28 765 400</b>	<b>21 643 208</b>	<b>75.2</b>	
<b>Part VI - Renovation of Headquarters Premises</b>				<b>35</b>
A. Renovation and refurbishing of Headquarters premises	7 427 300	7 427 300	100.0	
B. Amortization of IBE	275 900	137 931	50.0	
C. Less amount to be paid by Permanent Delegations	(179 700)	(102 793)	57.2	
<b>TOTAL, PART VI</b>	<b>7 523 500</b>	<b>7 462 438</b>	<b>99.2</b>	
<b>TOTAL, PARTS I-VI</b>				
Staff costs	318 726 952	238 898 498	75.0	
Planned activities	185 728 207	141 533 519	76.2	
Indirect programme costs	15 329 261	13 879 092	90.5	
Participation Programme	24 830 000	18 484 991	74.4	
Reduction in field indirect costs	(681 639)			
<b>TOTAL, PARTS I-VI</b>	<b>543 932 781</b>	<b>412 796 100</b>	<b>75.9</b>	
<b>Part VII - Anticipated cost increases</b>	4 758 050	-	-	
<b>TOTAL, PARTS I - VII</b>	<b>548 690 831</b>	<b>412 796 100</b>	<b>75.2</b>	

**Hundred and sixty-second Session**

162 EX/4 Part II, Add.2  
PARIS, 1 October 2001  
Original: English

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 – ADDENDUM 2**

**MANAGEMENT CHART FOR PROGRAMME EXECUTION IN 2000-2001  
(30 C/5 Approved)**

**No. 28**

**Status as at 31 July 2001**

**SUMMARY**

The present addendum has been prepared in response to 161 EX/Decision 3.1.1, paragraph 7, which invited the Director-General to submit to the 162nd session of the Executive Board “... a full report and a clear overview of the expenditures on delegates’ travel subdivided by relevant objects of expenditure covering, among others, the intergovernmental commissions and categories of meetings by Programme Sectors, and to provide additional explanations for any erroneous codification under this main object of expenditure”.

## STATUS OF TRAVEL COMPONENT AS AT 31 JULY 2001

SECTOR/ UNIT	DELEGATES TRAVEL			PARTICIPANTS TRAVEL			STAFF TRAVEL		
	Previsions	Expenditure	%	Previsions	Expenditure	%	Previsions	Expenditure	%
<b>PART I</b>									
A. Governing Bodies									
1. General Conference	-				45 038			36 699	
2. Executive Board	2 327 700	1 052 482	45.2						
<b>Total Part I.A</b>	<b>2 327 700</b>	<b>1 052 482</b>	<b>45.2</b>	<b>0</b>	<b>45 038</b>		<b>0</b>	<b>36 699</b>	
B. Direction									
3. Directorate							269 100	193 650	72.0
4. Services of the Directorate									
A. Executive Office of the DG				54 000	299	0.6	87 900	110 695	125.9
B. Inspectorate General							26 000	16 351	62.9
C. Office of the Mediator									
D. Office of International Standards and Legal Affairs					400		15 000	33 804	225.4
E. Bureau of Studies, Programming and Evaluation							68 100	26 360	38.7
F. Bureau of the Budget							6 500		
<b>Total Part I.B</b>	<b>0</b>	<b>0</b>		<b>54 000</b>	<b>699</b>	<b>1.3</b>	<b>472 600</b>	<b>380 860</b>	<b>80.6</b>
C. Participation in the Joint UN Machinery									
<b>TOTAL PART I</b>	<b>2 327 700</b>	<b>1 052 482</b>	<b>45.22</b>	<b>54 000</b>	<b>45 737</b>	<b>84.7</b>	<b>472 600</b>	<b>417 559</b>	<b>88.4</b>
<b>PART II</b>									
II.A									
.Education Sector				1 215 000	2 202 057	181.2	1 100 000	2 003 706	182.2
.Natural Sciences Sector				1 456 300	1 407 435	96.6	1 400 000	1 229 587	87.8
.Social and Human Sciences Sector				909 000	1 095 833	120.6	351 800	395 239	112.3
.Culture Sector				916 000	559 470	61.1	510 500	581 268	113.9
.Communication and Information Sector				724 500	1 313 003	181.2	307 600	933 762	303.6
Transverse Activities									
.Fellowships and Procurement							11 200	7 098	63.4
.Coordination - Women					1 132		40 000	28 390	71.0
.Coordination - Youth					21 286		29 400	33 814	115.0
.Coordination - Africa				195 000		0.0	260 000	68 154	26.2
.Coordination - Towards a culture of peace					10 175			21 661	
<b>Total Part II.A</b>	<b>0</b>	<b>0</b>		<b>5 415 800</b>	<b>6 610 391</b>	<b>122.1</b>	<b>4 010 500</b>	<b>5 302 679</b>	<b>132.2</b>
II.B									
.Clearing House					16 904		30 200	16 591	54.9
.UNESCO Publishing Office							57 600	50 261	87.3
.Office of Monthly Periodicals					940		89 200	17 446	19.6
.Office of Public Information				87 000	13 931		142 000	70 416	49.6
<b>Total Part II.B</b>	<b>0</b>	<b>0</b>		<b>87 000</b>	<b>31 775</b>	<b>36.5</b>	<b>319 000</b>	<b>154 714</b>	<b>48.5</b>
<b>TOTAL PART II</b>	<b>0</b>	<b>0</b>		<b>5 502 800</b>	<b>6 642 166</b>	<b>120.7</b>	<b>4 329 500</b>	<b>5 457 393</b>	<b>126.1</b>
<b>PART III</b>									
Bureau for External Relations				10 000	593 685	5936.9	565 600	350 535	62.0
Bureau for Relations with Extrabudgetary Funding Sources					9 980		223 000	106 369	47.7
Bureau of Conferences, Languages, and Documents							13 100	11 699	89.3
<b>TOTAL PART III</b>	<b>0</b>	<b>0</b>		<b>10 000</b>	<b>603 665</b>	<b>6036.7</b>	<b>801 700</b>	<b>468 603</b>	<b>58.5</b>
<b>PART IV</b>									
Office of ADG/ADM							19 000	26 788	141.0
Bureau of the Comptroller							17 900	7 448	41.6
Bureau of Human Resources Management					35 000		122 900	71 698	58.3
Bureau of Documentation, Informatics Services & Telecom.					2 337		75 700	39 727	52.5
Bureau for Support and Services							39 500	24 177	61.2
<b>TOTAL PART IV</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>37 337</b>		<b>275 000</b>	<b>169 838</b>	<b>61.8</b>
<b>PART V</b>									
Common Services; Maintenance and Security							9 000	244	2.7
<b>PART VI</b>									
Renovation of HQ premises									
<b>TOTAL PARTS I-VI</b>	<b>2 327 700</b>	<b>1 052 482</b>	<b>45.2</b>	<b>5 566 800</b>	<b>7 328 905</b>	<b>131.7</b>	<b>5 887 800</b>	<b>6 513 637</b>	<b>110.6</b>

Discrepancies between the Management Chart and this table under Delegates Travel and Participants Travel:  
 (Delegates travel : \$1,066,180 - \$1,052,482 = \$13,698      Participants travel : \$7,328,905 - \$7,315,207 = \$13,698)  
 are due to 7 obligations coded under Delegates Travel instead of Participants Travel:

Obligation N°	Amount \$
202048.0	451
810901.1	1 400
820604.1	8 673
820203.1	350
850222.0	2 000
880952.1	824
	<u>13 698</u>

**STATUS OF TRAVEL RELATING TO ACTIVITIES  
UNDER THE INTERGOVERNMENTAL COMMISSIONS  
BY PROGRAMME SECTOR**

	\$
<b>EDUCATION SECTOR</b>	
Intergovernmental Committee for Physical Education and Sport (CIGEPS)	
Staff travel	4 067
All UNESCO Education Institutes are under Financial allocations	
<b>NATURAL SCIENCES SECTOR</b>	
International Coordinating Council of the Programme on Man and the Biosphere (MAB)	
Participants to conferences and meetings organized by UNESCO	46 879
Participants for consultations at HQ or other localities	60 436
Participants to seminars and/or training courses	2 730
Staff travel	193 499
<b>Total</b>	<b>303 544</b>
Intergovernmental Council for the International Hydrological Programme (IHP)	
Participants to conferences and meetings organized by UNESCO	74 347
Participants for consultations at HQ or other localities	200 303
Participants to seminars and/or training courses	3 340
Staff travel	182 826
<b>Total</b>	<b>460 816</b>
Intergovernmental Oceanographic Commission (IOC)	
Participants to conferences and meetings organized by UNESCO	20 714
Participants for consultations at HQ or other localities	428 559
Participants to seminars and/or training courses	4 469
Staff travel	126 469
<b>Total</b>	<b>580 211</b>
<b>SOCIAL AND HUMAN SCIENCES SECTOR</b>	
Intergovernmental Council of the "Management of Social Transformations" (MOST)	
Participants to conferences and meetings organized by UNESCO	106 530
Participants for consultations at HQ or other localities	2 614
Participants to seminars and/or training courses	28 500
Staff travel	87 279
<b>Total</b>	<b>224 923</b>
Intergovernmental Committee established under the Statutes of the International Bioethics Committee (IGCB)	
Participants to conferences and meetings organized by UNESCO	213 311
Participants for consultations at HQ or other localities	1 598
Participants to seminars and/or training courses	
Staff travel	15 806
<b>Total</b>	<b>230 715</b>
<b>CULTURE SECTOR</b>	
Intergovernmental Committee on World Heritage (WHC)	
Participants to conferences and meetings organized by UNESCO	398
Participants for consultations at HQ or other localities	924
Participants to seminars and/or training courses	1 477
Staff travel	32 230
<b>Total</b>	<b>35 029</b>
<b>COMMUNICATION AND INFORMATION SECTOR</b>	
Information for All Programme (PGI and IIP)	
Participants to conferences and meetings organized by UNESCO	186 470
Participants for consultations at HQ or other localities	31 654
Participants to seminars and/or training courses	1 235
Staff travel	119 247
<b>Total</b>	<b>338 606</b>
Intergovernmental Council of the International Programme for the Development of Communication (IPDC)	
Participants to conferences and meetings organized by UNESCO	161 112
Participants for consultations at HQ or other localities	
Participants to seminars and/or training courses	
Staff travel	2 642
<b>Total</b>	<b>163 754</b>