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

PART I

SUMMARY

This report is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference. Part I of the report contains the main results achieved during the first year of the 2006-2007 biennium, corresponding to document 33 C/5. In order to provide a more concise and strategic account of programme implementation, this report is limited to a synthesis of key results by major programme and by subprogramme. Detailed information concerning results obtained at MLA level can be obtained from the SISTER website at <http://sister3.unesco.org>.

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MAJOR PROGRAMME I – EDUCATION

Overall assessment

Participation in One United Nations processes through GAP and UNESS

1. With the release of the report of the High-Level Panel on United Nations System-wide Coherence in November 2006 and the One United Nations approach gaining momentum, UNESCO has been studying and analysing options for its strategic and optimal contribution to the United Nations reform at the country level and to allow the Organization to strategically position itself in the one country programming processes of the United Nations pilot countries while maintaining its global leadership in EFA.
2. The EFA Global Action Plan (GAP), which has been conceived to align and harmonize support provided by the five EFA convening agencies and other partners to countries for achieving the EFA goals, further reinforces the objectives of the One United Nations approach, clarifies the division of labour among the agencies, as well as improve coordinated and complementary action by other partners. In this connection, the “Partnerships for Education” agreement between UNESCO and the World Economic Forum (WEF) will also provide an effective mechanism for identifying, testing and applying principles and models for successful educational partnerships involving the private sector, civil society, international organizations, donors and governments.
3. The development of UNESS (UNESCO National Education Support Strategy), which was launched in the first semester of 2006, is proceeding quickly (13 advanced draft documents available by the end of 2006) and evolving through a three-pronged approach that caters to the specific circumstances of the countries. In the case of the two One United Nations pilot countries, namely, Pakistan and Viet Nam, UNESS is being expanded to serve as the United Nations-wide support strategy for the Education Sector. For the other United Nations pilot countries and in some other countries, UNESS is considered to be a means of strengthening and enriching UNESCO’s contribution to the One United Nations programme. In all other countries UNESS is designed to serve as the programming tool of the Education Sector in ensuring that its interventions effectively respond to the needs and priorities of the countries.

Improved coordination through key frameworks, action plans and strategies

4. Furthermore, in its effort to better support Member States through improved coordination of all partners and stakeholders particularly in the areas for which it has a lead role, UNESCO developed and elaborated a number of key frameworks, action plans and **strategic documents** during the first year of the biennium. In the area of HIV and AIDS education, the “UNESCO Strategy on HIV and AIDS” and “EDUCAIDS: A Framework for Action” were developed in a fully intersectoral manner. The document “Linking EDUCAIDS with other ongoing initiatives: An overview of opportunities; an assessment of challenges” offers opportunities to maximize the synergies with other key educational initiatives and partners. The DESD Monitoring and Evaluation Expert Group held its first meeting to provide guidance for the establishment of a global framework and indicators for UNESCO and its partners to track the Decade’s progress and a draft monitoring and evaluation framework is currently being developed. A UNESCO Action Plan for DESD defining the Organization’s own contribution to the implementation of the Decade has been adopted by the UNESCO Intersectoral Working Group. The Action Plan is a result of an intensive intersectoral collaboration and extensive consultative process.

Programme I.1 Strengthening EFA coordination and planning

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|----------------------|--|---------------------------------------|--|
| Subprogramme I.1.1 | 4,168 | 1,959 | 47.0 |
| Subprogramme I.1.2 | 5,296 | 2,526 | 47.7 |
| Programme I.1 | 9,464 | 4,485 | 47.4 |

(in thousands of United States dollars)

I.1.1 Enhancing international coordination and monitoring for EFA

5. UNESCO's role as lead EFA coordinator has gained wider acceptance and recognition, among all EFA partners. The recent development of the Global Action Plan gave increased impetus to the EFA movement and UNESCO's role. The Working Group on EFA is now an established annual forum for debating emerging concerns and taking stock of important trends and developments related to EFA. Its seventh meeting held in Paris, France, from 19 to 21 July 2006 with some 230 EFA partners from various constituencies, examined some of the major obstacles facing EFA, notably the abolition of school fees, the elimination of child labour, the educational response to the HIV/AIDS epidemic, and the delivery of education in fragile States. The Working Group also made recommendations on the implementation, particularly at the country level, of the Global Action Plan, a blueprint for coordinating the efforts of the EFA convening agencies. The sixth meeting of the High-Level Group on EFA held in Cairo, Egypt, from 14 to 16 November, brought together over 210 participants, including representatives from developing and developed countries including donors, United Nations agencies, civil society and the private sector. A key provision of the Cairo Communiqué is that "EFA partners should move expeditiously to apply the (Global Action) Plan at country level, including in the United Nations reform pilot countries, in order to demonstrate more effective coordination on the ground". In conjunction with the sixth High-Level Group meeting in Cairo, a meeting was held with E-9 Ministers or their representatives to prepare for the seventh E-9 Ministerial Review Meeting to be held in Indonesia, in March 2008.

6. The Organization's advocacy role in maintaining political momentum and commitment for EFA was played out at the global level by facilitating the Fast Track Initiative (FTI) and other financing mechanisms, and by engaging with the OECD/DAC aid effectiveness process to promote resource mobilization and aid effectiveness. UNESCO continued to provide support to FTI in several ways, including the Partnership meeting held in Cairo in November 2006 and through active participation in meetings of the FTI Steering Committee, with particular emphasis on advocacy for FTI's expansion and on ensuring more effective linkages between FTI and EFA mechanisms (HLG and WGEFA). Good working relations with OECD/DAC on Aid Effectiveness and Harmonization in Education have been maintained through participation in various meetings including the OECD/DAC Working Party on Aid Effectiveness (Paris, 5-7 July) and the OECD/DAC Meeting on Global Programmes and Partnerships (Paris, 5 December 2006). The agreement signed between UNESCO and the World Economic Forum (WEF) was also a major step in engaging the private sector in the efforts to achieve EFA. As a follow-up to 33 C/Resolution 16, UNESCO organized the first meeting of the Working Group on debt swaps for education on 27 November 2006 and brought together representatives of donor and beneficiary countries, international agencies, regional development banks and civil society. The meeting reflected on experiences of debt swaps in various fields and countries, in order to guide the development of recommendations for their value and use in the field of education. It also formulated potential scenarios for the successful implementation of debt swaps, and considered ways of sharing information and experience among countries interested or involved in this innovative financing mechanism.

7. The 2007 GMR was officially launched in New York on 26 October and was followed by a panel discussion involving three ministers of education, experts and representatives of other EFA partner agencies. The full reports are available in the six official languages of the United Nations and summaries in Hindi, Khmer, Portuguese and Vietnamese. Regional launches following the same model, involving ministers of education and policy panels, were organized: (i) UNESCO Bangkok organized a launch encompassing the Mekong region during which officials from these countries drew up recommendations to take the ECCE agenda forward; (ii) UNESCO Dakar launched the report with UNICEF and the ADEA Working Group on ECCE; and (iii) UNESCO Kingston partnered with the CARICOM Secretariat to organize the report launch. Launches/press conferences/workshops were also organized in Abuja, Bonn, Bahrain, Bratislava, Cairo, Islamabad, New Delhi, Nairobi, Malawi, Muscat, St Petersburg, Oslo, Rabat, Santiago, Semarang, Stockholm, Toronto and Washington DC.

8. A regional EFA monitoring report for Latin America and the Caribbean has been elaborated and the draft will be presented at the PRELAC meeting in March 2007. National EFA reports for Mauritania, Morocco and Tunisia have been finalized. The EFA Mid-Decade Assessment (MDA) was launched in Asia-Pacific and the Arab States region. Technical Guidelines for the MDA, with application templates and tools were developed and applied in training and production workshops in all subregions in Asia and the Pacific. Two subregional meetings of the Gender in Education Network in Asia (GENIA) resulted in an enhanced capacity to undertake targeted assessment of issues related to gender in education. Guidelines and timeline for the preparation of the EFA Mid-Decade Assessment was prepared in Arabic and disseminated. Technical support will be provided in the coming months.

I.1.2 Policy, planning and evaluation for achieving EFA

9. During this period, UNESCO strengthened its support for institutional capacities of the education ministries and other national stakeholders in the field of policy formulation, sector-wide planning, monitoring and evaluation and donor coordination. The UNESS process launched in the first semester of 2006 continued to make progress in the 13 pilot countries with plans for roll-out to more countries made for 2007-2008. A pilot UNESS information workshop held in Paris in September 2006 led to the finalization of the UNESS Guidance Note. As a first step of the UNESS roll-out, regional UNESS meetings were held in Zanzibar and Bangkok in November and December 2006.

10. Training and capacity-building support was provided to education ministries, institutes and education managers in Croatia, the Democratic Republic of Korea, Egypt, Georgia, Honduras, Nepal, Nigeria and Serbia to help strengthen national capacities in information management, policy design, development of credible sector plans, as well as government-led coordination of the donor cooperation. This upstream policy and planning support, given in synergy with other United Nations agencies, has been highly appreciated by the governments of the beneficiary countries.

11. At the global level, in response to the UNDG policy networking strategy aimed at providing, in a concerted way, substantive advisory services to pilot UNCTs and countries in the formulation and implementation of national development strategies, UNESCO started consultations with UNICEF and UNDP to pool the necessary technical and financial resources. This policy network is fully in line with current efforts to improve United Nations coherence and to support the setting up of One United Nations Country Teams within the framework of the implementation of the EFA Global Action Plan.

12. To fulfil its role of facilitator of partnership mobilization and experience sharing, UNESCO has conducted various activities aimed at broadening national and international participation in national educational planning and implementation processes. Government-led sector-wide approaches have been supported in Cameroon, Egypt, Jamaica and Pakistan in order to promote the Paris Declaration on Aid Effectiveness and to encourage a wider representation of civil society in national education policy implementation. The exchange of experiences between Burkina Faso,

Mali and Niger on partnership frameworks in the education system for managing international development cooperation in support of national education policies were highly appreciated by the countries. Other sensitization seminars were organized to promote the participation of the parliamentarians in support of educational development in a number of sub-Saharan African countries (Gambia, Ghana, Liberia, Republic of the Congo, Sierra Leone and South Africa).

Programme I.2 Attaining basic education for all

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|----------------------|---|--|---|
| Subprogramme I.2.1 | 8,123 | 3,617 | 44.5 |
| Subprogramme I.2.2 | 6,294 | 2,420 | 38.5 |
| Subprogramme I.2.3 | 3,383 | 1,350 | 39.9 |
| Programme I.2 | 17,800 | 7,387 | 41.5 |

(in thousands of United States dollars)

I.2.1 Universal basic education

13. In its efforts to strengthen universal basic education, UNESCO provided policy advice and capacity-building opportunities in some 100 Member States in Africa, Asia and the Pacific, Arab States, Latin America and the Caribbean. The Organization has worked in collaboration with local stakeholders such as ministries of education and NatComs; other United Nations organizations such as UNDP and UNICEF; development agencies such as AUAID, NZAID and La Coopération décentralisée française; networks such as the Consultative Group on Early Childhood Care and Development (CGECCD – the flagship network on ECCE), Gender Education Network in Asia Network (GENIA) and in Africa, through the Women and Girls Education Network in ECOWAS (WENE); and regional entities such as ADEA, CARICOM, Inter-American Bank, Caribbean Development Bank and others.

14. All the networks and partnerships built in the first six months have continued to be strengthened for building the momentum gained in promoting universal access. The partnerships through ADEA had contributed to UNESCO's support of the elaboration of the African Union plan of action for the second decade of education in Africa. There have been extensive efforts at building new networks on promoting gender-sensitive policies in other regions beyond Africa and Asia through active participation in the United Nations Girls Education Initiative (UNGEI). The Flagship on Disability has been active and tremendous momentum has been gained leading to the finalization of the work on the United Nations Convention on the Rights of People with Disabilities. Work on moving for its ratification with Member States is the present focus. The Joint Expert Group, which is made up of CRE and UNCESCR, continue to meet on the issues of monitoring the right to education.

15. UNESCO supported national policy reviews to provide policy recommendations to increase equitable access to quality basic education especially for girls and women. In this connection, UNESCO assisted in the planning and organization of training seminars for government officials and local experts on the purpose and methodology of policy review; establishing of plans and implementation structure for conducting policy analysis; reviewing financing and developing options and strategies; and reviewing of training curriculum for teachers. UNESCO also provided technical assistance for the development of national legislation and implementation of the right to education and analysing constitutional bases in a number of countries.

16. Besides policy review, UNESCO supported the establishment of national task forces, committees or focal points on ECCE, primary education, gender and inclusive education in order to carry out policy development and joint programming within the United Nations frameworks.

UNESCO assisted with: capacity-building and awareness-raising activities for government officials, with emphasis on macro policy trends, concerns and options as well as management and planning issues at local levels in ECCE; seminars for teacher training and teacher trainers; and activities aiming at mainstreaming gender – addressing issues of access, equity and quality in primary education, targeting ministries, planners, policy-makers and administrators. UNESCO promoted the generation, publication and dissemination of ECCE related information, especially on policy issues and debates. Training materials were prepared and partnerships were sought in particular with the private sector to promote inclusive and child-friendly innovative approaches aiming to address the issues of access, equity and quality.

I.2.2 Literacy Initiative for Empowerment (LIFE) and United Nations Literacy Decade (UNLD)

17. Mobilization of political, financial and technical support to LIFE and UNLD took place at different levels and in the context of national, regional and international events – mainly around International Literacy Day in September. The White House Conference on Global Literacy was hosted in September 2006 by the First Lady of the United States of America, Mrs Laura Bush, UNESCO Honorary Ambassador for the Literacy Decade, during which examples of successful literacy programmes from nine mainly LIFE countries were presented. Media, press conferences and other public relation resources were used to reach out to non-traditional partners and stakeholders with targeted messages. Celebrities and important personalities from political, economic and cultural areas were enlisted as “ambassadors” for literacy. At the country level, advocacy and partnership building was promoted by participatory needs assessment exercises or national workshops where results of those studies were validated by stakeholders. The compilation of “national dossiers” on the basis of existing data will be promoted to support communication activities.

18. Most of the 11 first-round LIFE countries have initiated advocacy and communication activities, established working structures and conducted needs assessment. Preparatory activities (needs assessment study, proposal for country action plan and a workshop with major stakeholders to discuss this) were carried out or are ongoing in Morocco, Senegal, Mali, Nigeria, Bangladesh, Pakistan, Yemen and Haiti. Other countries, such as Egypt and Sudan have carried out workshops to discuss results of diagnostic or needs assessment studies and plan further strategies. Nigeria has addressed literacy and NFE policy and strategy within a broader sector and development strategy when going through the pilot UNESS exercise. Other countries that prepared their UNESS plans containing literacy and NFE strategies were Morocco, Egypt, Bangladesh and Pakistan. Burkina Faso has included literacy in their FTI Strategy and Plan.

19. Capacities of literacy specialists from 14 countries on innovative pedagogical approaches to literacy were built and capacities in development of literacy material were strengthened. Experiences in implementing lifelong learning approaches with a focus on synergies between formal and non-formal approaches were documented and exchanged among participants from Africa, Asia and South America in a policy dialogue in Busan, Republic of Korea, which covered issues such as disseminating a culture of lifelong learning, expanding opportunities for learning basic skills, implementing equivalency and qualifications frameworks, supporting strategies for distance learning, developing human resources and fostering partnerships to promote lifelong learning. Preparation of regional activities in Africa on synergies between formal and non-formal approaches in HIV and AIDS education started.

I.2.3 Teacher education

20. Since June, much progress has been made in terms of moving the TTISSA forward, through the development of a clear conceptual framework and log-frame for the Initiative and the establishment of structures for its implementation. Guidelines have been developed and distributed to the National Coordinators to better enable them to gather relevant information in the 17 countries and determine where and how TTISSA support may be most appropriate. A synopsis

has been undertaken in order to determine synergies, gaps and trends across the region. A stakeholders' analysis has further identified key internal and external partners who can contribute to the successful implementation of TTISSA. At country level, support has been given to the development of teacher-related plans across the region. Training has focused on pedagogy and key curriculum areas such as science. General support has been provided to teacher training colleges in capacity and curriculum development. An HIV/AIDS workplace policy for the education sector in southern Africa has been developed in conjunction with ILO.

21. UNESCO field offices in Asia and the Pacific have been concentrating on policy reform to enhance the professional development of teachers, improve quality and increase quantity of teachers, and upgrade teacher status. Policy is being reviewed with a view to strengthen performance and to improve pre-service and in-service training of teachers through the development of quality assurance frameworks and certification standards. Some field offices in this region have also been working on integrating ICTs (Bangkok) and HIV and AIDS (New Delhi) into teacher training curriculum and programmes.

22. In the Arab States region, UNESCO field offices have focused their actions on addressing the status, working conditions and performance of teachers through the development of national education policies. They have also been working to strengthen national capacities in teacher training and on putting into place policies, plans and/or strategies for national teacher certification based on recognized quality standards.

23. In Latin America and the Caribbean, UNESCO field offices have mainly focused on the strengthening of national capacities in teacher training, in relation to curriculum reform, ICTs in education, environment, Latin American literature, education for sustainable development, the PRELAC regional strategy to reach the EFA goals and HIV/AIDS education. Two Offices (Santiago and Mexico City) have also put emphasis on the status, working conditions and performance of teachers and on policies and strategies for national teacher certification.

Programme I.3 Enhancing quality education

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|----------------------|---|--|---|
| Subprogramme I.3.1 | 5,515 | 2,543 | 46.1 |
| Subprogramme I.3.2 | 1,561 | 769 | 49.3 |
| Programme I.3 | 7,076 | 3,312 | 46.8 |

(in thousands of United States dollars)

I.3.1 Quality education for learning to live together

24. The development of joint frameworks and national plans of action for the promotion of human rights, peace, democratic citizenship and intercultural understanding in the context of quality education was enhanced in collaboration with other United Nations agencies and international partners, including revision of school curricula, textbooks and teaching methods at primary and secondary levels. Workshops and symposia have been organized at international, regional and national levels to train educators and trainers in the development of context-sensitive methodologies to promote education for human rights, peace, intercultural dialogue and non-violence. Production of printed educational materials and other multimedia increased. Documentation of ASPNet schools good practices on quality education increased using innovative methodologies.

25. UNESCO has been involved in the inter-agency working group on the World Report for the Prevention of Violence against Children through panels and a series of round tables. A position

paper on intercultural education has been developed and guidelines produced and distributed. This will also serve as reference material for the UNESCO World Report on Cultural Diversity in 2007. A roster of national focal points and coordinating units for the World Programme on Human Rights Education (WPHRE) has been established. An increased number of Member States have committed to the Plan of Action's implementation, and technical assistance has been provided by field offices to Member States on the implementation of WPHRE.

26. UNESCO continued to lead the global process to reorient education in support of sustainable development in national policies and education systems under the framework of the United Nations DESD through the following key actions: creation of a reference group to provide advice on DESD implementation; establishment of a Monitoring and Evaluation Expert Group (MEEG); strengthening of stakeholders' ESD capacities through various capacity-building and technical assistance activities to Member States (including training of teachers, community leaders, national workshops or forums and production of different ESD materials); wide distribution of the ESD Teacher Education Guidelines; finalization of the draft of the UNESCO Action Plan for DESD; and a Pacific ESD Framework developed and presented to Pacific education ministers who recommended its implementation.

27. UNESCO has also initiated and implemented various activities to improve methods and national capacity of monitoring and in assessing learning outcomes of quality education in all regions. Significant progress has been made in the Literacy Assessment and Monitoring Programme (LAMP) which has been introduced to seven new members (El Salvador, Kenya, Mongolia, Morocco, Niger, Palestine and Egypt) by UIS. National assessment instruments have been developed and training undertaken. UNESCO Santiago, through its Latin American Laboratory for Assessment of Quality of Education (LLECE) Network, finalized the application of instruments to assess learning achievements and associated factors among third and sixth grade students. The results of this second comparative study (SERCE) are being analysed to be presented to the 16 participating Member States.

28. The social aspect and ethical dimension of physical education and sports (EPS) was promoted through various conferences with sport movements and policy-makers. With the ratification by the thirtieth country on 11 December 2006, the Convention can enter into force as of 1 February 2007. The Conference of Parties is under preparation. Worldwide teacher training initiatives have been improved, particularly in sub-Saharan Africa. Establishment of the benchmark on the quality of physical education and sport was completed.

I.3.2 HIV/AIDS and education

29. UNESCO continues to gain the support of UNAIDS co-sponsors and other key stakeholders in promoting a meaningful engagement of the Education Sector in national responses to HIV and AIDS, in particular, by taking leadership in the coordination and implementation of EDUCAIDS and the UNAIDS Inter-Agency Task Team (IATT) on Education.

30. A number of key framework and strategic documents have been elaborated in 2006 (e.g. EDUCAIDS Action Framework, Linking EDUCAIDS with other ongoing initiatives: an assessment of challenges, a revised HIV and AIDS strategy for UNESCO). Further action taken to strengthen harmonized activity include a series of subregional consultations and capacity-building workshops with ministries of education and other key Education Sector stakeholders' responses to the epidemic, and supporting the inclusion of the Education Sector in HIV and AIDS-related country coordinating mechanisms.

31. EDUCAIDS continues as a core EFA initiative (along with LIFE and TTISSA). Action at country level within the framework of EDUCAIDS has been supported in all first-phase EDUCAIDS participating countries. Additional extrabudgetary resources successfully mobilized by UNESCO to support new countries to participate in EDUCAIDS have allowed for the scaling up from five to over

20 countries. The UNAIDS Inter-Agency Task Team on Education, has established a working group on EDUCAIDS.

32. UNESCO has supported the ongoing coordination of the UNAIDS IATT on Education, including two biannual meetings, and associated symposia for a wider audience of education stakeholders on HIV/AIDS and education. IATT is supporting the assessment of the EFA Fast-Track Initiative to determine the extent to which the Education Sector plans in eight FTI countries address HIV and AIDS. UNESCO is also undertaking joint collaborative work with UNAIDS co-sponsors, notably: UNESCO and ILO collaborative work on HIV/AIDS workplace policies for the Education Sector; UNESCO and WHO collaborative work on HIV and AIDS Treatment Education; joint UNESCO and UNHCR paper on HIV and AIDS education needs of refugees and internally displaced populations; and the development of a joint proposal on life skills education and HIV and AIDS with UNICEF for eastern and southern Africa.

33. UNESCO has contributed to the enhancement of educational responses to HIV and AIDS through the elaboration, production and dissemination of key evidence-informed, standard-setting and rights-based HIV and AIDS education materials, and related capacity-building activities for their use. UNESCO continues to give high priority to supporting Member States in the development of education sector HIV and AIDS policies and action plans. The main actions include: training and capacity-building activities on HIV and AIDS education; support in mainstreaming HIV and AIDS in education sector plans; support in the drafting and development of National Strategic Plans for HIV and AIDS, needs assessments elaborated at country level and supporting the assessment to determine the extent to which education sector plans in eight FTI countries address HIV and AIDS. A significant component of UNESCO's work on HIV and AIDS continues to be curriculum development, teacher training and educator support.

Programme I.4 Supporting post-primary education systems

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|----------------------|---|--|---|
| Subprogramme I.4.1 | 2,645 | 1,155 | 43,7 |
| Subprogramme I.4.2 | 1,810 | 769 | 42,5 |
| Programme I.4 | 4,455 | 1,924 | 43,2 |

(in thousands of United States dollars)

I.4.1 Secondary and technical/vocational education

34. UNESCO has continued to reinforce partnerships with donors and other partners to promote quality of and access to **secondary education**. The Inter-agency Consultative Group on Secondary Education now brings together 40 organizations and partners to share ideas on improving secondary education. Regional professional associations were strengthened by improving their networks and competencies. Seventeen countries completed and disseminated research studies on secondary education. Eleven Central Asian and East Asian countries focused their studies on identifying difficulties in reaching EFA goals. Countries in Latin America have developed an observatory of secondary education reform. The data bank of education publications developed in each region and in different languages was extensively consulted by countries reforming their education systems. Many publications on good practices produced received positive feedback from Member States; they were also highly demanded as resource materials.

35. UNESCO has also continued to assist Member States to improve their **technical and vocational education**, in particular by integrating livelihood skills in basic education, by imparting cross-cutting skills to teacher trainers and assisting Member States in review of national policies. Extensive training has been provided, in particular in African LDCs, to deliver entrepreneurship

skills for poverty reduction and sustainable development to learners in secondary-level TVET streams and in non-formal settings for the start-up of income-generating business. Particular emphasis has been given to women and girls. UNEVOC centres have assisted in this training process through the publication of training materials, research and mobile training sessions and national seminars. Technical assistance or facilitation of exchange of experiences on policy reform on different issues of TVET has been provided in various Member States in all regions. Targeted Member States were supported with technical assistance in evaluation of national TVET curricula and standards, and in integrating cross-cutting skills, and the development of TVET curriculum frameworks for in- and out-of-school children and adults. Different international, regional and national events also benefited from UNESCO's technical inputs on TVET issues including the Southern African Development Community (SADC) TVET Conference; the III Mercosur Scientific meeting; the Annual Lifelong Learning Conference in Jamaica; to the CEB High-Level Committee on Programmes initiative. Cooperation agreements were initiated with the Indian National Institute of Open Schooling (NIOS) and signed with the Latin American Social Sciences Faculty (FLACSO).

36. Capacity and knowledge base of STE policy-makers, curriculum planners and educators from developing countries were strengthened through a series of training seminars involving over 200 STE policy-makers and curriculum planners and organized in collaboration with specialized institutions in all regions. They were trained in the new guidelines for policy-making and curriculum planning/development in science and technology education promoted by UNESCO. As a result, the capacity and knowledge base of the participants were strengthened to better formulate STE policies and curricula relevant to the latest scientific and technological developments. The relevance of STE policies and programmes were improved through a series of national policy and curriculum review workshops (organized in 30 developing countries). The main objective of the workshop was to review the existing national STE policies and curricula and to formulate new alternatives to strengthen their relevance in relation to progresses in S&T and their impact on national development. Action to raise awareness of and interest in science and technology and environmental issues among students and the general public has been undertaken, for example through the creation of a network of STE school clubs, through the STE website, through the strengthening of networks such as SEMEP. Special emphasis has been given to attract girls to science careers.

I.4.2 Higher education for the knowledge society

37. The role of higher education professionals in defining mechanisms for quality assuring institutions was enhanced at the national, regional and international levels through increased opportunities for exchange, in particular, workshops and forums (e.g. UNESCO Forum on Higher Education, Research and Knowledge; Latin American subregional workshop); and networks (UNESCO Chairs and Networks). Cross-border recognition of qualifications was promoted through support to regional recognition instruments (e.g. launch of the Arusha Convention); capacity-building (e.g. Mediterranean Recognition countries and ICT-enhanced distance education; implementation of a distance education course on international credential evaluation by CEPES); and the launch of a pilot project towards designing an information tool on recognized higher education institutions. The integration of cross-cutting themes reflecting socio-economic and cultural developments as well as the need for innovative learning content was supported through policy and technical advice and curriculum renewal in a number of countries.

38. Research and higher education professionals were mobilized to contribute to policy developments in the social, cultural, scientific and economic spheres. This was achieved through improving the capacity and increasing the number of networks (60 additional UNESCO Chairs and Networks); policy forums bringing together academic and research staff, university managers and officials from relevant government ministries (e.g. Global Forum); research publications and bulletins; and public/private partnerships (e.g. Hewlett-Packard). Decision-makers were equipped to better understand and respond to global developments in higher education policy through publications (e.g. on implications of GATS) and capacity-building workshops (e.g. South Asian subregional workshop on cross-border regulation). Options for retaining qualified individuals to

enhance national development were piloted through increasing the attractiveness of higher education institutions (e.g. grid computing technology project) and through encouraging self-employment and endogenous economic growth with entrepreneurship training.

39. UNESCO implemented several activities with the view to introducing ICTs into teacher training curricula or to introduce ICT concepts to university instructors as well as to non-formal trainers through community centres. Sharing of experiences in using ICT tools and best practices has been promoted through regional and subregional meetings. In Asia and the Pacific, UNESCO Bangkok continues to function as a regional clearing house for ICTs in education in the region and the network for ICTs in education sectors has been strengthened and visibility increased as demonstrated by the increasing number of visitors to the website and the subscribers to the e-newsletter. The Higher Education and ICTs site on the UNESCO Higher Education sub-portal was launched.

MAJOR PROGRAMME II – NATURAL SCIENCES

Overall assessment

40. The continuing emphasis of Major Programme II (MP II) was its contribution to sustainable development through human and institutional capacity-building and networking in the basic and environmental sciences. These activities involved both science policy-makers as well as young people, with a special focus on women and Africa. In this connection, a new network was established of seven UNESCO Chairs dealing with issues on women, science, technology and development. A review of the UNESCO Science Chairs was also carried out with a view to adopting a more strategic approach that will ensure more effective utilization of the potential and institutional capacity represented by the Chairs, as recommended by the Review Committee on MPs II and III. Overall, increased impact of the programme was achieved through reinforced partnership and synergy with intergovernmental and NGO partners.

41. In view of the importance of United Nations coordination in the areas of S&T and the environment, UNESCO actively participated in United Nations coordination mechanisms in these areas, including the United Nations Environmental Management Group, the Environment Consultation of the Secretary-General's High-level Panel on United Nations System-wide Coherence in the Areas of Development, Humanitarian Assistance and the Environment, and the United Nations Commission for Science and Technology for Development (UNCSTD). As the convener of the United Nations Cluster on Science and Technology, UNESCO contributed both intellectually and financially to the elaboration of Africa's Science and Technology Consolidated Plan of Action and to preparations for the 2007 special session of the African Union Summit devoted to S&T. In addition, cooperation has also been ongoing with ICSU and its scientific unions and the Diversitas Programme.

42. UNESCO's scientific programmes have played a pivotal role in the advancement of scientific knowledge on global and regional issues and in facilitating dialogue on these issues between scientists and policy-makers. The Future of Drylands conference (Tunis, June 2006) resulted in the Tunis Declaration which identifies twelve priority themes for sustainable development in drylands. The international conference on Humid Tropical Ecosystems: Changes, Challenges and Opportunities (Kandy, Sri Lanka, December 2006) adopted a strong message from the participants to promote the role of Biosphere Reserves as Learning Laboratories for Sustainable Development, in particular within the framework of the United Nations DESD. The Kazakhstan renewable energy conference helped commence capacity-building in this field in Central Asia. The Second World Water Development Report, which was released during the Fourth World Water Forum (Mexico City, March 2006), underlined UNESCO's major role in the field of water and enhanced the Organization's visibility. UNESCO also actively contributed to the implementation of the Hyogo Framework for Action on Disaster Resilience (2005-2015), in particular with the launch in June 2006 of the world campaign on education for disaster reduction. At the national level, UNESCO's

work was illustrated by the launch of the Nigerian Parliamentarian S&T Forum in June 2006 by the Director-General.

43. The governing mechanisms of the International Scientific Programmes have considered new strategic approaches for their respective undertakings in document 34 C/4. The International Hydrological Programme (IHP) Bureau, at its 17th session, further reinforced its capacity-building efforts in the field of water governance by adopting a resolution to develop a strategy for UNESCO's water centres. The Bureau also endorsed the Strategic Plan of the seventh phase (2008-2013) of IHP, as well as proposals for establishing five new centres under the auspices of UNESCO.

44. The International Geoscience Programme (IGCP) scientific board meeting in February 2006 reviewed the Programme with a view to better meeting the needs of society and sustainable development. This is part of a process to make IGCP more relevant to society in general and to UNESCO's strategic objectives and priorities in particular. Through UNESCO's participation in GEOSS (Global Earth Observation System of Systems), there was a marked increase in earth observation activities meant to improve the management of World Heritage sites, Biosphere Reserves and Geoparks.

45. The Man and the Biosphere (MAB) Council, at its 19th session in October 2006, approved 25 new site nominations for biosphere reserve designation, including the first intercontinental one, the Intercontinental Biosphere Reserve of the Mediterranean, spanning Morocco and Spain. As the greater part of the human population will live in urban environments in 2007 for the first time in history, steps were taken to establish urban biosphere reserves.

46. UNESCO's Intergovernmental Oceanographic Commission (IOC) is continuing its work to foster warning systems similar to that for the Indian Ocean in the Mediterranean, Northeast Atlantic and the Caribbean. IOC also hosted two significant meetings addressing governance of the high seas and the effects of climate change on oceans and coastlines as well as the improvement of observational tools and the reduction of uncertainty.

47. The International Basic Sciences Programme (IBSP) developed a new strategy focusing on building partnerships and extending its networking actions to build scientific capacity in both national and regional institutions. The second meeting of the IBSP scientific board specifically targeted the strengthening of research capacity through projects that will be implemented in all regions.

48. In anticipation of the recommendations of the Review Committee on MPs II and III, the Natural Sciences Sector has also developed a new communication strategy. A highlight during the reporting period was the publication of the historical work *Sixty Years of Science at UNESCO: 1945 to 2005*.

Programme II.1 Science, environment and sustainable development

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|-----------------------|---|--|---|
| Subprogramme II.1.1 | 9,092 | 4,604 | 50.6 |
| Subprogramme II.1.2 | 3,063 | 1,329 | 43.4 |
| Subprogramme II.1.3 | 3,822 | 1,717 | 44.9 |
| Programme II.1 | 15,977 | 7,650 | 47.9 |

(in thousands of United States dollars)

II.1.1 Managing water interactions: Systems at risk and social challenges

49. The 17th session of the IHP Intergovernmental Council, held in Paris in July 2006, adopted 12 resolutions covering key programme issues, such as the role of the UNESCO-IHE Institute for Water Education in the IHP, and the development of a strategy for UNESCO's water centres. The Council likewise endorsed the draft Strategic Plan of the seventh phase (2008-2013) of IHP and welcomed the proposals for the establishment of five new centres under the auspices of UNESCO with diverse thematic content and location, requesting the assistance of the IHP Secretariat in the preparation of the submission of the centre's proposals to the governing organs of UNESCO.

50. The implementation of the sixth phase of IHP (2002-2007) completed its fifth year, and significant progress was made in different fields during the period reported: G-WADI, the global network on information for development in arid and semi-arid zones was expanded; a successful Fifth FRIEND (Flow Regimes from International Experimental and Network Data) World Conference on Water Resources Variability, Processes, Analyses and Impacts took place in Cuba in November 2006; links to the Global Environment Facility were further strengthened with a number of cooperation lines opened; numerous workshops and training activities were held on key urban water management issues; groundwater management, including groundwater for emergency situations; shared water management; ecohydrology; and water history and culture.

51. The HELP Centre for Water Law, Policy and Sciences in Dundee, United Kingdom, was officially launched in November 2006. The centre, which will train a new generation of water leaders, is currently involved in multiple projects to develop frameworks for effective water resources management, and is also engaged in bringing new scientists, policy-makers and lawyers into the HELP network.

52. Work towards the production the third World Water Development Report were initiated and all necessary actions for the conclusion of the formalities with the Italian government were completed for the transfer of the Secretariat of the World Water Assessment Programme to Perugia, Italy, and for the recruitment of the new Coordinator of WWAP in coordination with UN-Water.

II.1.2 Ecological and earth sciences for sustainable development

53. The international conferences on the Future of Drylands (Tunis, June 2006), held in connection with the International Year of Deserts 2006, and on Humid Tropics: Changes, Challenges and Opportunities (Kandy, Sri Lanka; December 2006) reviewed 50 years of UNESCO work on these ecosystems and proposed directions for programme articulation and development for 2008-2013. MAB teamed with Pro-Natura International to present a forum on Bio-Carbon Sequestration and Conservation to Combat Climate Change: Promoting Rural Development, Energy Solution and Biodiversity (March 2006). This was followed by a technical workshop jointly organized by MAB and ICTP (Trieste, Italy; October 2006) that explored future MAB contributions to climate change research, awareness-raising and partnership-building for mitigation and adaptation. The GLOCHAMORE (Global Change in Mountain Regions) Project, based on studies on more than 25 mountain biosphere reserves published a research strategy to guide research programming during the next biennium and the medium term. Efforts to apply the biosphere reserve concept in urban areas were endorsed by MAB/ICC which extended the life of the task force addressing this issue for a further four years beginning from 2007.

54. Twenty-five new biosphere reserves expanded the World Network to 507 sites in 102 countries, including the first intercontinental biosphere reserve of Morocco and Spain. The first Michel Batisse award for a biosphere reserve case study was extended to Ms Birgit Reutz-Hornsteiner, Manager of Grosses Walsertal Biosphere Reserve (Austria). The ERAIFT college in Kinshasa, DRC, trained more than 20 African specialists in integrated land and resources management and established a link with the UNESCO Chair on sustainable development at the University of Pará, Belém, Brazil to develop a South-South cooperation initiative for the next

biennium. Twenty young scientists received MAB research awards and more than half of them were women; another 20 awards were given to African young scientists predominantly from LDCs for great apes research. The MAB International Coordinating Council (MAB-ICC), at its 19th session, requested the Secretariat to elaborate a global framework for using biosphere reserves as learning laboratories for sustainable development, a specific MAB contribution to the United Nations DESD during 2008-2014, for review and adoption at its 20th session that will be held in conjunction with the third World Biosphere Reserves Congress entitled “Biosphere Futures, UNESCO Biosphere Reserves for Sustainable Development”, in Madrid from 4 to 8 February 2008.

55. The IGCP Scientific Board reoriented research from fundamental geology to more applied research with direct links to sustainable development. An increasing number of outreach activities to raise the awareness of the general public of the contribution of the geosciences to development were organized within the framework of the geoparks network. These outreach activities also contribute to the preparation of the International Year of Planet Earth (2008).

56. Closer cooperation between GEOS and GEO-IGOS and GARS¹ was achieved in the planning and implementation of activities to mitigate the negative effects of geohazards such as landslides, earthquakes and volcanoes.

57. The Open Initiative with Space Agencies for the monitoring and conservation of World Heritage sites and biosphere reserves developed rapidly and attracted a considerable amount of extrabudgetary funding. The Space Education Programme (SEP) conducted teacher training workshops in Asia and Latin America, in cooperation with other United Nations agencies (UNESCAP/UNOOSA, etc.).

II.1.3 UNESCO Intergovernmental Oceanographic Commission (IOC)

58. IOC continued to play a key role in the coordination of scientific research addressing climate change issues and in support of sustainable development of the open and coastal ocean. The reorganization of the Ocean Science Section in June 2006 streamlined the programme improving communication of research and policy-relevant results to address climate change and sea level rise and manage the marine environment, including coastal indicators in cooperation with several national agencies. The Global Ocean Observing System (GOOS) continues to evolve. Coordination of implementation of the open ocean component of GOOS largely takes place through the WMO-IOC Joint Committee on Oceanography and Marine Meteorology, with growing commitments among Member States towards *in situ* ocean observation platforms, data management and international data exchange facilitated by IODE, and ocean products and services. The coastal component of GOOS is developing through an increasing number of GOOS Regional Alliances.

59. After completing in July 2006 the initial system, the Indian Ocean Tsunami Warning System needs to improve data sharing policies to allow for transmission of real time data, and to ensure that information is communicated by national authorities downstream to endangered communities. Rapid advancement in the establishment of the Indian Ocean Tsunami Warning System would have not been possible without the generous contributions of Member States and donor agencies. The Warning System has led to increased consciousness of ocean-related hazards and the establishment of tsunami intergovernmental coordination groups in the Pacific, Northeast Atlantic and Mediterranean, and Caribbean Regions.

60. In contributing to the development of scientific capacity, the challenges have varied with each region or country, but often included limited human and financial resources, insufficient experience/training in leadership of scientific organizations, and lack of individuals experienced in the process of developing and submitting internationally competitive funding proposals. Critical

¹ GEOSS (Global Earth Observation System of Systems); GARS (Geological Applications of Remote Sensing); GEO (Group on Earth Observation); IGOS (Integrated Global Observing Strategy); GOOS (Global Ocean Observing System).

success factors considered were to rely on the “self-drive” of countries and research institutes for developing their own capacity, constant adaptation and renewal of approaches to their changing institutional environment while upholding the agreed-upon principles and strategy for capacity-building, and addressing capacity development not only at the level of the individual scientist, but also at the research organization and societal/systemic level. Overall, significant challenges to the operation of the IOC are posed by limitations in both financial and human resources, with possible impact on the ability of the IOC to continue exerting a leadership role in the international arena.

Programme II.2 Capacity-building in science and technology for development

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|-----------------------|---|--|---|
| Subprogramme II.2.1 | 4,088 | 1,922 | 47.0 |
| Subprogramme II.2.2 | 1,829 | 921 | 50.4 |
| Programme II.2 | 5,917 | 2,843 | 48.1 |

(in thousands of United States dollars)

II.2.1 Managing water interactions: Systems at risk and social challenges

61. In the basic sciences and within the context of the IBSP, progress was made in the implementation of projects approved for support under the first call for projects, covering a variety of proposals in mathematics, physics and the biological sciences, as well as in science education. In addition, IBSP adopted a more strategic approach to strengthen capacities in all regions based on existing centres of excellence. The promotion of science education and careers in science was strengthened through active learning techniques in physics, support for science curriculum development, dissemination, translation and training in the use of microscience experiments, the ongoing development in collaboration with the Education Sector of a pedagogical teaching kit on GMOs, and development and access to online teaching resources. Further action to reinforce capacity of national and regional institutions in basic research was successfully implemented with partners through support for 23 regional and international meetings and workshops, advanced training and research grants, and providing access to scientific journals, many in electronic format, for scientists in developing countries. Three workshops were held aimed at university curriculum reforms for the integration of HIV/AIDS-related issues into engineering and science courses. Support was also provided for strengthening basic science networks in all regions to stimulate cooperation in training and research. The programme in basic sciences was further strengthened through cooperation with both ICTP and ICSU. The participation of women in the basic sciences continued to receive focus through networks, UNESCO Chairs, and the UNESCO-L'Oréal partnership.

62. Activities relating to engineering advocacy, capacity development, networking and applications included two international workshop-conference activities on engineering, technology and poverty reduction and two focusing on sustainable development. The first international workshop on engineering education for sustainable development was held in Beijing. Activities in innovation and gender issues included the publication of the resource book Technology Business Incubation. The establishment of a virtual library for engineering education and sustainable development in Africa continues to develop at the University of Khartoum. Following the success of the 2004-2005 UNESCO-DaimlerChrysler Mondialogo Engineering Award to promote international cooperation among young engineers and address the MDGs, DaimlerChrysler is supporting a second round Award that began in 2006.

63. UNESCO continued to play its part in the implementation of the Hyogo Framework for Action on Disaster Resilience 2005-2015. In particular, the Organization continued serving as the convener of the United Nations inter-agency platform on knowledge and education, enhancing

public awareness and communication on disaster preparedness. Two workshops organized within the regional and national cooperative networks on earthquake risk reduction in the Mediterranean and Asia Regions provided platforms for partnership and collaboration among specialists in seismological data and engineering techniques. The possibility of establishing new regional networks is being explored. In furthering the implementation of the 2006 Tokyo Action Plan on Landslides, landslide risk reduction practices were promoted through UNESCO's hosting and co-organizing the fifth session of the Board of Representatives of the International Landslide Consortium. The 2006-2007 world campaign on education for disaster reduction, launched at UNESCO Headquarters in June 2006, served as a driver for several stakeholders. The International Disaster Reduction Conference, co-organized by UNESCO in Davos in August 2006, enabled an exchange of information and knowledge among scientists and practitioners on education and local knowledge for disaster reduction and sustainable development. In this context, the exhibition of didactic tools on natural disaster reduction, organized by UNESCO during the Conference, enhanced the visibility of UNESCO's role in promoting education and awareness for disaster reduction.

64. In the area of renewable energy sources for development, activities focused mainly on enhancing institutional and human capacity, formulating energy policies and disseminating scientific and technological knowledge. Activities were implemented under the Global Renewable Energy Education and Training Programme. Concurrently, UNESCO continued to provide support and technical assistance to national efforts in identifying priorities and formulating energy strategies through established collaborations with regional partners. As a result of the UNESCO regional ministerial level conference on The Strategic Role of Renewable Energy in Sustainable Development in Central Asia (May 2006, Almaty, Kazakhstan), which stressed that key actions are needed at the global, regional and national levels to use renewable energy as a necessary instrument to achieve sustainable development, interest is growing rapidly in the Member States of the region for the use and application of renewable energy sources.

II.2.2 Science and technology policies for sustainable development

65. UNESCO continued its efforts in assisting Member States formulate their national S&T policies: the reform of the Nigerian S&T system continued; the national science policies of Lebanon and Lesotho were completed; the S&T master plan of Mongolia is being finalized. The process of formulating policies in Swaziland and Congo are ongoing. Within the framework of an agreement with the Republic of Korea, special effort was made to build capacities of developing Member States in the area of innovation, including the organization of three workshops on science and technology parks in Asian and Arab regions. The feasibility study for the establishment of the International Centre for South-South Cooperation on Science, Technology and Innovation, to be located in Malaysia, was completed in December 2006. The report will be considered by the Executive Board at its present session. The capacity-building efforts continued in the area of S&T statistics and indicators, in cooperation with UIS. A total of 53 officials were trained at seminars organized in Europe, Africa, South-East Asia and Central Asia.

66. Small Island Developing States (SIDS) have been assisted towards sustainable living and development through a number of intra- and inter-island, as well as interregional, activities, in particular: (i) development of a civil society strategy for sustainable living and development in the AIMS region (Atlantic, Indian Ocean, Mediterranean, and South China Sea); (ii) assistance to the UNESCO-UNITWIN partnership with the Small Island States Universities Consortium; (iii) furthering sustainable living and development issues (e.g. viability of very small islands, sewage pollution, commercial whaling and biotechnology) through the internet-based discussion forum; (iv) furthering the Sandwatch approach (integration of coasts and beach sustainable development issues into science education) in the Caribbean, Pacific and Indian Ocean islands, supported by a new website and newsletter; (v) reviewing and circulating to Pacific island delegates a report on Pacific Sustainable Development challenges, which is currently under peer review; (vi) identifying protected coastal areas in eastern Indonesia; and (viii) Implementation of 21 Youth Visioning projects in 17 SIDS including LDCs, in the three island regions.

67. In the framework of Local and Indigenous Knowledge Systems (LINKS), two important volumes were published: *Water and Indigenous Peoples* to strengthen mutual understanding between customary water managers and water scientists and engineers; and *Fishers' Knowledge in Fisheries Science and Management*, case studies demonstrating how fishers' knowledge contributes to the science and management of the world's fisheries. In response to demands from the Ministry of Education, *Reef and Rainforest: An environmental encyclopaedia of Marovo Lagoon, Solomon Islands*, in Marovo and English, was reprinted and distributed to schools and with a view to piloting development of a supporting teacher manual. Extrabudgetary funding was secured from the Christensen Fund to hold an International Experts Meeting in Australia in 2007 that will contribute to the elaboration of guidelines and methods to ensure the continuing rigour of indigenous knowledge research and mobilization. A proposal to mobilize indigenous knowledge for biodiversity management and governance in Palau, Solomon Islands and Vanuatu has received co-funding commitments from the Government of Japan's funds-in-trust.

MAJOR PROGRAMME III – SOCIAL AND HUMAN SCIENCES

Overall assessment

68. During the first year of the 2006-2007 biennium, UNESCO continued to work towards attaining strategic objectives 4, 5 and 6 assigned to the programme in the Medium-Term Strategy for 2002-2007 (31 C/4), namely "promoting principles and ethical norms to guide scientific and technological development and social transformation", "improving human security by better management of the environment and social change" and "enhancing scientific, technical and human capacities to participate in the emerging knowledge society".

69. In the normative field, the Organization continued to sensitize Member States about the need to fight against doping in sport, and to address ethical challenges arising from the advances made in science and technology through the dissemination of the International Convention against Doping in Sport (2005) and the Universal Declaration on Bioethics and Human Rights (2005). As a result of these efforts, the International Convention against Doping in Sport entered into force on 1 February 2007, and 41 Member States have ratified it as of 24 January 2007. The Convention represents the first time that governments around the world have agreed to apply the force of international law to anti-doping. Following ratification of the Convention, the first Conference of the Parties to the Convention was held in Paris (5-7 February 2007) to make policy decisions on the implementation of the Convention. In this regard, the administration of the Fund for the Elimination of Doping in Sport was discussed. This Fund, now estimated at \$300,000, is to be used by UNESCO to assist States Parties with (1) education projects focusing on youth and sports organizations; (2) policy advice; and (3) mentoring or capacity development programmes. At the Conference of the Parties, nine countries agreed to make contributions to the voluntary Fund (Canada, China, Denmark, Greece, Luxembourg, Netherlands, South Africa, Spain and Sweden) and several others indicated their intention to contribute in the near future.

70. Through its work with the Commission on the Ethics of Scientific Knowledge and Technology (COMEST) and the International Bioethics Committee (IBC), the Organization continued to develop and implement national and international policy frameworks for addressing the ethics of science and technology. In this regard, the fifth session of the Commission on the Ethics of Scientific Knowledge and Technology met for the first time in Africa at the invitation of the Government of Senegal (Dakar, 6-9 December 2006) to have an in-depth debate on critical issues of interest to African societies, and strengthen capacity-building perspectives in the continent. This resulted in the adoption of the Dakar Declaration on the Ethics of Science and Technology by ECOWAS Ministers of Science, which calls for the establishment of national bioethics committees. The key recommendations from this Declaration were taken up on 17 January 2007 by the ECOWAS Ministerial Conference on Science and Technology, and submitted to the eighth African Union Summit. To strengthen the implementation of the Universal Declaration on Bioethics and Human

Rights, the International Bioethics Committee held its 13th session in Paris (20-22 November) to discuss modalities for applying the Declaration.

71. Various other key actions aimed at reinforcing the links between social science research and policy-making in the fields of human rights, the fight against discrimination, human security and migration were carried out. In this context, the MOST international symposium on the theme “From research to policy to action”, co-organized with the Government of Kenya, in conjunction with the World Social Forum, was held in Nairobi (20-25 January 2007) to reduce the gap between social science and policy, giving scientific meaning to policy concerns and providing political meaning to the knowledge produced by social science. In order to assist Member States in responding to the problems of migration, intersectoral approaches were defined with a view to responding to 175 EX/Decision 57 (see document 176 EX/5). In the field of human security, the International Conference on Human Security in Africa was organized in South Africa (5-6 March 2007) and a regional meeting, co-organized with ASEAN, was held in Jakarta, Indonesia (25-27 October 2006), which yielded important recommendations on research-policy linkages and networking. To contribute to poverty eradication, the policy implications of the cross-cutting projects have been elaborated, including results of the small grants projects aimed at strengthening national capacities for research and policy analysis, which will be discussed at an international meeting in Lisbon (27 February-2 March 2007) at the invitation of the Portuguese Government. To combat racism and discrimination two new regional Coalitions of Cities against Racism and Discrimination were launched in Africa and in Latin America in September and October 2006. Emphasis on the research-policy nexus was also furthered in the field of philosophy through activities held in Morocco and 100 other countries to celebrate World Philosophy Day (16 November), and through the organization of various interregional dialogues.

Programme III.1 Ethics of science and philosophy

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|------------------------|---|--|---|
| Subprogramme III.1.1 | 3,270 | 1,880 | 57.5 |
| Subprogramme III.1.2 | 2,859 | 1,556 | 54.4 |
| Programme III.1 | 6,129 | 3,436 | 56.0 |

(in thousands of United States dollars)

III.1.1 Ethics of science

72. The results of the 5th session of the Commission on the Ethics of Scientific Knowledge and Technology reflect the significant progress made in strengthening both in-depth debate on critical issues of interest to African societies and capacity-building perspectives in the continent. This was evidenced by the adoption of the Dakar Declaration on the Ethics of Science and Technology by ECOWAS Ministers of Science, which calls for the establishment of national bioethics committees. The forum of young African researchers, held in conjunction with the 5th session of COMEST, also opened new perspectives of action regarding their needs and key role in the development of science in Africa. The 13th session of the International Bioethics Committee centred its work on the implementation requirements of the Universal Declaration on Bioethics and Human Rights, in particular of its Articles 6, 7 and 14, and work on these issues will continue, with results to be submitted to the 14th session to be held in Africa in May 2007. The sixth meeting of the United Nations Inter-Agency Committee on Bioethics, held on 9 and 10 November 2006, focused its work on issues related to intellectual property and bioethics, the results of which will be consolidated into an issue paper to be submitted to United Nations institutions and Member States to sensitize them to the critical matters raised. Dissemination of UNESCO's normative instruments in the field of bioethics was also intensified, in Africa in particular, in the framework of UNESCO's contribution to the eighth African Union Summit.

III.1.2 Foresight, philosophy and human sciences, democracy and human security

73. In the field of philosophy, the implementation of the Intersectoral Strategy on Philosophy was pursued through the celebration of World Philosophy Day in Morocco and 100 other countries; the finalization of the world survey on philosophy education at all levels; the continuation of the Interregional Philosophical Dialogues (third session of the Asia and the Arab States dialogue on the theme “Asia and the Arab World: Encounters with Modernity”; the preparatory session of the Latin American and African dialogue, which were both held in Rabat on 16 November 2006; and the dissemination of the key papers presented in the various forums already convened. Preparations have also been finalized for the launching of the UNESCO Network of Women Philosophers on 8 March 2007 and an agreement was signed with the Government of Turkey to host the international celebrations of World Philosophy Day in Istanbul in November 2007. In the field of human security, the follow-up of the UNESCO-ASEAN regional meeting (Jakarta, 25-27 October 2006) on human security is being ensured through the co-organization of the International Conference on Human Security in Africa with the Institute of Security Studies of South Africa (to be held in March 2007), and the co-organization of the regional meeting on human security with the League of Arab States (to be held in November 2007), with extrabudgetary support from the United Nations Human Security Fund.

Programme III.2 Human rights and social transformations

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|------------------------|--|---------------------------------------|--|
| Subprogramme III.2.1 | 1,870 | 987 | 52.8 |
| Subprogramme III.2.2 | 2,798 | 1,490 | 53.3 |
| Programme III.2 | 4,668 | 2,477 | 53.1 |

(in thousands of United States dollars)

III.2.1 Promotion of human rights

74. The Coalition of African Cities against Racism and Discrimination was launched in Nairobi, Kenya, on 25 September 2006, on the occasion of the fourth Africities Summit (18-24 September 2006). Four cities have been called upon to take on the role of “lead city” – Bamako for West Africa, Durban for Southern Africa, Kigali for Central Africa and Nairobi for East Africa. Cotonou, Benin has also joined the ranks of “lead city”. Over 150 participants, including 54 Mayors/Vice-Mayors of cities actively took part in the session. The African Coalition has put HIV-related stigma and discrimination as a priority on its agenda. The Coalition of Latin American and Caribbean Cities against Racism, Discrimination and Xenophobia was launched in Montevideo, Uruguay, on 25 October 2006 as part of the meeting of Ibero-American Municipalities (Montevideo, 25-27 October 2006). The city of Montevideo was called upon to take on the role of “lead city”. The Coalition’s Ten-Point Plan of Action reflects the specificities and priorities of Latin America and the Caribbean. Some of these priorities are the fight against racism (in particular the persistent practice of marginalization of indigenous peoples and afro-descendents), xenophobia, ethnical and religious intolerance, the plight of street children and youth, and discriminatory attitudes towards people with HIV/AIDS and other health problems.

III.2.2 Social transformations

75. Under the MOST Programme, the focal points of regional Forum Ministers of Social Development met on 23 and 24 November 2006 with a view to enhancing cooperation and networking between the existing and planned forums, in particular concerning the 2007 scheduled forums in Latin America, Africa, Asia and the Arab States. In the framework of its regional priority for Europe and North America, MOST organized together with EUNIC, AGE and the European and

Social Committee a conference on the theme “Towards a Multi-age Society: the Cultural Dimensions of Age Policies” (Brussels, 20-30 November 2006). On the basis of the results of the deliberations, the MOST network for the region will refocus its policy-oriented research under its priority theme. Concerning action on urban development, the third session of the United Nations Habitat/UNESCO working group (Paris, 11-12 December 2006) on “Urban Policies and the Right to the City: local governance, local democracy and citizenship” established the guidelines for finalization of this project and presentation of its results to the fourth session of the World Urban Forum to be held in Nanjing, China, in 2008. UNESCO also actively participated in the fifth World Forum on Sport, Education and Culture, held in Beijing from 22 to 24 October 2006.

MAJOR PROGRAMME IV – CULTURE

Overall assessment

76. In accordance with the principal priority of Major Programme IV “Promoting cultural diversity, with special emphasis on the tangible and intangible cultural heritage”, the Culture Sector continued its activities aimed at promoting an **integrated approach to the promotion and protection of cultural diversity** in all its forms of expression (whether related to the heritage or linked to means of contemporary dissemination, namely through creative industries). The main challenge has been that of **ensuring mutual interaction between the comprehensive standard-setting foundation laid in the cultural field and operational action** relating thereto.

77. **Internationally**, 2006 was marked by the **entry into force of the 2003 Convention** for the Safeguarding of the Intangible Cultural Heritage, thus filling a great void in the legal protection of the living cultural heritage dealing, in particular, with the protection of the processes entailed in traditional creation and of the most vulnerable forms of cultural diversity. Owing to the large number of ratifications, far beyond expectations, the first Assembly of States Parties to the Convention was held in June 2006, earlier than planned. The Assembly elected the members of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage, which held its first session in Algiers, on 18 and 19 November 2006.

78. To ensure that cultural diversity and its corollary, **intercultural dialogue**, are taken better into account as sources of wealth for development, UNESCO contributed to the adoption by the **Human Rights Council**, in June 2006, of the *United Nations Declaration on the Rights of Indigenous Peoples*. The Declaration provides that States shall take effective measures to ensure that State-owned media duly reflect indigenous cultural diversity. Furthermore, the Executive Board of UNESCO adopted 174 EX/Decision 46 on respect for freedom of expression and *respect for sacred beliefs and values and religious and cultural symbols*, pointing to the complexity and multidimensional character of intercultural dialogue. It is to be noted that it is the only resolution on the subject adopted by consensus in the entire international multilateral system.

79. To give greater prominence to issues and views relating to the notion of cultural diversity, preparatory work was initiated on UNESCO’s second **World Culture Report**; the UNESCO Institute for Statistics (UIS) concomitantly began to revise methodological tools (dating back to 1986) and international standards on cultural statistics in order to collect reliable comparable data on the place of culture in social and economic development.

80. Under the **Slave Route** project, designed to strengthen knowledge on cultural interaction arising from the slave trade and slavery, the International Scientific Committee was restructured during the year and a new project strategy was drawn up and adopted in February 2006 in order to expand and provide better support for research on such interaction in less-studied geographical areas such as the Caribbean and the Arab world. A meeting in Havana, in May 2006, designed conceptual and methodological tools for identifying Slave Route sites and places of memory in Cuba, the Dominican Republic, Aruba and Haiti and collated information in that regard. Lastly, the celebration of the fiftieth anniversary of the First International Congress of Black Writers and Artists

in Paris, in September 2006, afforded an opportunity to consolidate efforts to raise awareness of the contribution of African intellectuals to universal thought.

81. The role of culture, in furthering both development and dialogue, was also illustrated through action to preserve the heritage, in particular in post-conflict situations. The Culture Sector drew up a global **post-conflict intervention** strategy, thus demonstrating the relevance of UNESCO's action in the field to the encouragement of both renewed cultural and economic development in the countries affected and the promotion of dialogue and reconciliation among all stakeholders. UNESCO has continued to campaign for the integration of culture as a prerequisite for a country's post-conflict recovery, notably by participating actively in joint missions and evaluations conducted by the United Nations (Joint Assessment Missions), in particular in Sudan and Somalia. It has also continued its international mandate to coordinate the rehabilitation of cultural heritage (**ICC Angkor, Kosovo** Committee, and so on).

82. UNESCO's commitment to intercultural dialogue was also demonstrated by its participation in the third meeting of the **High-Level Group for the Alliance of Civilizations**, held in Dakar, Senegal, thus reaffirming the need to promote dialogue as a means of transcending cultural and religious differences. In the same spirit, cooperation was broadened with various partner institutions including the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Arab League Educational, Cultural and Scientific Organization (ALECSO), the Asia-Europe Meeting (ASEM), the *Permanent Forum on Indigenous Issues*, the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures, and United Cities and Local Governments in order to foster greater interaction in the field of intercultural dialogue at the subregional and regional levels.

83. **At the subregional and regional levels**, a special effort was made to promote **regional integration in Africa**, in particular through UNESCO's participation in the sixth ordinary session of the *Assembly of Heads of State and Government of the African Union* (Khartoum, January 2006), which was devoted to education and culture. The summit stressed the urgency of placing culture at the centre of educational sector reform. Knowledge production, access to knowledge and the need to apply a sociocultural perspective to educational content were considered to be essential elements in that regard. Because education in African languages and mother languages plays a crucial role, cooperation has been instituted with the African Academy of Languages (ACALAN). In the same spirit, efforts at the subregional level led to the creation at that level of a new *UNESCO Chair in the preservation of the cultural heritage of West Africa*. An accord concluded in April 2006 between the University of Togo and UNESCO established the Chair, the aim of which is to promote the ancestral spiritual dimension of the cultural heritage of numerous countries in West Africa, including Benin, Ghana and Burkina Faso.

84. Having pledged to promote dialogue among political leaders in the countries of **South-East Europe**, a dialogue which was launched at the first regional meeting held in Ohrid (2003), then continued in Tirana (2004) and Varna (2005), UNESCO was asked to participate in the fourth Regional Summit Forum of South-East Europe on the theme "Communication of Heritage", held in early June 2006 in Opatija (Croatia), in cooperation with the Council of Europe, and to assist Croatia on that occasion. The Summit provided an opportunity for developing and strengthening scientific ties and cooperation between south-eastern European institutions and UNESCO. The "cultural corridors" initiative, which was launched in Varna in 2005 with a view to strengthening the fundamental role of cultural heritage in the promotion of intercultural dialogue in the subregion, was further developed. The Summit adopted the Opatija Declaration, which promotes cultural diversity, regarded as a fundamental dimension in South-East Europe, and calls for the preparation of an action plan relating to the cultural corridors of South-East Europe.

85. Efforts to implement the programme for the **safeguarding of the intangible cultural heritage** have focused on assisting Member States in drawing up their cultural development plans and building their national capacities, in particular through the creation of a certain number of institutions and relay mechanisms at the subregional and regional levels, for example, the

establishment of the Regional Centre for the Safeguarding of the Intangible Heritage of Latin America in Cusco, Peru and, in the field of cultural heritage, the creation of the African World Heritage Fund.

86. **At the local and national levels**, efforts have focused in particular on promoting events for the celebration of cultural diversity, on the occasion for example of the **World Day for Cultural Diversity for Dialogue and Development**, celebrated worldwide on 21 May 2006, and **World Poetry Day**, celebrated on 21 March 2006, which highlighted the role of culture in bringing together individuals and groups and commemorated the centenary of the birth of the renowned poet and philosopher Léopold Sédar Senghor. The eleventh **World Book and Copyright Day**, celebrated on 23 April 2006, provided political leaders, economic actors and civil society with yet another occasion to celebrate books and reading as a source of vitality and recognition of languages and to draw attention to the different roles played by books and reading in the economic, cultural and educational spheres.

87. Further efforts were made to bolster UNESCO's country-level presence in the area of culture, in particular by earmarking an additional 1% under the regular budget for field offices to enable them to carry out joint programming activities at the country level. That was the case, for example, in Afghanistan, Bhutan, Burundi, Costa Rica, Cuba, Jordan, Mali, Mozambique, Nepal, Somalia, Sudan and the United Republic of Tanzania. A specific strategy paper for poverty reduction in Zanzibar was also finalized. In Afghanistan, within the framework of the Afghanistan Compact and the Afghanistan National Development Strategy, the UNESCO Office in Kabul has been participating actively in joint country-level planning and cooperation through the consultative group mechanism. In Mozambique, the Culture Sector strategy elaborated jointly by the national authorities and UNESCO Maputo Office resulted in an UNDAF Plus document which integrates culture, in addition to extrabudgetary projects which were approved for institutional capacity-building in culture funded by the Swedish authorities. UNESCO Hanoi Office has launched a culture sector support strategy to inform better the revision of UNDAF scheduled for mid-2007 as well as joint United Nations programmes in targeted fields such as cultural industries and cultural tourism for poverty reduction and creation of employment.

Programme IV.1 Protect and safeguard cultural heritage worldwide

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|-----------------------|---|--|---|
| Subprogramme IV.1.1 | 3,372 | 1,310 | 38.9 |
| Subprogramme IV.1.2 | 2,442 | 902 | 36.9 |
| Subprogramme IV.1.3 | 2,382 | 1,040 | 43.7 |
| Subprogramme IV.1.4 | 1,084 | 514 | 47.4 |
| Programme IV.1 | 9,280 | 3,766 | 40.6 |

(in thousands of United States dollars)

IV.1.1 Reinforcing capacity-building for the protection of World Heritage

88. The annual meeting of the World Heritage Committee was coordinated in a timely and effective manner, together with all related processes, namely, information meetings, preparation of working documents, decisions and summary report. The web-based and documentary information management tools were revised and upgraded, and expert meetings were convened to develop proposals to reform the periodic reporting process. Representativity and balance of the World Heritage List was improved with new countries joining the Convention, and with the preparation of new or revised tentative lists, as well as with inscription of sites in non-represented and under-represented countries and categories of heritage. A number of activities and projects, including

educational and promotional ones, were implemented to build capacity and strengthen the conservation of sites. The network of partners was strengthened and extrabudgetary resources mobilized from public and private sources.

89. Among the lessons learned is the need to have a more manageable agenda and concise documents for the statutory meetings; improve coherence between results and indicators through better coordination of planning between Headquarters and field offices, and to account for delays in certain cases due to external factors such as security conditions.

IV.1.2 Identifying and safeguarding the intangible cultural heritage

90. The Convention for the Safeguarding of the Intangible Cultural Heritage entered into force on 20 April 2006. Subsequently, the governing bodies of the Convention met three times between June and December 2006: the first ordinary session of the General Assembly from 27 to 29 June 2006 (UNESCO, Paris), followed by its first extraordinary session on 9 November 2006 (UNESCO, Paris) and the first session of the Intergovernmental Committee on 18 and 19 November 2006 (Algiers, Algeria). On 31 December 2006, the number of ratifications was 68.

91. Emphasis has been placed on the preparation of the implementation of the Convention through assisting the Intergovernmental Committee in drawing up operational directives for the Convention, through the organization of expert meetings, the preparation of tools to guide States Parties as well as the launching of inventory-making activities. Promotional activities continued to give visibility to the Convention and to UNESCO's action in the field of intangible cultural heritage.

92. With regard to operational activities, over 23 safeguarding plans of intangible cultural heritage elements were prepared and successfully submitted for extrabudgetary funding, virtually all of them concerning Masterpieces of the Oral and Intangible Heritage of Humanity proclaimed in 2005. Other main activities concerned the development of projects in the domains of endangered languages and living human treasures.

IV.1.3 Protecting and rehabilitating cultural heritage

93. The UNESCO Handbook "Legal Measures and Practical Tools against Illicit Trafficking in Cultural Property", has been disseminated to Member States since Summer 2006. It includes a step-by-step implementation guide of the Object ID standard and a new Supplementary Object ID Form. The dissemination of the UNESCO/WCO "Model Export Certificate" for Cultural Objects was also completed. The promotion of this Certificate may lead to a future harmonization of certificates for the export of cultural property and will therefore enhance the implementation of the 1970 Convention (requesting that a similar certificate is put in place in each State Party). Positive developments can equally be reported concerning the Cultural Heritage Laws Database, for which extrabudgetary funds were provided by the United States of America, facilitating the use of external expertise and an update of the software. Forty-six States provided their legislation for the database and several translations were undertaken of these legislations into English.

94. UNESCO was actively cooperating with Interpol and ICOM on the increasingly visible problem of the trade of cultural property on the Internet and, among others, participates in an expert group currently elaborating a draft "Letter on Basic Actions concerning the Sale of Cultural Objects on the Internet", to be addressed to respective Member States. Furthermore a "List of Experts on Iraqi Cultural Property" for consultations by Interpol has been prepared and is about to be finalized in cooperation with Iraqi authorities. In order to enhance the usefulness of the Intergovernmental Committee for promoting the Return of Cultural property to its Countries of Origin or its Restitution, the General Conference at its 33rd session amended the Statutes of the Committee, adding conciliation and mediation functions to its mandate. Draft Rules of Procedure for Conciliation and Mediation have consequently been prepared and will be considered for adoption at the next session of the Committee in May 2007.

95. Following 33 C/Resolution 45 on the elaboration of a Declaration of Principles Relating to Cultural Objects Displaced in Connection with the Second World War for submission to the 34th session of the General Conference, a first Intergovernmental Meeting to elaborate such a draft was convened from 19 to 21 July 2006. Moreover, with a view to undertaking operational activities to foster the protection of underwater cultural heritage, UNESCO has made a call for extrabudgetary funding in order to implement a training project for underwater archaeologists to obtain a more effective protection of such heritage and a better implementation of the 2001 Convention.

IV.1.4 Protecting cultural property

96. During the year, efforts were made in particular to build the capacities of museum professionals, prepare computerized inventories and establish partnerships that could provide the specialized expertise required for proper conservation and easier public access to collections. Such partnerships are sometimes difficult to establish, owing to the priorities that have already been set for several museums of the North and, above all, the considerable technological gap between the techniques that they use and the capacities of museums in LDCs. Conversely, successful experiments were carried out with some major museums and research institutions capable of using simple techniques and equipment. Partnership has accordingly been established with the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), in conjunction with the International Council of Museums (ICOM), in order to develop simple low-cost, effective teaching kits that may be provided to museums that have little resources, which also enable them to meet their primary needs. *Museum International* is now published in Chinese and the future of the French version has been secured through a new co-publication agreement. Back issues have been provided to LDCs and to countries in post-conflict situations.

97. The dispersion of regular programme resources among some 40 field offices, some of which should be strengthened for cultural activities, has resulted in highly variable activity execution rates. The coordination of resources and of programme specialists to carry out activities on a subregional basis could alleviate this problem in some cases.

Programme IV.2 Strengthen cultural policies, cultural industries and intercultural dialogue

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|-----------------------|--|---------------------------------------|--|
| Subprogramme IV.2.1 | 2,040 | 788 | 38.7 |
| Subprogramme IV.2.2 | 1,833 | 809 | 44.1 |
| Subprogramme IV.2.3 | 2,586 | 1,148 | 44.4 |
| Programme IV.2 | 6,459 | 2,745 | 42.5 |

(in thousands of United States dollars)

IV.2.1 Developing cultural policies

98. UNESCO continued its work to support Member States in modernizing their cultural policies on the basis of the recognition and enhancement of cultural diversity. Its action has been guided by two principles: development of the culture sector by meeting needs in the areas of legislation, training in cultural administration and the management of cultural resources, on the one hand, and, on the other, ensuring that culture plays its rightful role in all development policies. Specific examples of such action in respect of Africa are the commitment undertaken by African Heads of States at Khartoum in January 2006 and the celebration of the fiftieth anniversary of the First International Congress of Black Writers and Artists in Paris, in September 2006.

99. The *UNESCO Universal Declaration on Cultural Diversity* continues to stand as an enduring reference in policy and institutional debates worldwide and its principles are still being integrated into local, national, regional and international cultural policies. In addition to many references, the Report of the High-Level Group on the Alliance of Civilizations states that the principles inherent in civic and peace education are enshrined in both the *Universal Declaration of Human Rights* and the *UNESCO Universal Declaration on Cultural Diversity*.

100. Several activities have been initiated to raise Member States' awareness of the implications of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, including the drafting of two documents: "Ten Keys to the Convention", providing a historical analysis of the Convention, and "30 Frequently Asked Questions concerning the Convention", which takes a more technical approach. Technical partnerships have been established or strengthened with several bodies such as the Council of Europe, the International Organization of the Francophonie (OIF), the African Union (AU) and the European Network of Cultural Administration Training Centres (ENCATC).

IV.2.2 Promoting intercultural dialogue

101. Interest has grown in intercultural dialogue, under which interfaith dialogue is a flagship activity for the biennium. Priority has been given to making civil society and public authorities aware of the need to respect both the diversity of cultures, having particular regard to the use of religious images, expressions and symbols, human rights and fundamental freedoms.

102. To that end, consultation platforms between various partners have been established (Council of Europe, ALECSO, ISESCO, Alliance of Civilizations, ASEM, United Nations Permanent Forum on Indigenous Issues, Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures, United Cities and Local Governments, UNESCO Chairs on interreligious dialogue for intercultural understanding and several NGOs). The main objective of these policies – most of them accompanied or preceded by research – is to promote the exchange of ideas and practices among the leaders of the various currents of humanist thought, religions, faiths and denominations with a view to the mutual enhancement of their underlying values, thus improving mutual understanding and respect between different cultural communities. UNESCO is now being called upon increasingly either to initiate or to support programmes that promote intercultural dialogue so that the principle of genuine mutual understanding will permeate all cultural policies and institutions.

103. The 2006 Children's Performing Arts Festival of East Asia (CPAF) was held in Ulaanbaatar, Mongolia, in July 2006, by UNESCO and co-organized by the Mongolian National Commission for UNESCO. Young representative performers (aged 5-15) from the Democratic People's Republic of Korea, Japan, Mongolia, People's Republic of China (including Macao SAR and Hong Kong SAR) and the Republic of Korea, engaged in intercultural sharing and exchange with other participants as well as the audiences at this annual event organized since 2001 in the subregion.

IV.2.3 Sustaining cultural industries and crafts

104. In taking action to develop cultural industries, seek new partnerships and promote crafts, priority was given to the fields in which UNESCO has asserted its competence most strongly while reviewing methods and continuing to explore new fields. Although Africa has emerged as the priority, in particular, in several sectors, owing to cooperation between Headquarters and the field offices, no other region or field has been neglected. Particular effort has been made to pay attention to LDCs and post-conflict countries such as Liberia and target groups such as young people, in particular through the DigiArts project, and women, especially craftswomen and more particularly those of the Indian Ocean.

105. Translation activities have been central to the promotion of multilingualism approach. The drive for concentration has been especially apparent in the field of copyright, in which significant

initiatives have been taken to combat piracy. In methodological terms, the network of members of the Global Alliance for Cultural Diversity, for which financial and material support has risen sharply, has grown steadily. Other innovations have been pursued and include the Artists in Development programme, covering projects on development, the sustainability of local learning outcomes in film, photography, arts festivals and the crafts, the award of the UNESCO Seal of Excellence for Crafts, tested on the basis of crafts and extended from Asia to the Caribbean, and “Creative Cities” of which several thematic networks are being established. Targeted publications have been produced as educational or decision-making tools in various fields and exhibitions have been held in order to promote traditional and contemporary creativity.

106. Progress has been achieved in promoting intersectorality in the field of languages, with the holding of the World Conference on Arts Education in Lisbon, which was one of the landmark events of the year, the workshop on the training of trainers to combat piracy in Windhoek, the South-South Cooperation Forum in the creative industries in Brazzaville and the symposium-workshop on textile dyes held in India and attended by more than 600 participants from all over the world.

MAJOR PROGRAMME V – COMMUNICATION AND INFORMATION

Overall assessment

107. The implementation of Major Programme V (Communication and Information) continued to attain strategic objectives 10, 11 and 12 assigned to the programme in the Medium-Term Strategy for 2002-2007 (31 C/4), namely “promoting the free flow of ideas and universal access to information”, “promoting the expression of pluralism and cultural diversity in the media and world information networks” and “access for all to information and communication technologies, especially in the public domain”. The main strategy was on operationalizing the concept of building knowledge societies along with its four key principles, through both concrete action and awareness raising activities.

108. Within the framework of the principal priority Programme V.1 “Empowering people through access to information and knowledge with special emphasis on freedom of expression”, action was consolidated to attain the four main thrusts (i) promoting freedom of expression and freedom of the press; (ii) creating an enabling environment which is conducive to and facilitates universal access to information and knowledge; (iii) developing effective “infostructures”; and (iv) stimulating the development of and access to diverse content.

109. The celebration, on 3 May, of the World Press Freedom Day, and the outcomes of the international conference on “Media, Development and Poverty Eradication” held on that day, in Colombo, Sri Lanka, reaffirmed the fundamental principles of freedom of expression and press freedom, while highlighting that press freedom is part of the agenda for a human-based rights approach to development and poverty eradication as elaborated in the United Nations Millennium Declaration and the Millennium Development Goals (MDGs).

110. During the period under consideration, main activities included the promotion of policies and standards to raise awareness and monitoring progress towards universal access particularly by focusing on the implementation of the outcomes of the World Summit on the Information Society (WSIS, Phases I, Geneva, and II, Tunis) and within the framework of the Information for All Programme (IFAP) and its three strategic priorities – information literacy, information ethics and information preservation – by consolidating its operational functions through the implementation of concrete activities.

111. Continued emphasis was put on fostering community access through training of information and media professionals. In this context, UNESCO launched a comprehensive mapping exercise of media training institutions in Africa with a view to identifying at least 15 to 20 institutions, which

would have the potential to become centres of excellence in training, and to mobilize international support for that purpose. This approach is a significant improvement over the current ad hoc practice where support for training events has been determined largely by the partners' requests.

112. Efforts were directed towards strengthening institutions that facilitate community access, particularly Community Multimedia Centres with their capacity to contribute to poverty alleviation, sustainable development, good governance, social inclusion and participative democracy. Support was also provided for the development of libraries and archives, and information service providers.

113. Strategies for the preservation of analogue and digital documentary heritage through the Memory of the World Programme were developed, and activities that aim at enhancing multilingualism and the presence of languages in cyberspace were implemented. Public service broadcasting was also promoted through the development of exchange and co-production programmes.

114. Under Programme V.2, Promoting communication development and ICTs for education, science and culture, actions were geared towards two main objectives (i) supporting the development of communication media, including in conflict and post-conflict areas and post-disaster situations; and (ii) enhancing learning opportunities through access to diversified contents and delivery systems, thereby contributing to achieving the EFA target goals and the WSIS Action Plan, and strengthening capacities for scientific research and information sharing.

115. The crucial importance of the International Programme for the Development of Communication (IPDC), as UNESCO's main instrument to support media development, including professional and institutional capacity-building was confirmed by the external evaluation of IPDC carried out in early 2006. The evaluation commended the improvements in the IPDC's working methods and the innovative manner in which the programme implements and funds projects as a result of a three-year reform plan acknowledged. As a consequence, the donors supporting IPDC have significantly increased their financial support to the Programme in 2006, enabling it to mobilize a total of nearly \$2.7 million for media development projects.

116. Assistance to media in open and post-conflict situations was provided to Afghanistan, Iraq, Sudan, Democratic Republic of the Congo and Liberia through the Media Assistance Programme. In South Eastern Europe, the Programme was phased after seven years in order to focus on other priority countries. Through this Programme, UNESCO has continued to develop and consolidate its partnership for post-conflict media assistance with other United Nations organizations, namely UNDP and OCHA, as well as with notable media NGOs.

117. One of the main achievements of this period was the strengthening of strategic partnerships and alliances resulting in a greater impact and better prioritization of activities, especially for resource mobilization. In this context, cooperation with the private sector led to achieving progress in fostering community access and diversity of content. Cooperation with Sonatel in Senegal is a model for public-private partnership that directly benefits community multimedia centres across the country. Important results were also achieved with the UNESCO/Microsoft cooperation framework including the development of a novel "ICT Competency Standards for Teachers" in cooperation with private sector partners: Microsoft, Intel and Cisco.

118. The CI Sector continued to spearhead intersectoral action in areas such as ICTs in education, jointly with Major Programme I; broadening access to scientific and technological information through media and ICTs, with Major Programme II; the use of ICTs to foster cultural and linguistic diversity in the media and in cyberspace, in cooperation with Major Programme IV. A notable initiative to improve access to scientific knowledge commenced with UNESCO's-BBC World Trust partnership to provide high-quality science documentaries to national broadcasting services in 49 developing countries. Considering the critical lack of high quality science content, the audiences in these countries will certainly benefit from this important initiative, which will directly contribute to the public service remit of national broadcasting services.

Programme V.1 Empowering people through access to information and knowledge with special emphasis on freedom of expression

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|----------------------|---|--|---|
| Subprogramme V.1.1 | 3,487 | 1,793 | 51.4 |
| Subprogramme V.1.2 | 6,564 | 3,316 | 50.5 |
| Programme V.1 | 10,051 | 5,109 | 50.8 |

(in thousands of United States dollars)

V.1.1 Creating and enabling environment for the promotion of freedom of expression and universal access

119. The celebration of the World Press Freedom Day on 3 May 2006 and the award of the UNESCO Guillermo Cano World Press Freedom Prize were among prominent activities aimed at sensitizing governments, civil society and the public at large on the importance of promoting freedom of expression and freedom of the press. The events organized in different regions to celebrate the Day were widely covered by the international media and gave high visibility to UNESCO's action. The main theme of the celebration in 2006, which was also the theme of the international conference held in Colombo, Sri Lanka, was the linkage between media and poverty eradication. The discussions engaged major institutions and organizations such as the World Bank, media professional organizations, bilateral donors and United Nations agencies. UNESCO was requested to develop entry points for press-freedom-focused approaches to poverty eradication.

120. UNESCO continued its efforts to encourage professional self-regulation, investigative journalism, as well as high ethical standards to provide the general public with fair and accurate information, thereby promoting transparency and accountability of national authorities and other institutions.

121. In accordance with the Tunis Agenda for the Information Society, UNESCO was designated facilitator for the following six WSIS Action Lines: Access to information and knowledge (C3); E-learning (C7); E-science (C7); Media (C9); Cultural diversity and identity, linguistic diversity and local content (C8); and Ethical dimensions of the Information Society (C10). The Organization started establishing mechanisms for information gathering and exchange, for example through consultation meetings held in February and October 2006, in Geneva, Paris and Beijing; consolidating stocktaking, through online tools; facilitating review processes; and channelling insights gained during the implementation process to the relevant policy forums.

V.1.2 Fostering community access and diversity of content

122. The institutional and professional capacity of communication training and broadcasting institutions was enhanced, which contributed to capacity-building of pluralist media and diversified content. Special attention was given to training women media professionals.

123. Following the external evaluation of UNESCO's action in the field of public service broadcasting (PSB), priority was given to improving access to information and knowledge, investigative journalism and quality content on major development and societal issues. The transformation of state broadcasters into editorially independent public service institutions became a priority.

124. The development of infostructures including archives, community centres and information service providers formed another focus of UNESCO's action to address the issue of community

access and diversity of content while developing strategies for preservation. For example, an experts meeting on the creation of a World Digital Library, involving the private sector and major libraries of the world provided the underlying framework to address issues of search and retrieval in a multilingual environment. By increasing the availability of collections in their language of creation, the Library will be a significant factor in broadening diverse content, multilingualism, and increasing digital representation in cyberspace, which is being promoted as part of the WSIS follow-up.

125. Training was also fundamental to ensuring deeper impact with respect to people with special needs and young people, particularly through the development of specially designed web-based training material. This was boosted through sustained efforts to associate private partners with programme implementation and has resulted in strengthened existing relationships, and the development of new corporate partnerships that are being formalized with Apple, Cisco and Sun Microsystems. During the reporting period, new donor funding amounting to \$6,720,000 was received, an unprecedented achievement that exceeded expectations.

126. Significant progress has been achieved through UNESCO's Community Multimedia Centres Programme providing a crucial tool for poverty alleviation, sustainable development, good governance, social inclusion and participative democracy. Following an external evaluation of the CMC Programme greater priority is placed on intersectoral synergy and collaboration among UNESCO's wide ranging work with community media, ICTs and other community access platforms, e.g. community learning centres and cultural and science centres. The total number of CMCs in operation or in process of establishment is now close to 130, including some 70 centres that are part of large-scale multi-stakeholder national CMC initiatives in Cameroon, Mali, Mozambique and Senegal.

127. Quality audiovisual productions from developing countries were supported, produced and distributed. Important international exposure to local productions was achieved through festivals, where UNESCO-supported productions collected prestigious prizes and reached important audiences. UNESCO's Audiovisual E-platform, which hosts productions from more than 80 countries, celebrated the consolidation of an important online community of 2,700 members for the promotion of cultural and linguistic diversity through the AV media.

Programme V.2 Promoting communication development and ICTs for education, science and culture

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|----------------------|---|--|---|
| Subprogramme V.2.1 | 2,344 | 1,110 | 47.4 |
| Subprogramme V.2.2 | 589 | 251 | 42.5 |
| Programme V.2 | 2,933 | 1,361 | 46.4 |

(in thousands of United States dollars)

V.2.1 Fostering media development

128. In 2006, UNESCO successfully consolidated its role as a major facilitator for international cooperation in the field of media development, through its regular programme and the International Programme for the Development of Communication (IPDC). Through its projects, IPDC has contributed to sustaining a global network of media professionals and organizations that are working under difficult conditions to promote free independent and pluralistic media in their countries and regions.

129. The donors have significantly increased their financial support to the Programme in 2006, enabling it to mobilize a total of nearly \$2.7 million. This confidence can in part be explained by positive independent evaluation, which recognized "significant and impressive changes ... within the IPDC" and "remarkable effort in implementing the reforms of the working methods".

130. Training for media professionals was further enhanced. Community media, particularly radio and multimedia centres were set up and scaled up. In addition, UNESCO has launched a multi-stakeholder consultation to define indicators on media development. The development of such indicators will enable media professionals, policy-makers, development agencies and project proponents to analyse the various elements of media systems and to foster communication development at the country level through capacity-building and strengthening professional training institutions, especially in Africa, LDCs and SIDS.

V.2.2 Advancing the use of ICTs in education, science and culture

131. UNESCO's emphasis on harnessing the power of ICTs for education, including the use of ICTs to improve and expand literacy and teacher training was enhanced in 2006. In addition, special efforts were made to make high quality open educational and scientific resources available through an online platform. UNESCO has also taken the lead in developing standards for teacher training to ensure that they have the necessary ICT competencies in order to bring the benefits of emerging technologies to the learning processes. Setting standards and benchmarks for ICT competencies to be followed by content providers worldwide has been the core of UNESCO's activities within this subprogramme.

132. The Organization also focused on the establishment of online collaboration environments for educators in order to share resources and experiences. Furthermore, a number of strong strategic partnerships with the private sector led to the establishment of a framework to build digital global libraries serving open educational and scientific resources.

133. UNESCO, in cooperation with the BBC Worldwide and with financial support from the British Government, provided high-quality television programmes on science and technology to developing countries in Africa and Asia. Under a Memorandum of Understanding, signed by the BBC and UNESCO in September, the Organization acquired the rights for 46 titles in the award-winning BBC Horizon series for distribution in 41 African and nine Asian countries. Basic sciences, including life sciences are among the subjects covered by the programmes, alongside ecology and earth sciences – including disaster mitigation and topics such as Einstein's theory of relativity, tsunamis and gene therapy.

134. The Organization's science communication initiative promotes science journalism through support to media training institutions by increasing their local capabilities in science writing and science reporting. The programme is supplemented by capacity-building activities in LDCs which are being conducted in partnership with the Science Development Network and UNESCO field offices. Science journalism has a fundamental role to play in building the capacities of national research and development programmes in LDCs by establishing a bridge between scientists and the public. However, increasing economic and commercial pressures on media lead to important cuts in scientific beats and the production of scientific programmes, and thus journalists' motivation has declined in taking up the scientific beat.

UNESCO INSTITUTE FOR STATISTICS

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|---------------------------------|--|---------------------------------------|--|
| UNESCO Institute for Statistics | 9,020 | 4,510 | 50.0 |

(in thousands of United States dollars)

135. The UNESCO Institute for Statistics (UIS) has made important progress throughout 2006 in relation to its four main lines of action: improve the UNESCO cross-national database; develop new statistical concepts, methodologies and standards; strengthen statistical analysis and dissemination of policy-relevant information; and statistical capacity-building.

136. The UNESCO database is the Institute's first priority. Efforts to improve the quality, coverage and timeliness of UIS data must be seamlessly integrated into every step of the data collection process – from the design of survey questionnaires to the dissemination of results. Consequently, the UIS worked closely with Member States to clarify the definitions and reporting requirements of its surveys. This occurred through technical documents, regional workshops and individual consultations. This strategy has led to steady improvements in the response rates of countries.

137. This work combined with improved internal procedures has enabled the UIS to deliver data to its major clients one month earlier in 2006 than in previous years. In particular, UIS education and literacy data were featured in major reports and international databases, such as: the World Development Indicators (World Bank), the Human Development Report (UNDP), the State of the World's Children (UNICEF) and the Millennium Development Goals (MDGs). As a close partner of the Education for All (EFA) Global Monitoring Report team, the UIS contributed data and analyses to the 2007 edition of the report.

138. **Improving data quality:** the Institute has also a proactive approach to improve data quality by developing new statistical concepts, methodologies and standards. This work is essential to ensure that Member States and the international community can effectively use UIS data for informed policy-making at all levels.

139. Through the World Education Indicators (WEI) Programme, for example, the Institute worked with a group of 17 countries. National statisticians gained experience in designing innovative surveys and indicators on a range of issues, from education finance to conditions in primary schools (results to be released in 2007). A new series of annual reports has been introduced to allow WEI countries to compare their results with similar data from the OECD countries.

140. In 2006, a new literacy forecasting model was implemented to improve data quality, specifically for EFA and MDG monitoring. However, the nature of these data remains limited. Therefore the development of a more comprehensive survey is being pursued through the Literacy Assessment and Monitoring Programme (LAMP). The central aim is to enable industrialized and developing countries to measure a full range of literacy and numeracy skills among diverse populations.

141. Over the past year, work has been undertaken closely with the pilot countries to finalize and translate all of the associated procedures, documents and instruments. The Palestinian Autonomous Territories conducted the first pilot test, with subsequent trials scheduled for the near future.

142. In light of the resources required to develop a new survey in any field, the UIS has sought to adapt existing tools to the needs of developing countries. For example, the OECD uses a range of questionnaires to collect S&T statistics. Developing countries could gain valuable insight from these surveys but face difficulties in using them. Guidelines have therefore been produced on how

to adapt these instruments which are now published as annexes in OECD publications. This strategy is also being applied in the fields of culture as well as information and communication statistics.

143. Reinforcing national capacities: improving data quality and statistical capacity-building (SCB) are inextricably linked. By working closely with Member States, the UIS is able to produce more timely, relevant and internationally comparable statistics. The SCB activities can be roughly divided into two programmes. To begin with, regional workshops are organized regularly with national statisticians to resolve technical issues and to develop new indicators that better respond to their policy needs.

144. At the same time, work is being carried out individually with countries to help them identify problems in their statistical systems and adapt new information management systems. These extrabudgetary projects are facilitated by the Institute's network of regional advisers based in UNESCO regional offices in Africa, Latin America and Asia.

145. In particular, the European Commission has been financing SCB projects tailored to the needs of 11 countries. In Ethiopia, Guinea and Niger, for example, the priority in 2006 was to train more than 30,000 school principals on the use of school census forms. Yet in Bangladesh, Pakistan and Viet Nam, education planners focused on the analysis and use of education indicators.

PROJECTS RELATING TO CROSS-CUTTING THEMES

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

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|---|--|---------------------------------------|--|
| Total, Eradication of poverty especially extreme poverty | 2,618 | 1,149 | 43.9 |

(in thousands of United States dollars)

146. The cross-cutting theme projects (CCTs) on the eradication of poverty, especially extreme poverty were planned and implemented with a view to addressing the following issues: Research-Action-Policy, ranging from concrete activities in the field reaching local beneficiaries to empirical research ending in policy recommendations addressing the long-term objective of social change. Small-scale pilot projects were planned and implemented to raise awareness of specific issues of relevance to the work of the Organization and to offer models to be replicated as well as a set of alternative solutions and recommendations. The expertise of the Organization in its five fields of competence contributed to tackling the issue of poverty in a way consistent with the United Nations Human Rights approach framework. During the reporting period, 13 projects were implemented that focused on the eradication of poverty, especially extreme poverty in all regions. The projects emphasized the mainstreaming issues of Africa, LDCs, women and youth. Intersectorality was emphasized with each project being designed and implemented by teams involving at least two sectors and at least one field office.

01611 Enhancing the socio-economic skills of deprived youth in the Arab States

147. In order to improve the socio-economic skills of marginalized youth in Lebanon, Egypt, Sudan, Yemen and the Palestinian Territories and to facilitate their employment, training manuals on life and economic skills were developed and tested during subregional and national workshops held in Egypt and Lebanon. A training of trainers workshop was then held to train local NGOs in Egypt and Lebanon on how to use these training manuals. In order to build the capacity of already established Community Learning Centres in Lebanon, training manuals on Community Learning Centres were published and disseminated. To support early recovery efforts in Lebanon after the

recent conflict, a training of trainers workshop was held for NGOs, parents and teachers on psychosocial support for affected children in South Lebanon. In addition, national youth policies were promoted through two studies that were conducted on youth policy in Lebanon. There was some difficulty in implementing the project in Lebanon and the Palestinian Territories due to the political situation and the conflict that occurred last summer.

01612 Breaking the poverty cycle of women: empowering adolescent girls to become agents of social transformation in South Asia

148. Many marginalized adolescent girls and boys have been integrated into primary and secondary schools, and are actively participating and taking leadership roles in various community development activities in all of the project sites where broad-based learning and life skills programmes have been launched (India, Bangladesh, Nepal and Pakistan). Within the LIFE framework, the project is being enlarged beyond the CCT sites to include additional sites in Bangladesh, and in India this model is being replicated by other NGOs. Within the context of this project, curriculum, diverse materials and training modules developed for enhancing capabilities of adolescents have been reviewed and good practices in non-formal education, in popularization of science, access to ICTs and micro-finance for rural young people are being documented. In Pakistan, advocacy tools have been developed with the collaboration of the Directorate of Literacy and Non-Formal Education, which was established under the Government of Baluchistan in Quetta, and a study was conducted on Reflective Learning Centres as a good delivery mechanism for reaching adolescents girls in rural areas in Pakistan. To popularize science, science tool kits and readers on science themes have been prepared for rural learners and neo-literate, and the Pakistan Science Foundation has prepared a script for a pictorial book on water-related issues which will be reviewed at the Technical Committee to be held in February 2007. The valuable contribution of the science-related activities of the project to the popularization of science was recognized by the National Council of Science and Technology Communication (NCSTC) in India, that has agreed to provide support in setting up science centres in the project sites.

02411 Indigenous building technologies in Central Asia and Afghanistan

149. To sensitize and train local community leaders, architecture and engineering students and professionals on the value of traditional architecture and technology, a Russian language training manual on traditional techniques for the construction and repair of earth architecture was translated into local languages, published and distributed to educational institutions and libraries; training was conducted on the conservation of earthen structures for conservation professionals from Central Asian countries and Afghanistan; conservation was completed on historic sites (Fayaz Tepa Buddhist Ruins, Termez, Uzbekistan); and pilot demonstration buildings were completed and/or restored (Boysun Crafts Training Centre, which includes a museum; the Tashkent silk weaving/natural dye workshop building; the restored brick-making centre and the extension of the Khiva silk weaving/natural dye workshop in Mazar-i-Sharif, Afghanistan). Due to the success of the Boysun Crafts Training Centre, it received two UNESCO SEAL of Excellence Awards and both Ayaz Kala and Fayaz Tepa have been included in tentative list for serial nomination of Silk Roads sites.

02412 The UNISOL-TAPE alliance against poverty

150. To promote access to technology as a tool for poverty eradication and sustainable development, networks (such as the Technology Knowledge Network, TeckKnowNet) were established; partnerships were developed with universities and NGOs in the international engineering and the technology community field; information, learning materials, and a rights-based approach were developed and disseminated; and project-based activities on engineering, technology and poverty eradication where promoted in conjunction with the DaimlerChrysler-UNESCO Mondialogo Engineering Award, which began a second round in 2006-2007.

151. UNISOL also helped to improve the access of the poor to medical and social services by informing evidence-based policy making through best practices exploited by community-based information systems, and consolidating research policy links. In this regard, a community-sensitive database that takes into account health indicators together with social determinants of health (e.g. cases of specific illnesses, environmental health, food availability, expenditure, etc.) that allows decentralized district hospitals and local governments to base their decisions on scientific evidence is now functioning in seven of Kenya's 80 districts and is also being implemented in some districts of Uganda and the United Republic of Tanzania. In April 2006, it was adopted as the Kenyan Government model for health information systems. UNISOL policy-research links were also consolidated by the alliance with the Social Aspects of HIV/AIDS Research Alliance (SAHARA) (an international network coordinated by the Human Sciences Research Council of South Africa). To further the linkages between policy and research, two workshops, co-sponsored by the Minister of Social Development of South Africa and by SAHARA, gathered representatives from seven countries during the International Forum on the Social Science – Policy Nexus (February 2006, Buenos Aires, Argentina) on the theme "Informing public health policies with salient social research results". In addition, a conference flyer was published and a preparatory meeting was held for the organization of an international conference (to be held from 29 April to 4 May 2007 in Kisumu, Kenya) that will focus on how UNISOL can be used as a powerful advocacy mechanism informing evidence-based policy-making through best practices exploited by community-based information systems.

03311 Small grants programme on poverty eradication: building national capacities for research and policy analysis

152. Young mid-career professionals were empowered to contribute to poverty eradication strategies and national action plans in sub-Saharan Africa, South Asia and Latin America and the Caribbean through the small grants programme. Beneficiaries of the grants received coaching from regional experts while conducting policy research on the extent to which "pro-poor policies and related national actions are actually contributing to improved livelihoods and participation of the poor in areas of UNESCO's competence". These research reports will be discussed during an international meeting to be held in Lisbon in March 2007, where the reports to be published will be selected.

03312 Urban poverty alleviation among young and female migrants in China and Mongolia

153. To develop and disseminate a model for the sustainable integration of migrants and to have an impact on migration policies through policy recommendations at the national level, a consultation process on the first policy recommendations with the local and provincial government and partners was carried out in three pilot sites all over the country: Chifeng, Diqing and Shanghai. In addition, the six policy papers on Urban Poverty Reduction among Migrants were published and presented at the International Conference on Migration that was held in October 2006 with the CASS team. To draw public attention to the situation of migrants in the city, stimulate critical and constructive debates about the necessity of integrating the migrants into the urban fabric, and provide a forum for interaction and exchange between migrants, urbanites, researchers, NGOs and artists, the "Together with Migrants 2006 Festival" was organized in June 2006. The event was attended by over 3,000 people (researchers, experts, students, artists, migrants, urban citizens, etc.) and attained substantial media coverage in the Chinese and international press.

03313 Fighting human trafficking in Africa

154. Capacities of local, national and regional leaders and institutions to efficiently fight human trafficking was strengthened, and awareness was raised on human trafficking through the printing and dissemination of policy papers for Mozambique and Nigeria among relevant stakeholders; increased cooperation with key regional and international organizations in western and southern Africa to raise awareness among policy-makers about the tools for fighting human trafficking; and

the organization of training of trainers on the sociocultural approach to human trafficking in Africa in collaboration with the UNESCO Bangkok Office in Paris (October 2006).

03314 Contributing to the eradication of poverty by strengthening human security in Benin, Burkina Faso, Mali, Niger and Senegal

155. Operational national follow-up and reflection committees were set up in five countries (Benin, Burkina Faso, Mali, Niger and Senegal), thereby ensuring better integration of the “poverty as a human rights issue” approach into the Poverty Reduction Strategy Papers (PRSPs). In Benin, an ad hoc committee to encourage reflection was established by the Ministry of Justice, Legislation and Human Rights and took part in the national consultation on the theme “poverty as a human rights issue” organized by the authorities of Benin in September 2006, in cooperation with UNESCO. In Mali, where a national consultation on the same theme was held in June 2006, three pilot studies are being finalized and training was provided to the thematic groups for the drafting of the second-generation PRSPs. In Niger, a two-day training session for the thematic groups responsible for drafting the PRSP was held in conjunction with the CCT project “Small research grants”; the action plan developed by two working groups during the national consultation was adopted and received funding from the ministry in charge of its implementation. In Senegal, in addition to holding a working meeting on this theme in July 2006 in Dakar, the national committee was involved in reviewing PRSP 2 in the light of this new approach. In conclusion, while the slow progress of activities has sometimes been noted, particularly in view of the lack of responsiveness of some national committees, close collaboration with the focal points of the projects and the commitment of partners have contributed to mobilizing extrabudgetary funds amounting to €257,000 for two projects in Niger.

03315 Building capacities to deal with poverty eradication

156. The overall aim of the project is to coordinate and build capacities relating to UNESCO’s poverty eradication policies, programmes and projects, in particular in the framework of the cross-cutting theme “poverty eradication” and the 13 projects implemented in this context. The project aims to provide conceptual support, information and appropriate methodological tools for project teams; to develop a conceptual framework to operationalize the Millennium Development Goals (MDGs) based on the concept of poverty as a human rights issue; and to train project teams in the various approaches and concepts used in the poverty reduction strategies: MDGs, PRSPs, human rights-based approach, and so on.

157. Several publications were produced in line with the graphic charter developed by the Coordination Unit so as to provide a series of publications representative of all the CCT projects on poverty eradication. The brochure summarizing the objectives and results of 22 projects is being finalized. A film and a photographic exhibition showing the results achieved after five years of programme implementation were produced. The strategic guidelines documents published in the context of the CCT projects were revised by the SHS Coordination Unit to ensure their conceptual coherence (human rights-based approach to poverty eradication, poverty, MDGs, etc.). Already established partnerships (CROP, UNDP, SURF/DAKAR, University of Quebec, ATD Fourth World, NGO Juristes-Solidarités, OHCHR) were strengthened. New partnerships were established with the University of KwaZulu-Natal (Durban, South Africa) and the NGO Politique et Pauvreté. A group of experts was set up, the first meeting of which will be held in March 2007.

04311 Development of cultural and eco-tourism in the mountainous regions of Central and South Asia

158. To bring economic opportunities and employment to isolated mountain areas and to poor local populations in the project areas, the project created entrepreneurial activities, and protected and revitalized the cultural and natural heritage in an effort to promote sustainable development. The project has greatly increased community participation in the development of sustainable cultural tourism and ecotourism in some of Asia’s poorest and most isolated mountain

communities. Following a project writing workshop held in December 2005 in New Delhi, India, which focused on extracting best practices and lessons learnt from activities undertaken, and ways in which these might be applied in the region and beyond, a policy paper was published, which will be widely disseminated. The publication will serve as a means of helping to raise the profile of the programme, as well as being a powerful advocacy tool for community-based development in very isolated and poor areas of these countries, and as a showcase for the cultural and natural heritage of the region.

04312 Youth Poverty Alleviation through Tourism and Heritage (Youth PATH)

159. To contribute to the establishment of effective linkages between national poverty reduction strategies and natural and cultural heritage preservation in nine project sites in the Caribbean, training modules have been created to identify core elements required for youth to be trained and employed in the field of heritage tourism as cultural heritage site operators/managers. Site-specific projects have been designed to suit local environments and tradition, including two new sites (Saint Kitts and Nevis and Grenada) that opened in 2006 under an accelerated training module. The involvement of partners, such as the National Commissions, which have assisted in ensuring the effective implementation and monitoring of the project in Member States, is essential. There were some communication difficulties experienced in the nine project sites as they are located in remote communities that lack easily accessible communication systems to facilitate consistent evaluation and assessment of progress made. Furthermore, due to the six-year span of the project, in some cases, youth who started with the project were forced to move on to other areas/activities before the completion of all courses/modules. However, general drop-out percentages were very low.

04313 The Sahara of cultures and peoples

160. The initial conclusions of the project, the objective of which is to propose an innovative strategy for eradicating poverty through culture, the dissemination of best practices and awareness-raising among stakeholders in the field, were presented successfully at six forums and seminars, including at UNESCO, on the International Day for the Eradication of Poverty. The conceptual approach to poverty eradication as a cultural rights issue, in particular, was presented to decision-makers and experts from the various United Nations agencies, WTO, UNEP, UNDP and the Secretariat of the Convention on Biological Diversity and developed in the context of the International Year of Deserts and Desertification.

161. This innovative strategy was tested in pilot projects in the field, implemented in Algeria, Mali, Morocco, Mauritania, Niger and the Sudan, which helped to sensitize key stakeholders of development – public, private and NGOs – to the conceptual approaches to poverty eradication and to best practices. The lessons drawn and experience acquired from these pilot projects were used for the preparation of a strategic guidelines document, a training kit and an educational film, now being finalized. This project, which contributed to building capacity among development stakeholders in the field, also helped to promote and achieve recognition of UNESCO's added value in the development of poverty eradication strategies.

05311 Innovative applications of ICTs for poverty reduction and achievement of MDGs

162. In order to apply innovative ICT solutions and localize content to contribute to fighting poverty and achieving the MDGs, research on ICT applications that support the MDGs was conducted and shared through publications. These publications focused on the role of Ethnographic Action Research (EAR) researchers and information mobilizers in identifying information needs and facilitating access to telecentres/Community Multimedia Centres. To sensitize policy-makers at the national level and ICT communities to the role of ICTs in poverty reduction, content on poverty reduction and other MDG-related goals was developed and distributed using innovative local channels: online networks, local cable television networks, offline methods and national television networks. Content included a policy paper on the role of ICTs in poverty reduction, a DVD entitled

“Stories from Grassroots-Digital Stories addressing the Millennium Development Goals”, and a photo publication that captures the essence of empowerment in community access centres in Sri Lanka, India and Nepal. Furthermore, the usage of ICTs by the poor and the marginalized in selected communities was promoted through awareness-raising activities, community-based training and production, and by supporting the establishment of multimedia facilities, community television and community exchange networks.

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

| | Work plan allocations 2006-2007 \$ | Expenditure as at 31.12.2006 \$ | Expenditure vis-à-vis allocation at 31.12.2006 % |
|---|--|---------------------------------------|--|
| Total, The contribution of ICTs to the development of education, science and culture and the construction of a knowledge society | 2,846 | 1,259 | 44.2 |

(in thousands of United States dollars)

163. The Communication and Information Sector, in its capacity as the lead sector, continued to spearhead projects under this cross-cutting theme. Experience from the previous biennium demonstrated that successful cross-cutting theme projects are based on sustainability, intersectorality and teamwork. Sustainability is a crucial success factor which can only be ensured through joint efforts and well established partnerships. During the reporting period, efforts were pursued to mobilize extrabudgetary contributions to complement regular programme resources available and to increase the impact of activities. A number of projects have benefited from such contributions and partnerships which allowed the strengthening of ongoing activities within this cross-cutting theme.

164. Limited internet access and lack of harmonized open and distance education systems at the national level are some of the challenges to be overcome in implementing ICT projects. Capacity-building also remains a critical challenge in this area. The identification of similarities, sharing of experience and best practices, and the establishment of information exchange networks may allow for much broader and in-depth policy consultations and collaboration.

01621 Higher education open and distance learning knowledge base

165. The project aims to contribute to the development and provision of quality higher education through open and distance learning (ODL) in developing countries and countries in transition. In this context, two regional meetings were held in February 2006 for capacity-building of partners; open and distance learning standards were developed and new sites introduced to taxonomy; an International Internet Forum held in March 2006 established the basis of an international community of practice on quality ODL. Two new regional information databases were successfully launched in the Arab States and in Latin America and the Caribbean; and new contents developed with regional partners.

01622 The application of remote sensing for integrated management of ecosystems and water resources in Africa

166. International cooperation and transfer of technology were reinforced with the Canadian Space Agency and Norwegian institutions that work in the environmental field including the Nansen Environmental Remote Sensing Institute, the Norwegian Meteorological Institute, the Geophysics Institute, the University of Bergen and the Institute of Marine Research. UNESCO Chairs were created, which led to increased networking in this area. Remote Sensing tools were used to meet national development goals that focus on the integrated management of water resources and ecosystems in an effort to contribute to poverty reduction. National project results were translated

into decision-making tools for governments and various users. The Draft of the NEPAD Strategy on the Applications of the Remote Sensing for Sustainable Development in Africa was developed.

167. As a result of the First Pan-African Leadership Workshop on Operational Oceanography and Remote Sensing in Africa held in Cape Town, in November 2006, the Network of African Universities and Research Centres in Remote Sensing and Networks of African Regional Large Marine Ecosystems (LMEs) and WATER programmes were developed to reinforce international cooperation. North-South cooperation was strengthened, especially with the Joint Research Institute of the European Commission; the Norwegian Meteorological Institute, the Universities of Bergen and Southampton, the US-National Oceanographic and Atmospheric Administration (NOAA). Synergy with the European Space Agency (ESA) led to the contribution and involvement of the African Remote Sensing Network in the ESA-Tiger Workshop 2006 held in Cape Town. Promotional materials including CD-ROM and information-sharing tools are in progress, aimed at promoting public awareness and supporting fund-raising initiatives.

168. The project's sustainability is ensured with the following extrabudgetary contributions: (i) US \$350,000 from the Flanders to support the consolidation of the networks through the project – "Remote Sensing Applications in the framework of FET-WATER, SIMDAS and GOOS-AFRICA Programmes" (2007-2011); (ii) the establishment of an African-Private Sector Partnership with the International Association of Oil and Gas Producers in the world (OGP) including TOTAL, BP, SHELL, EXXON, STATOIL; the AMEC Earth and Environmental Company. A joint Africa-Norwegian Scientific Team is developing project proposals to be submitted to Norwegian Foundations for funding.

01623 ICTs for the promotion of literacy, especially in E-9 countries

169. Building on the introduction of ICTs within national education policies, as well as outcomes of ongoing ICT-based applications in education and literacy developed during Phase I of the project, the first subregional workshop on ICTs and literacy, organized with the UNESCO New Delhi Office, was held with government officials from India and Bangladesh, NGOs, and software engineering firms to define a plan of action. A steering committee was set up and TOR developed. Involving additional actors in literacy development took more time than expected but it will be significantly accelerated when appropriate software is introduced. It should however be noted that the transformation from literacy primers (paper copy) to software requires high level technical expertise that is not always readily available.

02421 Small Islands' Voice (SIV)

170. The overall objective of the project is to ensure that small islands in the Caribbean, Pacific and AIMS regions, and especially young people, develop local capacity and share-wise practices in sustainable development. In this context, the participation in the SIV Forum was significantly improved following the reorganization of the SIV Youth Internet Forum (YIF) to feature separate sections for younger and older students. The SIV Global Forum is becoming an increasingly powerful tool: discussion on island vulnerability has inspired partners in Palau to establish an interregional island vulnerability electronic discussion group; and other organizations such as the South Pacific Applied Geosciences Commission (SOPAC) have requested that specific topics be profiled.

171. The SIV Global forum continued to expand with more than 2,000 new addresses added. Emphasis was placed on promoting SIV achievements: several SIV representatives presented different perspectives on Community Visioning at the Islands of the World IX Conference in July 2006. A new video, featuring the specific sustainable development activities on the ground and the interregional exchanges was launched during the Conference and has now been widely distributed. A new video on Youth Visioning, featuring the outcome of the youth activities at the international SIDS meeting in Mauritius (2005), was also prepared. The on-the-ground projects, focusing on community action for sustainable development, are among the most lasting

achievements of SIV. The impact of these projects is expanded beyond individual islands by the efficient use of exchanges, meetings, internet forums, websites etc., as seen by the replication of similar activities in other islands, and requests to join SIV.

02422 Community-based information portals on oceans for the African, Latin American and Caribbean Regions

172. The African Ocean Portal and the ODINAFRICA projects of UNESCO/IOC were recognized as key partners in the development of a Regional Meeting on the Development of an Eastern Africa Coastal and Marine Environment Clearing House Mechanism during a meeting organized by UNEP in Nairobi, Kenya (May 2006). A draft Memorandum of Understanding (MoU), defining the collaboration with NEPAD/COSMAR on implementation of joint activities with UNESCO, has been established with the Government of Kenya, which hosts the NEPAD/COSMAR Secretariat. Through an agreement with NEPAD, the portal will be a continuous reference system for ocean related information that will address multiple stakeholder levels. In Latin America and the Caribbean, the marine institutions of Brazil, Chile, Argentina, Colombia, Ecuador, Peru, Mexico and Cuba are involved in the Portal. More than 7,500 knowledge objects have been entered in the portal with a majority of them being in Spanish.

03321 Information and Communication Technologies (ICTs) as tools for improving local governance

173. An outline for e-governance training was prepared. In cooperation with the Universidad Externado de Colombia, a training course was developed and training in local e-governance started in the Africa region. In Latin America, cooperation started with the Union Iberoamericano de Municipalistas to develop curriculum on e-governance for local authorities of Latin American medium- and large-sized cities. The project has benefited from active cooperation with specialized partners that allowed activities to be accomplished ahead of schedule. The challenge is to make the training sustainable in the different regions through cooperation with regional NGOs and specialized universities or other training institutes.

04321 The Great Volga River Route Project “Uniting the Seas (Baltic, Black and Caspian) in favour of World Heritage Education for Sustainable Development with the support of ICTs”

174. Communication and dialogue with ASPnet schools were strengthened and good practices by ASPnet schools were documented through the new version of the Great Volga River Route (GVRR) web portal. Materials produced by students on sustainable development and world heritage were selected at the international forum “Along the Great Volga River Route: Young People Set Sail to Explore World Heritage, Sustainable Development, Information and Communication Technologies” in the Russian Federation in May 2006. National workshops for teacher training were organized in various GVRR countries.

175. The project also contributed to the objectives of the United Nations Decade on Sustainable Development. The improvement of the GVRR Web Portal continued including the recommendations of the benchmarking study concerning education for sustainable development and the identification of material for the Portal. Activities carried out in some GVRR countries facilitated the dialogue between young people and the scientific community. Major challenges are to ensure effective mobilization of GVRR schools (teachers and students) to implement the recommendations of the various workshops and to identify dynamic and experienced National GVRR Coordinators to ensure project sustainability.

04322 DigiArts: Creative practices using ICTs in promotion of cultural diversity

176. The DigiArts project focuses on capacity-building, especially among young generations, in the fields of art, design, multimedia and music through digital tools. In this context, seminars for young professional researchers and practitioners were held in Dakar, in May 2006 and in Beirut, on

artistic practices using digital media – resulting in the production of digital audiovisual art works. A significant number of youth from schools, clubs and community centres took part in a web-based project on the theme of urban environment. The second online multi-session on the YDC platform “HIV-AIDS let's talk in images” and “sound of my water” was launched with more than 70 schools participating around the world. The Young Digital Creators Educator's Kit, a teacher's guidebook for using UNESCO YDC Platforms was published online and in paper format.

177. The DigiAfrica and Digi Youth networks were reinforced and resources shared through networks. A seminar on the DigiAfrica network was held at the DAK'ART Biennale. The African network for digital artists was launched through the setting up of an online African art studio, and partnerships are being sought for developing media and digital high-level teaching in Africa. In the Arab States, a training session on “Sounds and scenes of my city” was launched in partnership with the “Centre sous-régional des nouvelles technologies de l'information et de la communication” in Tunis. In Latin America, a six-month high-level e-learning course on the history of digital and media arts was launched involving 10 teachers and academic programmes in universities in Chile, Argentina and Colombia. Extrabudgetary funds amounting to \$30,000 from the private cultural foundation, Daniel Langlois, and \$6,000 from the foundation of ISEA2006/ZeroOne San José were obtained for project activities.

05321 ICTs helping to fight HIV/AIDS: changing young people's behaviour through preventive education schemes

178. The regional consultation meeting on HIV/AIDS prevention held in Mali in February 2006 helped to evaluate the impact of partners' activities in West Africa and explore new collaborative opportunities. During this meeting, partners also defined a plan of action and discussed new initiatives on HIV/AIDS prevention for youth through information and communication in the context of national and regional plans in four countries, i.e. Burkina Faso, Guinea, Mali and Nigeria. The action plan is currently being implemented and contracts have been concluded to that end with partners in Burkina Faso, Mali and Niger. In Latin America, a series of actions responding to the specific needs in the region have been identified, jointly with partners, and launched.

05322 Harnessing ICTs for the audiovisual industry and public service broadcasting in developing countries

179. The project contributed to increasing the knowledge and capacity-building in the field of broadcasting and audiovisual policy in Africa and the Maghreb countries, Asia and Latin America through comprehensive studies and recommendations published in May 2006 in a book *Trends in Audiovisual Markets. Regional perspectives from the South*. This publication analyses audiovisual landscapes in the subregions concerned (including studies on Burkina Faso, Colombia, India, Nigeria, Peru, Philippines, Senegal, Thailand and Venezuela) and at the international level. Similar studies have been launched in Algeria, Morocco, Mauritania, China, South Korea and Mongolia.

180. Four capacity-building workshops, held in 2006, in Singapore (with the Asian Media Information and Communication Centre – AMIC), Bogotá and Dakar and Rabat (with ISESCO and the Friedrich Ebert Foundation) allowed for debate on the challenges and prospects for the audiovisual industry, fostering negotiations between culture/communication and trade sectors and proposing plans of action.

181. Content was produced and awareness raised on major societal and development issues through the project's component “ICT@PSB”. In May 2006, UNESCO released a series of programmes directed by filmmakers in Argentina, Colombia, Denmark, Egypt, India, Niger and Pakistan. This action helped to build capacities in AV production, to set up quality standards and to illustrate how topics such as human rights, MDGs, freedom of expression, tolerance and peace can be approached by public service television. Three programmes received in 2006 Grand prix, Golden awards at the Monte Carlo International Television Festival, Aljazeera Documentary Festival, Rotterdam Arab Film Festival, National Festival Egyptian Cinema and others.

182. Ten proposals for video podcasting on major development and societal issues (from Mozambique, Nigeria/Benin, Kenya, Guatemala/USA, Mexico, Philippines, India, Iran, Italy and the International Council of French-speaking radios and TVs (CIRTEF)) have been selected from more than one hundred submissions for production grants. Furthermore, in collaboration with the United Nations Department of Public Information, UNESCO has submitted proposals for a series called "21st Century" that reflects United Nations system priorities for the new millennium. Additional funds raised and in-kind contributions from organizations such as CIRTEF and URTI, as well as African broadcasters and producers, contributed to the project achievements.

05323 ICTs for intercultural dialogue: developing communication capacities of indigenous peoples

183. The aim of the project is to preserve indigenous peoples' cultural resources and foster access to ICTs and encourage intercultural dialogue. Local content production, developed by 11 indigenous communities who were trained in 2004-2005, was distributed worldwide through different channels: media, universities, festivals, national events, mobile cinema units for rural areas, etc.

184. The UNESCO workshop ICTs for intercultural dialogue: Developing communication capacities of indigenous peoples (ICT4ID) held in Igualada/Andorra La Vella (Spain/Andorra), in October 2006, reached the objective of sharing lessons learned from the first phase of the project and planned the training and production component for the second phase.

185. Following awareness-raising activities carried out during the first semester of 2006, four new local content production projects were launched, involving five new communities: (i) new groups and training institutions were identified in Bolivia, Kenya, Peru and Siberia (Russian Federation); (ii) the "Last Story Teller" project, with the Dolgan indigenous people from Siberia, Russian Federation, documenting their life and cultural traditions; (iii) the project "TV Ayllu" with the Ayllus and Markas communities from Bolivia documenting their story within the larger context of the indigenous movement in Bolivia; (iv) a documentary on how a Massai community in Kenya promotes culturally sensitive local development and the protection of their cultural and biological resources; (v) a documentary and investigative journalism project by and with the Matsiguengas from Peru.

05324 E-campus – Improving Open Distance Learning

186. The main goal of this project is encourage the adoption of ICT-assisted ODL as a pillar of the virtual university concept. The following institutions in Africa were identified as partners: the National Institute for Teacher Education in Angola, Higher Education Institute in Cape Verde, Higher Institute for Distance Education in Guinea, "Université Pédagogique Nationale" and University of Kinshasa in the Democratic Republic of the Congo. Other partners are the "Université de la Francophonie", "the Centre national d'Enseignement à Distance" in France as well as with the University of Pernambuco in Brazil.

187. Policy and training workshops have been carried out in teacher training institutions in Angola and Cape Verde. Assistance was provided for the establishment of a network of capacity-building resource centres and the interest of supporting partners was mobilized. Teams of e-learning content developers were trained, and an e-learning platform installed in their corresponding institution. Contacts have been established with specialized institutions to support the setting up of a network of capacity-building resource centres in sub-Saharan Africa.

05325 ICT-supported distance education for secondary schools in Asia, Africa and Latin America

188. Partnership was established notably with the Namibian College for Open Learning (NAMCOL) and the South African Institute for Distance Education (SAIDE), with training delivered on ODL methodology for NAMCOL coordinators, online tutors and learners. UNESCO also partnered with the Fundación UVIA, the "Programa del Muchacho Trabajador (Working Boy

Programme)" and the Ministry of Social Welfare of Ecuador. A comprehensive ODL plan was developed.

189. A Task Force Group with a particular focus on lowering internet access tariffs was established under the direction of the Ministry of Education and Science of Kazakhstan and comprised UNESCO AO National Information Technologies and other related organizations. Prototype ODL systems in Kazakhstan, Ecuador and Namibia have been successfully deployed. Training of trainers took place in all pilot sites and the project was rolled-out to provinces in each country. Final beneficiaries of the project and users of ODL system in remote areas have been benefiting from the distance education on a significant scale. The ODL system is undergoing further adjustments and improvements by project partners: SAIDE and NAMCOL, Fundación UVIA, and University of Erlangen-Nuremberg.

05326 Promoting Free and Open Source Software (FOSS) and building capacities for the FOSS development of information processing and education software tools

190. Action focused on the identification of potential partners applying UNESCO FOSS solutions, especially national technical universities in Central Asia. The funding mechanisms for some platforms were elaborated during a consultation meeting and the development of a FOSS package "Museolog" began in collaboration with Samsung Electronics. With regard to FOSS solutions to oceanographic and maritime research and applications, technical consultations were organized with partners such as IAMSLIC and a prototype system was established for Africa. Significant support for the development of CDS/ISIS was gained from its funding partners who participated in the CDS/ISIS two-day consultation meeting. FOSS solutions in Education (IIEP) and Science (IOC) are under development. Some of the major challenges are the lack of reliability of technical infrastructure, quality of input, visibility and use of the service.

05327 UNESCO Knowledge Portal: building knowledge communities

191. The preparation of guidelines for the development of UNESCO Knowledge Communities as part of the Knowledge Portal was initiated with the creating of an inventory of existing communities of practice. The goal is to collect experience to provide a solid base of information from which the guidelines can be constructed. An online collaboration platform survey addressed to 18,000 people with an answer rate of 10% was conducted, resulting in clear indications that users expect sufficient administration, moderation and animation for the Knowledge Communities, which require multilingual content and functionalities. It is envisaged to use Free and Open Source Software (FOSS) solutions for the implementation of the platform in order to ensure its broad accessibility. UNESCO's technical services started establishing the necessary technical platform to comply with these parameters.

Internal Oversight

192. The 2006-2007 biennium constitutes a transitional period between the implementation of the first IOS long-term strategy (2001-2006) with emphasis on introducing, educating and capacity-building the Organization covering various aspects of oversight (audit, evaluation, management support), and the second IOS long-term strategy (2007-2013) that will put priority on enhancing accountability for the effective and efficient achievement of programmed results and on determining whether processes and controls exist in acquiring, managing, and utilizing resources economically, efficiently and effectively.

193. **External reviews:** the Institute of Internal Auditors completed an external quality assurance review of the IOS audit function and concluded that IOS is compliant with the Institute of Internal Auditors standards. Moreover, an independent external review of the implementation of the UNESCO Evaluation Strategy was completed with the findings informing the formulation of the new UNESCO Evaluation Strategy and Evaluation Policy (176 EX/27).

194. **Strategic engagement:** a major strategic issue was that in 2006, at the Director-General's request, a large proportion of IOS's audit and evaluation resources were spent on work to support the reorientation of UNESCO's operations in Brazil. The work covered audits and evaluations of all antenna offices, some extrabudgetary projects and a number of other areas.

195. **Additional audits and evaluations:** in addition, audits of four other field offices and two institutes/centres were completed. Now that all offices have been audited at least once during the implementation of the first long-term strategy, the upcoming strategy will have a strong focus on audits in Headquarters. Furthermore, 30 evaluations were managed in 2006 and support was provided to the UNESCO Office for the Iraq Programme in conducting practical training to develop monitoring and evaluation processes.

(Full details can be found in the IOS Annual Report 2006, document 176 EX/38).

International Standards and Legal Affairs

196. In 2006, the Office of International Standards and Legal Affairs (LA) continued to focus on the Organization's standard-setting action. In addition to exercising depository functions, UNESCO provided ongoing legal assistance to the first session of the General Assembly of the States Parties to the Convention for the Safeguarding of the Intangible Cultural Heritage, the first extraordinary session of the General Assembly of the States Parties to that Convention and the first session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. At the end of 2006, the Organization assisted in the preparations for the first session of the General Assembly of the States Parties to the International Convention Against Doping in Sport and continued to provide assistance in the preparation of a draft declaration of principles relating to cultural objects displaced in connection with the Second World War.

197. With regard to the follow-up to standard-setting action, LA proposed to the Executive Board new monitoring procedures to assist the Committee on Conventions and Recommendations (CR) in strengthening the first aspect of its terms of reference in that field. In this connection, the Office helped the Committee identify UNESCO recommendations.

198. Lastly, LA made an active contribution to the promotion of standard-setting instruments by organizing a symposium on 60 years of standard-setting action by UNESCO, at which eminent experts in international law considered the achievements and future challenges of standard-setting. Following the symposium, LA began preparing a reference work containing the symposium's Proceedings and all the standard-setting texts adopted under the auspices of the Organization since its foundation.

199. Furthermore, numerous legal opinions were provided to the Executive Board at its 174th and 175th sessions. LA also provided ongoing legal assistance to the programme sectors, in particular to verify and improve a broad range of draft agreements/contracts to be entered into by the Organization. LA gave legal support to the central services, monitored the strict application of internal rules and procedures concerning the Organization's activities and continued its efforts to develop its internal working tools so as to maintain the high quality of its services.

Participation Programme

200. The transparency and intersectorality of the **Participation Programme** continued to improve. The number of requests attests that the programme has lost none of its appeal and popularity, even after more than 50 years of existence. The Intersectoral Committee on the Participation Programme met four times to consider the requests evaluated by the sectors and services. The situation as at 18 January 2007 was as follows: 662 requests had been approved for 147 Member States and 60 requests for 60 international non-governmental organizations, representing a total amount of \$12,533,898. Likewise, 27 requests for emergency assistance had

been approved for a total amount of \$913,300. The approval rates for the different categories of requests are set out below:

- 66% for funds set aside for Member States;
- 91% for funds set aside for international non-governmental organizations;
- 65% for funds set aside for emergency assistance.

Coordination of action to benefit Africa

201. Cooperation with the Commission of the African Union, the Secretariat of NEPAD, the NEPAD Heads of State and Government Implementation Committee, and regional and subregional economic communities was strengthened and programme actions in favour of Africa were formulated and implemented in line with the priorities of NEPAD.

202. Most of the activities undertaken during the period under consideration were connected with the preparation of and follow up to the sixth and eighth ordinary sessions of the Assembly of Heads of State and Government of the African Union (Khartoum, Sudan, January 2006 and Addis Ababa, Ethiopia, January 2007). These two summits, the first devoted to “education and culture” and the second to “science, technology and research for development”, took important decisions in the Organization’s fields of competence, in particular with regard to education, culture, science, technology and the environment. They also provided recognition of the Organization’s special partnership with Africa and confirmed the gradual shift towards an integrative regional approach in its cooperation with Africa.

203. In this respect, the Africa Department has endeavoured to strengthen UNESCO’s working and cooperation relations with both the Commission of the African Union and the Regional Economic Communities (RECs) and Regional Integration Organizations (RIOs), in particular in the framework of the Forum of the Regional and Sub-Regional African Organizations in support of cooperation between UNESCO and NEPAD (FOSRASUN). Relations with African Member States were strengthened in particular through the Director-General’s official visits to the continent, visits to the Organization’s Headquarters by African Heads of State, meetings with many eminent African personalities, information meetings with the Permanent Delegates, and the regional consultation of African National Commissions on documents 34 C/4 and 34 C/5 (Luanda, June 2006).

204. Particular stress was in addition placed on the follow-up to cooperation for countries in conflict and post-conflict situations (Somalia, Sudan, Democratic Republic of the Congo, Great Lakes region), and on the restructuring of the PEER programme (Programme of Education for Emergencies and Reconstruction) and implementation of the recommendations of the programme evaluation and audit.

205. Lastly, the Organization gained a higher profile for its action for Africa in particular through the many publications and studies produced, its participation in the fiftieth anniversary of the first International Congress of Black Artists and Writers, events paying tribute to Léon Damas, the celebrations of the centenaries of Léopold S. Senghor and Josephine Baker, and the travelling exhibition “UNESCO and Africa: Memory, Liberation and Development of Human Resources”.

Fellowships Programme

206. Important extrabudgetary resources were mobilized for the **Fellowships Programme**. In the first year of the biennium, 149 fellowships were awarded in areas closely aligned to UNESCO’s priority programmes, thereby enhancing capacity-building in Member States. One hundred and seven of these fellowships were financed through cost-sharing arrangements with donors. Furthermore, there was progress in coordination with other United Nations agencies to harmonize policies in administration of fellowships and to share information on good practices.

Public information

207. The Bureau of Public Information (BPI) continued its endeavours to strengthen the Organization's visibility through a better alignment of communication activities with programme priorities, and by integrating and creating synergies between various means of communication. It was to this end that a comprehensive communication plan was put in place, bringing together the major communication activities to be implemented in 2007 and covering the priority objectives of the five Major Programmes.

208. **Internet portal:** one of the indicators of the quality of UNESCO's portal is its average consultation rate, which rose from 1.5 million pages monthly in 2003 to 6.5 million in 2006, making it one of the most frequently visited websites of the United Nations system. On the occasion of important events for the Organization, such as the launch of the *World Water Report* in March 2006, this figure rose to nearly 8 million pages consulted.

209. **Press:** several major events served to heighten press coverage and visibility of UNESCO in the final six months of 2006. These included: The nomination of new world heritage sites; the participation of the Director-General in the G8 meeting; UNESCO's mission to examine damage to World Heritage Sites in Lebanon; International Literacy Day; the launch of the EFA Global Monitoring Report; the nomination of Justine Henin-Hardenne as a UNESCO Sports Champion; and progress of the ratification of the convention against doping in sport.

210. For all of these events, a range of materials were prepared (press releases, advisories, information kits and editorials), and distributed to media worldwide or placed as texts in leading newspapers. Several press conferences were also organized and scores of interviews arranged for journalists with UNESCO experts and decision-makers, both at Headquarters and in the field.

211. As a result of these efforts, the average number of articles about UNESCO issues and activities, or in which UNESCO is referred to, quoted, or presented as a credible source, increased from 4,175 – for the first half of the year – to 6,064 for the latter half.

212. Over 2006, 156 press releases and 76 media advisories were prepared. All press releases are translated into the six United Nations languages. Media advisories, which alert the press to an upcoming event, are translated into those languages most relevant to the event.

213. **Audiovisual programmes:** in 2006, 13 video reports on education for all, water and the oceans, heritage and press freedom were produced and distributed. Each of them was distributed by satellite to broadcasters through partnerships with the European Broadcasting Union, Associated Press TV and Reuters TV. The main radio and television channels of the host country dedicated 1,200 reports to UNESCO in 2006, and 42 reports were broadcast on CNN.

214. BPI's online photobank offers 20,000 online photos relating to UNESCO's principal priorities. In 2006, 2,400 requests for photos from journalists and publishers were processed. Apart from UNESCO sectors and other agencies of the United Nations system, the media is the main user of the online photobank, closely followed by book publishers and educational institutions.

215. **Publications:** with regard to publications for sale, some 80 titles were produced, as co-editions or through licensing, in the six official languages and other languages, such as Bengali, Basque, Catalan, Khmer, Portuguese, Thai, Turkish and Tajik. The publications are added to the online document base (UNESDOC) which is now consulted by some 1 million visitors a month.

216. **Cultural events:** between July and December 2006, 62 cultural events took place, including 34 performances/concerts and 28 exhibitions, mostly organized by Permanent Delegations, but also by sectors and other organizers. The public relations mailing list now contains the names of more than 35,000 persons available to organizers. The list was mostly responsible for mobilizing a

public of more than 60,000 persons at Headquarters to take part in various events during the latter half of the year.

217. In-house and decentralized communication: in conjunction with the Sector for External Relations and Cooperation (ERC), BPI carried out a survey of National Commissions in order to provide them with documents and services that better meet their expectations. A second survey, involving participants in the anniversary cycle of meetings “60 minutes to convince”, was conducted. The conclusions show that this forum of internal exchange and communication had a positive impact and it was decided to extend it until the end of 2006 and to launch a new cycle in 2007.

Strategic planning and programme monitoring

218. BSP participated actively in formulating and refining UNESCO’s position concerning United Nations reform and the various initiatives involved. This entailed the elaboration of position papers on “UNESCO and the reform of the United Nations system”, participation in various inter-agency meetings and the organization of meetings with other specialized agencies to coordinate positions. As a result, several key planks of concern for specialized agencies have become key elements of ongoing reform initiatives.

219. BSP also contributed to the training of staff capacities on these issues and on involvement in United Nations common country programming processes in the Arab States and Latin America and the Caribbean regions, resulting in a progressively better involvement of and contribution by UNESCO staff to these country-level exercises. In terms of output, training and support materials were developed, including “Guidelines for the preparation of UNESCO country programming documents”.

220. BSP continued to take an active part in the programme-related work of **United Nations-wide coordination mechanisms**, in particular the **CEB and its HLCP**, as well as in the framework of **UNDG** through involvement in its Programme Group and related working groups. In this context, BSP contributed to the revision of CCA/UNDAF guidelines, which were approved by the Programme Group in early January. These “Guidelines”, which are guiding all United Nations Resident Coordinators and United Nations country teams in their activities, have now become more inclusive of the need to thematic competences of UNESCO and other specialized agencies, strongly advocating for the need to involve all specialized agencies in UNDAF and other processes, irrespective whether they are resident or non-resident in a particular country. These have enabled UNESCO to position itself in the United Nations system, both globally and at the country level, more effectively and is contributing to improved United Nations system-wide coherence.

221. BSP has played a central role in the **elaboration of draft document 34 C/4 and, jointly with BB, in the preparation of document 34 C/5**. Further to 30 C/Resolution 64 of the General Conference, it was entrusted with the preparation of the discussion document entitled “Reflections on the future role of UNESCO: some key issues, trends and challenges”. BSP coordinated the Preliminary draft of the Organization’s Medium-Term Strategy (34 C/4) and the programme aspects of the Programme and Budget (34 C/5), in line with the guidance provided by the General Conference and the results of consultation meetings with National Commissions, managed by BSP, and the written contributions of Government, IGOs, and NGOs to a questionnaire. The results-orientation of these documents has been enhanced and particular efforts were made to strengthen the linkages between the draft Medium-Term Strategy (34 C/4) and the next Programme and Budget (34 C/5), resulting in a “seamless transition” between these documents and a further streamlining of the results chain so as to ensure better alignment between the Organization’s medium-term objectives (six years) and its programme priorities (two years). The expected results contained in the Programme and Budget are complemented by performance indicators and benchmarks, thus providing a solid basis for future monitoring and evaluation.

222. BSP also continued to implement the **RBM** training programme, which according to an external evaluation undertaken between June and October 2006 has led to a better appreciation and application of results-based management among staff at Headquarters and in the field. Overall, the programming and monitoring culture was judged to have been improved. The training module and related material was regularly reviewed to emphasize structured hands-on work, based on case studies and complemented by individual assistance, thereby offering a mix of formal training and coaching which was seen as helping to bridge theory and practice. In this respect, BSP continued to support the development and use of SISTER as a central programming, budgeting, management, monitoring and reporting tool. The year 2006 shows a dramatic increase in the rate of data entry of programming and monitoring information into SISTER, reaching nearly 100% for programming information at all levels, and 100% of monitoring information at MLA level, while requested information increased both for programme sectors and central services. Importantly, this information now encompasses both regular programme and extrabudgetary projects, and includes all category 1 institutes. This improvement has facilitated the preparation of the reports of the Director-General on programme execution to the Executive Board (**EX/4 documents**).

223. Furthermore, BSP has continued to contribute to activities promoting **Dialogue among civilizations, cultures and peoples**. The “Action Plan to foster a better reciprocal knowledge and understanding of cultural, ethnic, and linguistic diversity” approved by the Executive Board at its 174th session has been coordinated by BSP and expanded at its 175th session to improve linkages between the various activities proposed and to reinforce intersectorality. The five themes for intersectoral action which have been identified are: (1) promoting reciprocal knowledge of cultural, ethnic, linguistic and religious diversity; (2) building a framework for commonly shared values; (3) strengthening quality and values education; (4) countering violence and extremism; and (5) fostering dialogue for sustainable development. BSP was also entrusted with organizing the Regional Summit Forum of South East Europe, held in June 2006 in Opatija, Croatia, and the Regional African Conference on the Dialogue among Peoples – both of which resulted in important declarations setting out future orientations and commitments for cooperation. The **Mondialogo** public-private partnership between UNESCO and Daimler Chrysler, with its aim to promote hands-on cultural exchange and dialogue among young people, was prolonged until 2009. As part of it, the second Mondialogo School Contest was organized, with the participation of 35,000 students from 138 nations.

224. In the area of gender, BSP continued to monitor the mainstreaming of gender equality into programmes of the Organization. It also implemented the “Capacity Development and Training in Gender Mainstreaming” programme, which was made mandatory for all staff by the Director-General. All programme specialists of the Natural Sciences and the Communication and Information Sectors working at Headquarters were trained, as well as selected programme specialists in field offices. Comprehensive awareness programmes about women’s equality were organized in the framework of International Women’s Day on 8 March 2006 (including high-level keynote speeches by the President of Liberia, ministers from Bahrain, Paraguay, Pakistan and Nigeria, as well as artistic exhibitions and performances) and likewise on 8 March 2007 focusing on women peacemakers.

225. As regards least developed countries, BSP contributed to the preparation of the report of the United Nations Secretary-General on the implementation of the Brussels Plan of Action, highlighting the various action undertaken by the Organization in support of LDCs.

Budget preparation and monitoring

226. UNESCO has made efforts to increase the standards of delivery both in terms of administration, management and monitoring of the Programme and Budget for 2006-2007 (33 C/5 Approved), and of preparation of the Draft Programme and Budget for 2008-2009 (Draft 34 C/5). This has included administration of the budget by authorizing and making the appropriate allotments and reprogramming in accordance with the work plans approved by the Director-

General. Monitoring reports have been provided to ADGs and directors of field offices on a regular basis as well as to the Committee of Budget and Finance (CBF) in order to facilitate and improve programme monitoring and enhance the qualitative/quantitative analysis of programme expenditures. Detailed information has been provided by the Bureau of the Budget in Document 175 EX/4 Part II on "Budget adjustments authorized within the Appropriation Resolution for 2006-2007" and a "Management Chart for Programme Execution in 2006-2007". Moreover, document 175 EX/22 Part II "Preliminary proposals concerning the Draft Programme and Budget for 2008-2009 (34 C/5)" was prepared.

227. Efforts towards the integration of regular programme and extrabudgetary resources have been pursued. Focus has been on the practical implementation of a cost recovery policy, the principles of which have been approved within the framework of the United Nations System Chief Executives Board (CEB) and High-Level Committee on Management (HLCM). The "Guidelines regarding the budgetary aspects of extrabudgetary projects" are being finalized for their transmission to the relevant sectors; related meetings have also been organized with Directors of field offices. An internal seminar has been organized with a view to improving the integration and monitoring of regular programme and extrabudgetary resources. There has been active participation in a number of projects within the framework of UNESCO's reform process and also within the United Nations system, especially with regard to the interpretation of the International Public Service Accounting Standards (IPSAS) and its impact on budget management.

Field management and coordination

228. **Review of the decentralization strategy:** the second review of the decentralization strategy originally foreseen for 2008/2009 was advanced in view of the new challenge posed by the United Nations Reform, particularly at country-level. The Decentralization Review Task Force (DRTF) held two meetings (December 2006 and February 2007) to identify necessary short-term adjustments to the decentralized system and immediate measures to be taken, within the constraints of the regular budget, in order to build and strengthen field capacity and accountability to start engaging in "One United Nations" activities in the field. The DRTF addressed two main issues, the field offices' programme accountability and the UNESCO participation in United Nations common country programming in 2007 ("One United Nations" pilots and CCA/UNDAF exercises). The first draws on the newly established education decentralization framework generated by the Education Sector reform and is aiming at defining a house-wide accountability structure/mechanism to address field matters common to all sectors. The second focuses on policy guidance regarding UNESCO's substantive inputs to joint United Nations programming exercises and on the identification of support to be provided by Headquarters, regional bureaux and institutes for an effective participation of field offices in these exercises.

229. **Participation in One United Nations approach at country level:** in five of the eight "One United Nations" countries where the Organization is a resident agency, directors/heads of field offices have pursued consultations within the UNCT on the modalities of a One United Nations approach and the modalities of UNESCO's involvement therein. Following the commitment of the Organization to participate actively in all of the "One United Nations" pilots, contacts have been made with all Resident Coordinators concerned, including in countries where UNESCO is non-resident agency, in order to reiterate the Organization's commitment to fully participate in the process and to envisage and discuss the modalities of participation with the national authorities and with the United Nations country teams.

230. **Strengthening of capacities of field offices:** UNESCO has continued to provide support to a number of field offices in order to assist them in bringing about necessary management changes. To this effect, specific missions were organized to Cairo, Delhi and Harare to support concerned Offices requiring punctual assistance. Moreover, the institutional training module for field offices which was developed in 2005 and tested in early 2006 – providing an overall presentation of the Organization's mission, governance, programme and administrative processes and rules – continued with two training sessions organized in UNESCO's Office in Brasilia for the benefit of

90 staff. The training materials for this type of training were also updated in order to reflect recent developments occurring within the Organization and as a result of the United Nations reform.

231. Enhanced capacities of field offices to participate in joint United Nations responses to post-conflict and post-disaster situations: in close cooperation with the field offices concerned, BFC pursued the coordination and facilitation of the Organization's assistance to country-specific post-conflict and post-disaster situations, in the context of the overall United Nations response. Particular attention was given to support early recovery and reconstruction cooperation in favour of Lebanon. In addition, UNESCO actively participated within its fields of competence in inter-agency efforts aimed at improving coherence and efficiency of transition from United Nations humanitarian assistance to post-conflict/disaster. This notably included participation in the UN/WB post-conflict needs assessment review process, as well as in the advisory process for the refining of the humanitarian cluster approach.

External relations and cooperation

232. The Sector for External Relations and Cooperation has continued its efforts to strengthen UNESCO's relations with its Member States, Associate Members, observers and territories; to improve coordination with the United Nations, its specialized agencies, programmes, funds and organs, and with other international, intergovernmental and non-governmental organizations; and to further mobilize extrabudgetary funding sources, thereby strengthening the impact and outreach of UNESCO's activities and programmes.

233. Further steps have been taken to promote the **universality** of UNESCO. The Director-General paid his first official visit to Brunei Darussalam, one year after the country became the 191st Member State of the Organization. The interaction with Singapore has intensified in view of accelerating the country's return to the Organization, and re-establishing their National Commission for UNESCO. Finally, UNESCO remained in permanent contact with the Government of Montenegro, to facilitate its accession to the Organization, which is foreseen before the 176th session of the Executive Board.

234. **Relations with Member States** were enhanced at various levels and have led to a reinforcement of cooperation, including at regional and subregional levels. Close relations with Permanent Delegations and the established groups of Member States at UNESCO were fortified through the regular organization of thematic or sectoral information meetings.

235. UNESCO was successful in further consolidating a more knowledge-based and proactive approach by **National Commissions** to their statutory role in programme elaboration planning, implementation and evaluation. As scheduled, the five regional consultations and two quadrennial conferences were held during the year. These sessions proved important for programme elaboration, as well as for enhancing the knowledge-sharing and networking among the Commissions. Capacity-building action was further reinforced as training events and consultancy missions were held throughout the year. Finally, the Database on National Commissions, which opened up in 2005, showed steady progress in 2006. To date, 103 out of 192 National Commissions have registered and got direct access to this database. Various manuals and training material were produced and disseminated to facilitate access and data updates.

236. The overall progress related to **partnership with elected representatives** (parliamentarians, mayors and local authorities) and the movement of **UNESCO Clubs** was rather satisfactory. UNESCO's cooperation with the Interparliamentary Union has pursued with a view to strengthening the legislative, political and financial support for UNESCO's programme priorities. Several successful meetings were held to promote and support the UNESCO Club movement, notably the European Club meeting in Athens in December 2006.

237. Modalities of cooperation with **non-governmental organizations** have been improved, owing in particular to the designation of focal points in the programme sectors, the reinforcement of

the capacities of the NGO-UNESCO Liaison Committee and the development of regular cooperation between national NGOs and the National Commissions. The NGO Committee was given new vigour by the organization of two successful meetings – the Round Table on Education for All and the Open Forum for Youth. Statutory relations were renewed with concerned collaborating foundations and NGOs, two organizations were admitted to operational relations, and three foundations were admitted to official relations.

238. UNESCO continued to strengthen cooperation with the **United Nations** (including with its Programmes, Funds, Commissions and other bodies) and other specialized agencies with a view to increasing programmatic coherence, synergies and complementarity – in particular through regular reporting, notably to ECOSOC and the General Assembly, and active participation in coordination meetings (e.g. CEB).

239. Close working relations were maintained with **interregional IGOs**, as well as interregional groups of Member States at UNESCO (e.g. Commonwealth, Francophonie, Group of 77, Non-Aligned Group, IOC, Russian-speaking countries and ASEAN) through participation in meetings of their governing bodies and conferences, and the organization of joint meetings or activities in areas of common interest (in cooperation with programme sectors).

240. UNESCO's relations with **extrabudgetary funding** sources continue to evolve in a satisfactory manner. Progress in the further elaboration and implementation of the Action Plan on improved management of extrabudgetary activities picked up further momentum during the second semester of 2006. As planned, a comprehensive progress report was presented to the Executive Board, while the revised draft Table on Delegation of Authority and Accountability on extrabudgetary activities was presented to the Director-General. Following internal clearance, consultations will take place with the main funding sources and other partners. For the moment, all cooperation agreements with the multilateral funding sources are already being reviewed. In parallel with these efforts to enhance the management of UNESCO's extrabudgetary activities, the volume of allocations has continued its growth to reach its highest level ever.

241. The process of updating UNESCO's Administrative Manual and the Guide to UNESCO's extrabudgetary activities is well advanced, and actual implementation will take place as soon as the ToAA is approved. Finally, the impact on UNESCO's extrabudgetary programming and resource mobilization of the recommendations of the United Nations Secretary-General's High-Level Panel on "One United Nations" has been carefully reviewed, and appropriate preparatory action undertaken to adapt UNESCO to these new challenges.

Recent decisions and activities of the organizations of the United Nations system of relevance to the work of UNESCO

I. United Nations reform

242. While the quest for United Nations reform has been on the international agenda for decades, it has arguably reached a new level of visibility and urgency. A number of reports on reform, requested at the September 2005 World Summit, where world leaders pledged to "enhance the relevance, effectiveness, efficiency, accountability and credibility of the United Nations system", were presented to Member States in 2006.

243. The first of these reports was presented by the UNSG in March 2006 and is reflected in United Nations General Assembly Resolution 60/283. "Investing in the United Nations for a stronger Organization worldwide" puts forward proposals for United Nations Secretariat management reform in six areas – staff management, reorganization of organizational structure, improving the ICT infrastructure, service delivery, budget and finance, as well as governance modalities.

244. "The Comprehensive Review of Governance and Oversight", delivered in July 2006, further elaborated on the first report by providing an independent evaluation of current United Nations practices and gap analyses of governance and oversight. Series of recommendations include the creation of an Independent Audit Advisory Committee and greater independence for the Office of Internal Oversight.

245. The report of the Redesign Panel on the United Nations system of administration of justice, also presented in July 2006, concluded that effective reform cannot happen without an efficient, independent and well-resourced internal justice system. The Redesign Panel found that the present justice system has enormous financial, reputational and other costs to the organizations, and suggests a new, decentralized, streamlined and cost-efficient system of internal justice for United Nations that could become operational in January 2008.

246. Finally, the recommendations of the High-Level Panel of System-Wide Coherence in the areas of development, humanitarian assistance and the environment, a panel established by the UNSG and co-chaired by the Prime Ministers of Mozambique, Norway and Pakistan, were presented to the Secretary-General in early November 2006. The report, "Delivering as One", which is available in document 176 EX/INF.3, aims to revamp and streamline the United Nations system in order to fulfil its potential in supporting countries to reach internationally agreed development goals, including the MDGs. The panel proposes a unified United Nations which would "deliver as one" at the country level responding to national priorities – with one leader (of the United Nations country team), one programme, one budgetary framework, and one office, where appropriate. The proposals include the establishment of a United Nations Sustainable Development Board to provide oversight for One United Nations country programme exercises, a new United Nations-entity for gender equality, a funding system to drive performance and accountability, as well as other structural reform proposals in the field of governance pertaining to ECOSOC.

247. The United Nations reform agenda is likely to have far-reaching impact on the future of the whole United Nations system, and as such has implications for UNESCO's action at the global, regional and country levels. It will present a number of challenges for UNESCO, but also important opportunities.

248. UNESCO remains in the mainstream of United Nations reform. In 2006, it has actively contributed to discussions both globally (within the United Nations Development Group and the Chief Executives Board) and participated in common country programming processes at the country level, emphasizing the need to make the One United Nations fully inclusive of the mandate and expertise of the specialized agencies of the United Nations. UNESCO, as well as other specialized agencies, have a comparative advantage in the United Nations reform process through their mandate and areas of expertise as well as regarding the feedback loop between global and normative work with concrete operational activities at country level.

249. UNESCO has also taken in-house measures to better respond to the reform process. Over the past year, a working group on United Nations reform was established to chart UNESCO's contribution to and insertion into United Nations common country programming processes and to create house-wide awareness of the reform process. In addition, several information meetings were held on the theme of United Nations reform in order to encourage debate on the subject, and to keep UNESCO staff members, as well as Permanent Delegates and Observers, abreast of the latest developments and their relevance for UNESCO.

II. Alliance of Civilizations

250. Whereas the United Nations reform process gathered much attention in 2006, there were several other developments of significant importance to UNESCO. One report of particular relevance to the Organization was the "Alliance of Civilizations" report of the High-level Group, delivered in November 2006.

251. The report is structured in two parts: Part I analyses the global context for contemporary social, political and economic trends and the state of relations between societies of Western and Muslim countries. The Group concludes this part of the report with a set of policy recommendations, believing that certain political steps are pre-requisites to any substantial and lasting improvement in relations between Muslim and Western societies. Part II of the report argues that tensions across cultures have spread beyond the political level into the hearts and minds of populations. To counter this trend, the Group analyses and presents recommendations in each of four thematic areas: Education, Youth, Migration and Media.

252. The theme of the report, as well as its recommendations, is at the centre of UNESCO's mission. Whereas UNESCO has been actively involved in the work of the Group, the Organization will seek a more predominant involvement in the implementation of the report's recommendations. The plan for the implementation of the recommendations is currently being drafted and is expected to be finalized once the Secretary-General designates a High Representative for the Alliance of Civilizations initiative. In addition, the President of the General Assembly expressed the intention to convene an informal interactive thematic debate on this subject in the summer of 2007. UNESCO will seek to play a central role in organizing this meeting.

III. General Assembly

253. UNESCO participated in the sixty-first session of the General Assembly held in New York from 12 September to 22 December 2006. The Director-General attended the first day of the general debate which started on 19 September 2006, and met, on that occasion, the President of the sixty-first session of the General Assembly, Ms Sheikha Haya Rashed Al Khalifa (Bahrain).

254. The implementation and achievement of the Millennium Development Goals and the United Nations reform agenda dominated the debate of the General Assembly, which was also marked by the appointment of Mr Ban Ki-moon, former Foreign Minister of the Republic of Korea, as Mr Kofi Annan's successor.

255. The General Assembly has held for the first time an informal thematic debate on achieving the Millennium Development Goals – and intends to hold in the course of 2007 two more such debates: on March 2007 a debate on gender equality and the empowerment of women, in the summer of 2007 a debate on dialogue and tolerance among civilizations and cultures.

256. Two major high-level meetings took place during the session:

- (a) The United Nations High-Level Dialogue on International Migrations and Development: 14-15 September 2006. UNESCO actively participated in this meeting which focused on ways to maximize the development benefits of international migration and to reduce its negative impacts.
- (b) The high-level meeting on the mid-term comprehensive global review of the implementation of the Programme of Action for the Least Developed Countries for the Decade 2001-2010: 18-19 September 2006. The purpose of this comprehensive review meeting was to assess the progress made in implementing the commitments, goals and objectives set in the Brussels Programme of Action for the Least Developed Countries for the Decade 2001-2010 that was adopted at the Third United Nations Conference of the Least Developed Countries (LDC III). This high-level meeting adopted a declaration by which Member States recommitted themselves to meeting the special needs of the least developed countries.

257. UNESCO has contributed to the preparation of the Secretary-General's reports concerning both high-level meetings. As a contribution to the mid-term comprehensive global review of the implementation of the programme of action for Least Developed Countries, UNESCO organized on 13 September 2006 a side event on EFA in LDCs, co-sponsored with the United Nations' Office of

the High Representative for the Least Developed Countries, Landlocked Developing Countries and the Small Island States (UN-OHRLLS), UNICEF, and the Secretariat of the Education for All – Fast Track Initiative (EFA-FTI).

258. UNESCO has also prepared the following reports for the sixty-first session of the General Assembly agenda items:

- (1) United Nations Literacy Decade: Education for All;
- (2) International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010;
- (3) Return and restitution of cultural property to the countries of origin;
- (4) Communication for Development programmes in the United Nations system.

IV. Resolutions and decisions of relevance to the work of UNESCO²

259. The General Assembly adopted 254 resolutions, 36 of which, to varying extents, concerned UNESCO. The General Assembly assigned specific action to UNESCO in respect of the following resolutions:

- International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010 (resolution 61/45);
- Return or restitution of Cultural property to the countries of origin (resolution 61/52);
- Question relating to information: information in the service of humanity (resolution 61/121 A);
- United Nations Literacy Decade: Education for All (resolution 61/140);
- Strengthening emergency relief, rehabilitation, reconstruction and prevention in the aftermath of the Indian Ocean tsunami disaster (resolution 61/132);
- Elimination of all forms of intolerance and of discrimination based on religion or belief (resolution 61/161);
- Rights of the child (resolution 61/146);
- Human rights and extreme poverty (resolution 61/157);
- Commemoration of the two-hundredth anniversary of the abolition of the trans-Atlantic Slave Trade (resolution 61/19);
- Promotion of Interreligious and Intercultural dialogue, understanding and cooperation for peace (resolution 61/221);
- Oceans and the law of the sea (resolution 61/222);
- The United Nations Global Counter-Terrorism Strategy (Plan of Action) (resolution 61/288).

260. Following are several other resolutions relevant to UNESCO's mandate:

- Violence against Journalists, Media Professionals and Associated Personnel in Armed Conflicts (United Nations Security Council resolution 1738);

² The texts of these resolutions can be provided to the Members of the Board upon request.

- The International Year of Reconciliation, 2009 (resolution 61/17);
- Promotion of a democratic and equitable international order (resolution 61/160);
- Promotion of equitable and mutually respectful dialogue on human rights (resolution 61/166);
- Globalization and its impact on the full enjoyment of all human rights (resolution 61/156);
- Implementation of the outcome of the World Summit for Social Development and of the twenty-fourth special session of the General Assembly (resolution 61/141);
- Sustainable development: Convention on Biological Diversity (resolution 61/204);
- International Year of Biodiversity, 2010 (resolution 61/203);
- New Partnership for Africa's Development (NEPAD): progress in implementation and international support (resolution 61/229).

261. In addition, the Human Rights Council, established in 2006 to replace the Human Rights Commission, adopted at its resumed second session in November 2006 and at its third session in December 2006 the following decisions of relevance to the work of UNESCO:

- (1) Decision A/HRC/2/L.30: on World Programme for Human Rights Education which requests the office of the High Commissioner for Human Rights and UNESCO to promote and technically assist national implementation of the Plan of Action;
- (2) Decision A/HRC/2/L.27/REV.2 on global efforts for the total elimination of racism, racial discrimination, xenophobia and related intolerance and the comprehensive implementation and follow-up to the Durban Declaration and Programme of Action;
- (3) A/HRC/3/L.2, Preparation for the Durban Review Conference.

V. Other events

262. The Secretary-General's Report on Violence against Children was launched on 11 October 2006 in New York. UNESCO contributed to the section on corporal punishment.

263. The Director-General and ADG/ED chaired the seminar at the official launch of the Global Monitoring Report on Early Childhood Care and Education, 26 October 2006 at UNICEF House, New York.

264. UNESCO attended and participated in the organization of the First Global Youth Leadership Summit (29-31 October 2006, New York). The Organization took part in the panel discussion on education, gender and maternal health care, and in the United Nations Family Knowledge Fair.

265. UNESCO continues to participate in the meetings of the United Nations inter-agency Counter-Terrorism Implementation Task Force (CTITF) and has contributed to the new Counter-Terrorism Online Handbook (CTOH) to be launched soon by the United Nations. The Handbook has been created to provide Member States with current and relevant information on the United Nations' and its entities' work and resources contributing to countering terrorism.

VI. Nominations in 2006 in the United Nations system

- Mr Ban Ki-moon (Republic of Korea), as eighth Secretary-General of the United Nations (took office on 1 January 2007);

- Mr Achim Steiner (Germany), Executive Director, United Nations Environment Programme (UNEP) (June 2006);
- H.E. Sheikha Haya Rashed Al Khalifa, President of the 61st session of the General Assembly (June 2006);
- Ms Patricia Francis (Jamaica), Executive Director of the International Trade Centre (June 2006);
- Mr Hamadou Touré (Mali), Secretary-General of the International Telecommunication Union (ITU), (November 2006);
- Ms Margaret Chan (China), Director-General, World Health Organization (WHO), (January 2007);
- Ms Josette Sheeran (USA), Executive Director of the World Food Programme (will take office in April 2007);
- Dr Asha-Rose Migiro (Tanzania), Deputy Secretary-General of the United Nations appointed by the Secretary-General of the United Nations (January 2007);
- Mr Dalius Cekuolis (Lithuania), elected in January 2007 as President of the United Nations Economic and Social Council (ECOSOC).

VII. Major United Nations Meetings in 2007

266. Two high-level dialogues are foreseen to take place in 2007: one on financing for development in the fourth quarter of 2007, during the 62nd session of the General Assembly, pursuant to resolution 61/191 of 20 December 2006, and the second one on interreligious and intercultural cooperation for the promotion of tolerance, understanding and universal respect on matters of freedom of religion or belief and cultural diversity, according to resolution 61/221 of 20 December 2006.

VIII. International Years declared in 2006

267. The General Assembly by resolution 61/185 of 20 December 2006 recalls the guidelines for proclamation of international years contained in ECOSOC resolution 180/67, of 25 July 1980, in order to be taken into account in considering future proposals for international years.

268. The observance of two new International Days and five new International Years has been proclaimed:

- 25 March 2007** as the International day for the commemoration of the two-hundredth anniversary of the Abolition of the Trans-Atlantic Slave trade;
- 14 November** as the United Nations Diabetes Day (resolution 61/225 of 20 December 2006);
- 2008** as the International Year of Sanitation (resolution 61/192, of 20 December 2006);
(2008 is also the International Year of the Potato, and the International Year of Planet Earth – as proclaimed by the 60th General Assembly in 2005);
- 2009** the International Year of Reconciliation (resolution 61/17 of 20 November 2006);
- 2009** the International Year of Natural Fibres (resolution 61/189 of 20 December 2006);
- 2010** the International Year of Biodiversity (resolution 61/ 203, of 20 December 2006);
- 2011** the International Year of Forests (resolution 61/193, of 20 December 2006).

Human Resources Management

269. During the period under consideration, the implementation of the **medium- and long-term staffing strategy** approved by the Executive Board (171st session) and the General Conference (33rd session) has been pursued. The objectives of the strategy are to ensure that UNESCO has the staffing required to ensure effective programme delivery and respond to the needs of Member States. As a result, three programme sectors (Education, Culture and Communication and Information) have completed staffing/organizational reviews, and are implementing measures to better realign resources to priority-related programmes. Reviews of the Science and Social Sciences Sectors are under way. A review of the field structure, including the staffing levels and profiles in field offices, is being undertaken by the Decentralization Review Task Force.

270. In conjunction with DCO, the first phase of the **Human Resource Information System** has also been completed (covering payroll, personnel administration transactions, organizational and time management, travel and position budgeting and control). End-users were trained, and the system launched in early 2007. Since January 2006, major training activities in support of the six key objectives by the Director-General for UNESCO's **Learning and Development programme** in 2006-2007 have been undertaken. These objectives are: To enhance the positioning of UNESCO within the United Nations; Partnership-Building, Management and Accountability Culture, Programming Delivery, Upward Mobility of Staff and Support to Learning Activities.

271. With regard to the Medical Benefit Funds (MBF), as of 1 January 2006, all medical claims are processed by an external expert firm (GMC), ensuring enhanced efficiency and accuracy. MBF Rules have been reviewed and are currently examined by the Board of Management. In addition, measures to bring benefits and services levels in line with current best practices have been implemented, and the functioning of MBF Board has improved, notably through the reinforcement of its control capacity.

Administration, maintenance and renovation of Headquarters premises

272. Progress in the execution of ADM work plans was achieved through the modernization process engaged by the Sector in June 2006 and aiming at increasing performance and creating awareness of client-oriented services through the active participation of staff.

273. As a first step, the ADM Sector has reviewed its core functions with a view to achieving a more targeted use of its resources, increasing service levels, and shifting resources to principal priority areas, with a primary emphasis on procurement services.

274. Subsequent steps include a review of administrative business practices, with a view to ensuring adequacy, coherence and proper delegation of authority. A "Process Improvement Committee", led by the ADG/ADM and comprising Central Services, oversees this review. Its purpose is to improve administrative management of UNESCO through good practices, especially those aimed at furthering UNESCO's alignment with the common system management practices against the background of the current United Nations reform.



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Educational, Scientific and
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REPORT BY THE DIRECTOR-GENERAL ON THE EXECUTION OF THE PROGRAMME ADOPTED BY THE GENERAL CONFERENCE

PART I

ADDENDUM

SUMMARY

Document 176 EX/4 is intended to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference.

This addendum presents a report on the implementation of the programme by 21 decentralized field units, its relationship to national development goals, as well as their contribution to United Nations country team activities and common country programming exercises.

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Nairobi Cluster Office

1. The Nairobi Office covers Uganda, Kenya, Burundi, Rwanda, Somalia and Eritrea. Members of the cluster share boundaries with other countries in the Great Lakes Region as well as Sudan and Ethiopia. Therefore the political and social developments in the Nairobi cluster are very much tied to those in the Great Lakes Region as a whole and those in Sudan.

2. The biggest challenges facing the region are related to the weak human resource capacity to harness and use the available resources for sustainable development. This can be observed, for instance, in the education sector where the availability of trained teachers is a constraint; and in the science sector where the capacity for sustainable management of the ecosystem and the supply of water is a problem. Other major challenges are linked to absence of policies and the lack of information. Hence programme activities have concentrated on capacity-building, dissemination of information and facilitating policy formulation.

3. In the area of **natural sciences**, a major environmental challenge to the attainment of the MDGs in cluster countries was prolonged drought which affected several cluster member countries. Recently, the floods from the heavy rains have also been a problem, as agriculture income and livelihoods have been adversely affected. The frequency of drought and the large population without access to potable water makes the provision of water a major national development objective in the cluster. Accordingly the Nairobi Cluster Office implemented a major programme of actions for improving understanding of water interactions and gave policy advice based on that understanding. The main actions were on: assessing and managing the impact of global change on the water cycle; managing water as a scarce resource; and mitigating water-related risks.

4. In ecological sciences, the Office contributed to building capacity for sustainable natural resource management. Sustainable environmental management is also faced with many challenges, including rural poverty and landlessness. Deprived people negatively impact on the environment through agriculture and search for resource requirements for shelter and energy. Land-use change causes loss of wildlife habitats and restricts access to culturally important natural resources. In countries like Kenya, the major challenge is the degradation of the water catchment areas and the consequent water scarcity. In other countries like Rwanda, it is the rural population pressure on the available land which poses a major challenge for sustainable environmental management. UNESCO has a particular comparative advantage for linking cultural diversity and biodiversity to serve both conservation and development.

5. The cluster also undertook activities to enhance the management of coastal environment. Activities which focused on development and strengthening of capacity for management and protection of the oceans and coastal areas of the Intergovernmental Oceanographic Commission were implemented through the Nairobi Office. Existing sea level stations in Mombassa and Lamu (Kenya) were upgraded to make them compliant with requirements for the Indian Ocean Tsunami Early Warning and Mitigation System.

6. In the **education sector**, the marked increase in enrolments in primary schools in all the cluster countries, except Somalia, is worth mentioning. Kenya, in particular, has almost attained gender equality in enrolment in primary and secondary education. Kenya is also planning to extend the free education now at the primary school level to secondary schools. Programme activities carried out by the Office have supported efforts by governments in the cluster to achieve the EFA goals. For instance, the Office has been involved in a survey to determine adult literacy in Kenya. The result from the study will be useful in the formulation of the education sector policies. The Office also engaged in advocacy activities for EFA and the promotion of literacy.

7. A main challenge in the region is the high prevalence of **HIV/AIDS**. Several activities were carried out under the communication, education and science programmes to address the issue of HIV/AIDS through education, advocacy and elaboration of national strategies. In Kenya, these

projects are being implemented within the context of UNDAF outcomes, which aim to reduce the incidence and socio-economic impact of HIV/AIDS.

8. In the **social sciences**, the cluster has contributed to the preparation of policy documents on poverty as a denial of human rights.

9. In **communication and information**, one challenge faced in the cluster is in Eritrea where there has been a clampdown on the media which has gravely affected the freedom of the press and freedom of expression.

10. The cluster participates fully in the **UNCT activities**. In Kenya UNESCO is chair of the theme group on education where it works closely with seven other agencies. UNESCO is also a member of several other theme groups and technical groups, such as those on HIV/AIDS and disaster reduction. In Rwanda the Nairobi Office is an active participant in the UNCT activities and is kept fully informed on the process leading to the roll-out of the UNDAF. Rwanda deferred the roll-out of the UNDAF from 2006 to 2007 in order to align it with the government's economic recovery development programme. Eritrea will also roll out its UNDAF in 2007-2011. UNESCO Nairobi Office was actively involved in the preparation process, mainly on issues relating to education.

Bamako Cluster Office

11. The three countries' strategic objectives in the area of **education** are set out in their Poverty Reduction Strategy Papers (PRSP) and implemented through their 10-year programmes (Ten-Year Programme for the Development of Education (PRODEC) in Mali, Ten-Year Plan for the Development of Education (PDDE) in Niger, Ten-Year Plan for the Development of Basic Education (PDDEB) in Burkina Faso).

12. Development and improvement of access to quality basic formal and non-formal education, support for general, technical and vocational education at the secondary level, and implementation of a long-term policy for the development of higher education and scientific and technological research are defined as priority areas for action in the national policy documents, the implementation of which requires a synergy of actions among all national public and private partners and international partners.

13. The UNESCO Office Bamako has encouraged the cluster countries to exchange information on partnership frameworks in order to improve mechanisms ensuring coordination between national stakeholders and the technical and financial partners, with a view to achieving the objectives set by national programmes and the international community.

14. Activities in the field of the **natural sciences**, which a new staff began implementing only a year ago, in 2006, dealt with water, renewable energy sources and the preservation of biodiversity, areas that are national priorities for these Sahelian countries. The results will no doubt be more visible in 2007. The Science Sector participates in United Nations Development Assistance Framework (UNDAF) groups on environmental management and renewable energy and on HIV and AIDS prevention. Joint programmes with the other United Nations system agencies have been identified in these fields.

15. In the area of **culture**, field activities in 2006 were focused on safeguarding the World Heritage and protecting cultural diversity, in particular the diversity of the languages spoken in the cluster's three countries, in keeping with their cultural policies. In the context of the cross-cutting projects "The Sahara of the peoples" and "The History and Culture of Peace in Africa", the Office continues to support the cluster countries' efforts to eradicate poverty and promote new technologies in the arts. The idea of poverty as a violation of human rights informed all the activities implemented.

16. In respect of joint **United Nations system** activities, the Office participated actively in the drafting of the United Nations Development Assistance Framework for Mali, and the preparation, in particular in Mali, where UNESCO serves as lead agency for the thematic group on human rights, of the following joint programmes:

- Action programme 2: promotion and protection of human rights in Burkina Faso;
- Assistance to Burkina Faso for conflict prevention and management and for the promotion of tolerance and peace, 2006-2010;
- Joint action programme 2: joint initiative for the promotion and protection of human rights in Mali.

Windhoek Cluster Office

17. Within the context of United Nations reform, a major theme in UNESCO is the issue of decentralization. Several functions have been decentralized to bring the Organization closer to the clientele served and more integrated into the United Nations team at country level. Yet, given the resource constraints, it has not been possible to take the Secretariat to every country, but rather to serve countries from cluster offices working with, in the case of the Windhoek Cluster (Angola, Lesotho, Namibia, South Africa and Swaziland). In 2003, these countries agreed on strategic priorities and actions for 2006-2007.

18. There were several developments in 2006 with regard to building mechanisms within countries to better realize UNESCO's goals. There are now outreach officers in the four non-resident countries: in Angola, a consultant on education for all (EFA) and a soon-to-be appointed National Programme Officer (NPO); in Lesotho and Swaziland, there is now a Global Initiative on Education and HIV/AIDS (EDUCAIDS) Project Officer; two Officers are based in South Africa – one coordinating the community-based project on HIV/AIDS, human rights and literacy funded by the Japanese funds-in-trust (JFIT), and the other coordinating the Open Society Initiative for Southern Africa (OSISA)/UNESCO EFA subregional project.

19. The year also saw interesting developments among our counterparts. The Namibian National Commission for UNESCO has been restructured, and through its programme committees has a broad-based membership from ministries, institutions and non-governmental organizations (NGOs). The South African National Commission has become integrally involved in the implementation committees of the United Nations Development Assistance Framework (UNDAF) on behalf of UNESCO. In Lesotho and Swaziland, the Secretaries-General and the EDUCAIDS Officers function on behalf of UNESCO as part of the United Nations programme teams. Thus, by involving nationals, UNESCO's reach has been extended and involvement in United Nations programming was made possible even in countries without a UNESCO Office.

20. In implementing UNESCO's decision to work with the African Union/New Partnership for Africa's Development (AU/NEPAD) mandate, the Windhoek and Harare Offices are collaborating more closely in working with the countries of the Southern African Development Community (SADC).

21. In implementing the 2003-2007 Cluster Strategy, the Office has been working at the community level, for example, training community members to monitor their own groundwater resources, and participating in river basin committees and in more upstream areas such as the sector-wide approach to educational planning and implementation. The fullest expression of the last has been in the collaboration with other development partners in Namibia in the development of the Education and Training Sector Improvement Programme (ETSIP). In Angola, too, the Office has continued to work with the Ministry of Education and civil society organizations in reconstructing the education system.

Bujumbura Office

22. Since the 2005 elections, which established democratically elected institutions, Burundi has been engaged in a peace process, which has been reinforced by the recent cease-fire agreement signed between the Government of Burundi and the last rebel movement, the Forces nationales de libération (Palipehutu FNL), on 7 September 2005. The ongoing peace process, however, still needs to be consolidated.

23. Following these decisive political developments, the country was free to finalize its strategic poverty reduction framework (CSLP) aimed at consolidation of peace and socio-economic reconstruction.

24. As the United Nations role in Burundi is to provide support to the government and assist it in the task of peacebuilding and economic recovery, various readjustments at the United Nations system level were made, and the UNESCO Office Bujumbura was actively involved in that process.

25. Two key elements should be noted:

- the modification of the UNDAF to harmonize it with the national priorities set out in the CSLP;
- Security Council resolution 1719 (2006), which established the United Nations Integrated Office in Burundi (BINUB), which has been entrusted with the consolidation of peace.

26. At its meeting on 13 October 2006, the Peacebuilding Commission declared that Burundi, together with Sierra Leone, would be one of the priority countries for the Commission's activities. In view of Burundi's enormous needs in terms of reconstruction and reconciliation, the Commission recommended that priority domains be identified. The Priority Plan for the Peacebuilding Fund in Burundi sets out the following priorities:

1. good governance;
2. reinforcement of the security sector;
3. strengthening the rule of law and human rights;
4. land issues;
5. budgetary support.

27. A total of \$35,000,000 has been allocated to Burundi through a Peacebuilding Fund for Burundi. One of the United Nations bodies in Burundi will be appointed as executing agency depending on its mandate and its expertise given in priority domains. A government/United Nations steering committee will be set up shortly. A technical committee consisting of United Nations system professionals in Burundi is now ready to provide support to government partners in the preparation of projects to submit to the Peacebuilding Fund for Burundi. The Office is participating actively in all phases of the procedures under way.

Kinshasa Office

28. In the Democratic Republic of the Congo, 2006 was a turbulent year, marking the end of three years of political transition, which was to culminate in presidential and legislative elections. The election campaigns gave rise to social and political unrest which had a more or less direct impact on the implementation of development activities.

29. The Bureau did, however, manage to carry out some important activities in various fields and in the context of joint United Nations system efforts (UNDAF and other partners).

30. The Office has constantly urged that the six Dakar goals be taken into account in educational priority planning, at meetings of the Coordination Committee bringing together education stakeholders, and of which UNESCO is co-Chairperson, and at meetings of the heads of agencies and of the programme management team.

31. In order to create synergies and give concrete expression to the Paris Declaration, UNESCO has also urged that an education SWAp (Sector-Wide Approach) be developed and this has been accepted in principle by the government and the partners. An ad hoc working group was established to supervise the process and UNESCO has been designated as facilitator.

32. UNESCO also contributed to the preparation of the Communication Plan of the Independent Electoral Commission, and helped train High Authority for Media agents and provincial journalists. UNESCO was also asked to participate in the drafting of a Consensual Code of Conduct to govern media coverage of the second round of the presidential election. Thanks to those joint efforts, the elections were held without any major incidents attributable by the press.

33. UNESCO participated in the preparation of the **UNDAF**, under which the Office and UNICEF are co-Chairpersons of the Education Commission.

34. In addition to preparing the UNDAF, the Congo's bilateral and multilateral partners drafted a Country Assistance Framework (CAF) in 2006, which serves as a fast track for the Growth Strategy and Poverty Reduction Document (DSCRP). UNESCO helped prepare that document by acting as lead agency for the Working Group on Education. The Office is also a member of the Working Group and participates in the work of the HIV/AIDS and governance commissions of the UNDAF and in ONUSIDA activities. In the field of culture, UNDP provided support for UNESCO's studies on the indigenous Pygmy peoples.

Rabat Cluster Office

Algeria

35. Activities in the field of education were mainly focused in 2006 on the Programme of Support for the Reform of the Algerian Education System (PARE), which had a budget of \$720,000 for the period 2003-2006. The PARE project is aimed at building national capacities in the following areas: (1) renovation of educational programmes and textbooks; (2) training of trainers; (3) regulation of pupil flows and improvement of the information and guidance system; (4) the use of ICTs for educational innovation; and (5) supervision of curriculum reform. Some 10 expert and training missions were carried out in 2006. Two MEN/UNESCO works on the first phase of education reform in Algeria (2003-2006) were published, as was a handbook on the competency-based approach for teachers, school inspectors and headmasters.

36. The expert advice provided in December 2006 in relation to the new strategy to combat illiteracy, at the request of the Ministry of National Education, has opened up a new area for cooperation within the framework of the Literacy Initiative for Empowerment (LIFE), thus reinforcing UNESCO's contribution to Country Programme Output 1.2.2 of the UNDAF for 2007-2011.

37. A study was begun in 2006 on women, family law and the judiciary in Algeria. The aim is to undertake a detailed assessment of the situation and to examine existing issues, obstacles and gaps in order to draw the attention of decision-makers to legal obstacles and difficulties, and to actions proposed to overcome them. The study will be published in 2007 and will be distributed to Permanent Delegations, National Commissions, women's organizations and ministries for women's affairs.

38. Cooperation with Algeria has included building the capacities of national professionals in the various fields of culture, in fulfilment of the first UNDAF strategic objective.

39. For example, activities undertaken in conjunction with the book sector provided Algeria with an opportunity to review the state of the sector and to engage in exchanges with the other Maghreb countries.

40. The successful Peace Forum of Medina Youth, on the theme of "Learning about peace", was in keeping with the national policy of peace, reconciliation and greater social cohesion being implemented by the Algerian Government.

Morocco

41. The principal area of activity in Morocco is support for literacy at three levels: (1) technical advice to refine the national strategy for 2008-2012, under the LIFE initiative; (2) introduction of tools and systems for information management and monitoring (non-formal education and information management systems) and for programme quality evaluation; and (3) post-literacy vocational training and economic integration of rural women (Ouazazate and Zagora project). Support for 2006-2007 amounts to approximately \$800,000.

42. Improving the quality of education, in particular in relation to the relevance of educational content and methods and to skills assessment, has been another area of activity. Educational content and methods are being updated by (1) strengthening the capacities of the UNESCO Associated Schools Project Network (ASPnet) through the use of new contents, and (2) developing educational material on HIV/AIDS (Theatre, HIV/AIDS Toolkit for Youth in Africa, training manual for peer educators based on stage techniques, handbook on building women's negotiation skills).

43. In regard to assessment in 2006, a national team developed tools for the direct measurement of literacy levels in Morocco, as part of the Literacy Assessment and Monitoring Programme (LAMP). The tools will be tested and validated in 2007, and will be used in a national survey in 2008, which should yield data on the distribution of reading and information handling skills among the adult population (15 years and older), broken down according to level of education or training.

44. A new area of activity foreseen for 2007-2011 is that of the education of young prisoners. Preparation of a handbook for the families of young prisoners and support for the formulation of a national strategy in that area should enrich the programme of inclusive education, which has hitherto focused on handicapped persons.

45. In compliance with the recommendations of the World Summit on Sustainable Development for promoting and strengthening an approach aimed at individuals involved in water management, the UNESCO Office Rabat is striving to highlight the importance of education for sustainable development. To that end, the Rabat Office and the Islamic Educational, Scientific and Cultural Organization (ISESCO) are preparing a series of five booklets on "Water, the source of life" for schoolchildren in the Maghreb countries.

46. As part of the United Nations Decade of Education for Sustainable Development, the UNESCO Office Rabat held a photography competition, in cooperation with the Ministry of Planning, Environment and Water.

47. In 2006 the Social and Human Sciences Sector and the Communication and Information Sector launched a pilot programme of radio broadcasts on women's rights, in cooperation with the Moroccan National Radio and Television Company (SNRT) and the Democratic Association of Moroccan Women (ADFM). Seven regional women's associations in Morocco were provided with training in the production of radio programmes on human rights, gender equality and development. The programmes were then recorded and broadcast on Moroccan radio in January 2006.

48. A study was begun in 2006 on women, family law and the judiciary in Morocco. The aim is to undertake a detailed assessment of the situation and to examine existing issues, obstacles and gaps in order to draw the attention of decision-makers to legal obstacles and difficulties, and to actions proposed to overcome them.

49. The Rabat Office also provided assistance in building Morocco's cultural management capacities. For example, activities relating to books provided the Ministry of Culture with an opportunity to conduct a detailed review of the sector, to hold a meeting with book professionals, and to begin preparing an action plan to rectify the problems identified.

50. In the field of the intangible heritage, the implementation of the extrabudgetary project relating to the Jemaa el Fna square, helped to get young people involved and raise their awareness of the importance of that major part of their heritage. A publication was produced for schoolchildren. Support was also provided to the National Library of Morocco, which conducted a successful pilot project on manuscript digitalization. A CD-ROM was produced and the capacities of the National Library were reinforced.

51. The UNESCO Office Rabat was also involved in the preparation, which is still under way, of the national strategy on ancient Moroccan fabrics, which will take fully into account UNESCO's recommendations and guidelines on the management and conservation of those fragile cultural objects.

52. As part of the e-Morocco national strategy, drawn up by the Government of Morocco, the Rabat Office is providing support to the programmes being implemented by the Minister of Economic and General Affairs in the field of e-government, and has funded a roadmap on local governance in Morocco with a view to collecting information on all local e-governance initiatives in the country, identifying and analysing similar programmes in other countries, and analysing and summarizing the strengths and weaknesses of those initiatives.

Mauritania

53. The Office's action in the field of education in Mauritania is determined by Mauritania's Education Development Support Programme (PADEM – 2007-2008), on which an agreement was signed by the Minister of Economic Affairs and Development and the Director-General of UNESCO in Nouakchott on 11 January 2007. The Programme consists of a series of activities at four levels: (i) technical support for the implementation of the National Strategy for the Eradication of Illiteracy (SNEA, 2006), (ii) support for the improvement of the quality of basic education, (iii) strengthening of traditional education, and (iv) capacity-building for evaluation and monitoring in the education sector.

54. The expected outcomes of the first component, namely technical support for the introduction of the National Strategy, are: (i) an integrated action plan validated for the implementation of the 2006 Strategy, (ii) a national benchmark for illiteracy defined to enable an assessment of the impact of the implementation of the Strategy, (iii) recommendations made to improve current literacy provision, and (iv) national capacity built for programme planning, management and monitoring.

55. The second component, which concerns the improvement of the quality of basic education, comprises a study on retention in primary education, a synthesis and actual use of existing data on learning achievements in basic education. The expected outcomes of the study are the formulation of recommendations on the development of a national strategy to prevent dropping out from school, on the one hand, and, on the other, greater effectiveness in implementing new curricula in order to raise the levels of learning achievements.

56. The third Programme component is designed to strengthen traditional teaching by means of an analysis of the situation of traditional teaching and technical support by a working group to build

bridges between traditional and basic education. The expected outcome of this component is the finalization of a validated action plan to build bridges between the two sub-systems with a view to developing an integrated national strategy for traditional and basic education.

57. The fourth Programme component is cross-cutting and aims to build capacities to monitor and evaluate all activities at the basic and traditional education and literacy levels.

58. A training course was organized by the Social and Human Sciences Sector and the Communication and Information Sector in Rabat and held in September 2006 for two local radio stations and 16 local associations. It was designed to raise awareness of such issues as the rights of women and human rights in general through radio programmes, in which rural development associations participated. The aim of the project is to disseminate information on human rights, gender issues and development to women living in rural and semi-urban areas to ensure that they are better informed of their rights and to boost their capacity to act independently.

59. In 2006, a study was launched by the UNESCO Cluster Office in Rabat on "Family law in Mauritania: the current situation and recommendations to achieve greater integration of the principles of the Convention on the Elimination of All Forms of Discrimination against Women". The study should be shared with the main stakeholders in Mauritania, including the Office of the Secretary of State for Women.

60. Activities carried out in Mauritania have concerned national capacity-building in the management of culture. For instance, the activity carried out in the field of the book industry enabled the Ministry of Culture to conduct a thorough study of the sector, hold a meeting with professionals and initiate work on a plan of action to remedy the weaknesses identified. The cultural heritage is a priority field in Mauritania. The Office has provided support which has led to the introduction of a national system of living human treasures.

61. The main contribution of the UNESCO Cluster Office in Rabat has been capacity-building for journalists, in particular women journalists, as part of the promotion of governance and human rights. The Office is also working to build capacities in the field of audiovisual policies by means of a study of the current state of the audiovisual industry in Mauritania. The study is an important tool for decision-makers in the industry, as industry is being transformed in the country.

62. In the context of reducing maternal, infant and child mortality, and combating HIV/AIDS in particular, the Office, in conjunction with the United Nations Population Fund (UNFPA) in Mauritania, has helped to improve interaction with young people about AIDS through the regional youth associations network of Wilaya in Nouakchott. The network produced a kit in French and Arabic on "AIDS, youth and prevention in the Arab region", held a forum on that subject to mark World AIDS Day and contributed to action to ensure that young people in the region have access to relevant content.

Tunisia

63. Support for Tunisia has mainly involved raising young people's awareness of the challenges of sustainable development and encouraging them to participate actively in their communities, by building the capacity of the Associated Schools network. The current 2006-2007 programme will be extended and strengthened for the United Nations Development Assistance Framework (UNDAF) period 2007-2011.

64. The second area of support by the Education Sector in Rabat is that of the monitoring and evaluation of national efforts to achieve the education for all (EFA) goals by 2015. Particular emphasis will be placed on the third EFA goal dealing specifically with strengthening the life skills of young people and the sixth EFA goal concerning the quality and relevance of education.

65. The Office has worked with the Tunisian authorities in the field of the intangible heritage, and a study has been launched to produce a manager's guide to the systems of living human treasures in North Africa. The Office has also provided assistance with regard to the book industry and museum development, fields in which national capacity-building and the use of Tunisian expertise have continued.

66. UNESCO has contributed to the establishment of a subregional resource centre to support information and education facilities for young people in the new information and communication technologies. The centre was set up in partnership with Microsoft and the National Youth Observatory and in close cooperation with the Ministry of Youth, Sport and Physical Education in Tunisia. It has provided training for more than 400 Tunisian trainers who will be responsible in turn for training in youth centres in Tunisia. It gives young people the means to achieve their potential by improving their technological skills in the fields of information and communication and creates favourable conditions for regional and interregional networks, contributing in particular to the establishment of a regional network of information centres.

Amman Office

67. The UNESCO Amman Office is working with a minimal regular programme budget during the biennium. Efforts to generate extrabudgetary funding have not met with success, except for HIV/AIDS, as all the bilateral funding goes directly to the Government of Jordan which is seen as a competent partner by the donors and the United Nations system alike. Nevertheless, the Office has endeavoured to meet the requirements and the priorities of the government in all the fields of our endeavour.

68. Jordan is a middle level developing country with reasonable development indicators and an almost enviable development position within the Arab region given its human development track record in the areas usually tackled through UNESCO interventions. Programme interventions in Jordan have to be slightly more imaginative and of a relatively higher quality than we are accustomed to detailing in the developing world and even within the other countries of the region.

69. The national development goals target all the development sectors, namely, education, culture, the sciences and information. There is always large scope and opportunity for UNESCO to intervene. The Office has kept itself focused on programmes that provide technical assistance and backstopping ranging from capacity-building in monitoring and evaluation in the education sector to supporting the establishment of community learning centres, networking for quality assurance in higher education to policy development in early childhood care and development, building bridges with youth mobilization through the ASPnet project to surveying the state of human rights education. The Dakar goals remain the Office's preoccupation and it is indeed heartening to note that the Government of Jordan has met the two MDG-related education goals already. The Office continues to closely monitor progress towards the rest of them with quality in higher education being of concern as well as the strengthening of technical and vocational education and its link with the world of work.

70. Culture is a sector of great interest to the government given the value of the World Heritage sites and the economic gains they promise both to the tourism industry and their impact on poverty alleviation. The Office has been working with the government to develop their capacities in preparing the required level of files for submission to the WHC for natural, mixed and tangible heritage sites. The recent inscription on the oral heritage has been a source of great pride and encouragement for Jordan. Support to policy-making, capacity-building and advocacy, has been the mode of the Office involvement.

71. The scarcity of water resources is a major issue in this country with Jordan being a member of the 10 most water-depleted countries of the world. UNESCO provided support for capacity-building in integrated water management and worked for the protection of biodiversity within the sphere of the MAB Programme. The Office expects to identify and designate additional biosphere

reserves for Jordan. The SESAME project supported by the Division of Basic and Engineering Sciences is making reasonable progress albeit with very limited donor support. The main effort is coming from the Government of Jordan which seems to have made up its mind that they will go ahead with the project even if they do not get the financial support they need. The risk of course is that SESAME will end up being a national project for the Government of Jordan rather than a regional one as envisaged.

72. Jordan and the UNESCO Office won the singular honour of setting up the first community radio in the Arab region in two villages outside Amman earlier this year. The project was a joint effort between UNIFEM and UNESCO as part of the e-village initiative. The capacity-building of journalists and efforts to raise awareness about their safety and professional freedom have been the Office's focus. Freedom of expression is a subject of concern throughout the region. The International Press Freedom Day is a useful vehicle for this purpose and is diligently celebrated.

73. UNESCO has been able to carve a reasonable niche for itself in the United Nations country team and has participated actively and vigorously in the CCA/UNDAF exercises. Following instructions from BSP, we took the chair of the education group and were able to get the reflection of all UNESCO's mandated areas in the CCA and the UNDAF which will be finalized by the end of December.

Bangkok Cluster Office

Lao People's Democratic Republic

74. The Round Table Meeting (RTM) between the Government of the Lao People's Democratic Republic and development partners held from 28 to 30 November 2006 provided an opportunity for United Nations agencies and bilateral donors to assess the social, economic and political situation in the country and to solidify commitments and support of the partners in the implementation of the Lao People's Democratic Republic's sixth Five-Year National Socio-Economic Development Plan covering the period 2006-2010. It also sought to take appropriate monitorable actions to make aid more effective and assist the country in achieving the Millennium Development Goals (MDGs) by 2015 and the long-term development goal of exiting the status of least developed country by 2020 (the 2020 goal).

75. During the meeting, major donors, in particular Germany and Japan, pledged to maintain the level of assistance at the current level with the possibility of increasing it depending on the government's capacity to dispense aid, while also encouraging the government to do more about governance, the rule of law, financial transactions, human rights, and the protection of vulnerable groups. Other donors such as Switzerland and the European Union praised the government for its success in reducing poverty in the country and promised to increase assistance from the current level, while emerging donors, such as Singapore, Thailand and Korea, committed to enhance their assistance in the area of capacity-building by providing training to Lao nationals, in particular government officials and civil servants.

76. UNESCO's work in the area of cultural heritage was specifically mentioned, in particular by the representative from New Zealand whose government is providing funds for the UNESCO-implemented project in Xiengkhuang Province. Other UNCT activities in Lao People's Democratic Republic were highlighted by the new United Nations Resident Coordinator, who read a statement and signed the Vientiane Declaration on Aid Effectiveness on behalf of the UNCT. While UNESCO continues to undertake activities in all its areas of competence as defined in the programme for the current biennium, it is also actively involved in the implementation of UNDAF for the period 2007-2011.

77. UNESCO is promoting the United Nations Decade of Education for Sustainable Development in collaboration with the Office of Princess Sirindhorn on a project which aims to improve the quality of life for youth and children. There are seven pilot schools in the Lao People's Democratic

Republic participating in this project. This project aims to expand the work of HRH Princess Sirindhorn, a UNESCO Goodwill Ambassador, to help the minority and marginalized groups. The period of the project is from 2006-2007. As part of the project activities, 14 teachers participated in the teacher training workshop in 2006. In January 2007, the project team visited the pilot schools in the Lao People's Democratic Republic to provide technical assistance and discuss with the schools about project implementation and activities. The schools will fully implement the project activities in March 2007.

Myanmar

78. The year 2006 was a challenging one for development partners working in Myanmar following the government's announcement, on 7 February 2006, of the Guidelines for United Nations agencies, international organizations and NGOs and INGOs, which stipulated a further decrease in the operable space for humanitarian actors in the country. The United Nations Resident Coordinator wrote to the Minister for Planning and Finance, seeking to open discussions on the government's stipulated "Guidelines". This was followed by a visit with the Minister in August 2006 by the Resident Coordinator a.i., Mr Onder Yucer. While the meeting did establish that the document of reference for both government and the humanitarian community would be the English version of the Guidelines, little progress, if any, was made to resolve issues in other areas, such as travel restrictions for international staff. The government stopped access to prisons by the International Committee of the Red Cross (ICRC) and closed down five of its offices in the townships.

79. The United Nations Under-Secretary-General for Political Affairs, Mr Ibrahim Gambari, visited Myanmar twice: for the first time in May and again in November 2006. His visit was significant in being the first high level visit from the United Nations since Special Envoy Razali Ismail's last visit in 2005 and the Special Rapporteur for Human Rights in Myanmar, Professor Paulo Pinheiro's, in 2003. While he was able to meet with National League for Democracy (NLD) General Secretary, Daw Aung San Suu Kyi, he was unable to secure her release. The Vice-Chairman of the NLD, U Tin Oo, also remains under house arrest after having it extended for a year in February. Other significant arrests during the year were that of five major activists, Min Ko Naing, Ko Ko Gyi, Htay Kywe, Min Zeya and Pyone Cho, who were accused of accepting large sums of money through the United States Embassy to carry out their political activities.

80. Politically, the leader, Senior-General Than Shwe, appears completely in control although rumors of a leadership reshuffle emerged around September. The Senior General's unannounced visit to Singapore at the end of the year also fuelled rumours about his health.

81. UNESCO continues to cooperate with resident agencies in Myanmar in particular UNDP and UNICEF. Upon the invitation of UNICEF, UNESCO attended the first in a series of Education Discussion Group Meetings in Myanmar in July 2006, where gender was the main topic. Following this, the two agencies agreed to work together for a possible gender training workshop for the curriculum/textbook people in MOE. UNESCO was again invited and will send participants to the next meeting which will discuss approaches to non-formal education, share best practices in the region related to the provision of education to out-of-school youth. UNESCO also participated in the joint Myanmar-Thailand UNCT meeting held in December in Bangkok, which discussed the ongoing programmes and activities relevant to Thailand-Myanmar border issues.

Thailand

82. The last half of 2006 was an eventful one that saw the emergence of many challenges for Thailand: the military coup in September resulted in the ouster of Prime Minister Thaksin Shinawatra, the installation of a temporary government, and the eventual declaration of martial rule in the country. Although martial law was lifted in several areas of the country, including Bangkok, observers decried the curtailment of civil and human rights in the country. On New Year's Eve, several bombs exploded in the centre of Bangkok, killing three and injuring several others including

tourists. While no particular group has claimed responsibility for those attacks, the current government was roundly criticized for its failure to install stability and for its slow return to democracy.

83. On the economic front, the Thai central bank's announcement in early December to impose penalties on international investments held for less than a year with a view to curbing the appreciation of the Thai currency did not go well with foreign investors, resulting in a 15% drop in the benchmark stock index the following day. While the government reversed the decision immediately and promised not to introduce new measures, many foreign investors have fled the country.

84. UNESCO Bangkok continues to be actively involved in the UNCT activities in Thailand, particularly with regard to the UNPAF process covering the years 2007-2011. UNPAF, or the United Nations Partnership Framework, affirms Thailand's emerging role as a donor country that helps its less developed neighbours. The Thai UNPAF focuses on six priority areas (theme groups): decentralization and local governance; poverty reduction and social protection; mobile populations/migration; HIV/AIDS; environmental protection and natural resource conservation, and education of which UNESCO is the chair of the Thematic Working Group. UNESCO's active participation in this exercise is ensured due to the presence of programme specialists in all of the six theme groups.

85. Through joint support from United Nations partners, UNESCO is working with the Thai Ministry of Education which has initiated mechanisms to undertake Mid-Decade Assessment of Education for All. A steering committee chaired by the Minister of Education will lead six technical working groups to undertake thorough assessment of the EFA policy and programme, looking at the complete policy cycle and taking into consideration national development strategies and plans, the Thai Millennium Development Goals and other national and international frameworks.

Jakarta Cluster Office

86. The aftermath of the Indian Ocean tsunami disaster of December 2004, continued to demand attention in terms of projects and programme delivery by the Jakarta Office. Most tsunami related projects were successfully concluded in 2006, and the lessons learned from these interventions show that UNESCO's strength lies in intersectoral approaches between education, culture, communication and science. Some examples include projects on skills development mainly targeting women affected by the tsunami, and the development of a Natural Disaster Preparedness educational support tools. The emergency and immediate humanitarian relief phase of the tsunami disaster is now over, but rebuilding of physical infrastructure, social and economic recovery, and disaster prevention will continue to require attention in the coming period. This fact, together with the Yogyakarta earthquake of May 2006, triggered the initiation of additional post-disaster efforts, such as the development of a Tsunami Information Centre (extrabudgetary support from CIDA) and the restoration of the Prambanan Temple in Yogyakarta (supported by Saudi Arabia).

87. The UNESCO Cluster Office participated actively in the UNCT context in Indonesia and in Timor-Leste. Due to the lack of country presence, participation in UNCT in the other cluster countries was limited to irregular visits and information exchanges. Besides, the United Nations programme in Brunei Darussalam and Malaysia is much smaller in size and scope. During 2006 UNESCO has implemented projects and programmes in all cluster countries. The strong commitment of UNESCO to the cluster countries was further evidenced by the visits in May 2006 of the Director-General to Brunei Darussalam and to the Philippines, during which a number of follow-up actions were agreed.

88. The year 2006 was also marked by a relatively long interim period, following the retirement of the Director, Mr Stephen Hill, in December 2005. In this interim period the Office was managed by Mr Qunli Han, Director a.i. until the arrival of the new Director, Mr Hubert Gijzen, in August 2006. Since the arrival of the new Director in August, the medium-term strategy of the Office has shifted

towards the establishment of strong partnerships in the region (e.g. ICSU, AIT, SEAMEO, ASEAN, UNESCO category 2 centres), the development of sizeable “Model Projects and Programmes”, and stronger emphasis on MDG focus in the actions in the field. This should lead, over the coming two to three years, to country presence in all cluster countries (via CTAs leading sizeable projects), strengthened cooperation with other United Nations agencies in these countries, and more visible and tangible impact in the field.

Main developments and results per cluster country

Brunei Darussalam

89. Brunei Darussalam formally joined UNESCO as a Member State in March 2005. The country is committed to an expansion of its economic base by developing other sectors besides the current oil-based economy. Although it is clear that this will require a strong science and technology base, current government spending in these fields are still way below the OECD target of 3% of GDP (currently at about 0.053%). For this reason UNESCO will continue to advise the Ministry of Development in setting up of a strong science and technology policy. Without systematic planning and capacity-building, Brunei Darussalam also faces serious limitations in the human resources needed for the diversification of the economic activities. Brunei Darussalam acquired independence only in 1984, and the country is still in the process of developing various national policies. UNESCO’s role is to assist Brunei Darussalam to develop proper national policies. So far UNESCO has been assisting Brunei Darussalam in policy formulation for biodiversity in Borneo, for science and technology, and for cultural heritage.

90. The Director-General paid an official visit to Brunei Darussalam in May 2006 to identify main areas of collaboration. The visit was followed by a series of missions by programme specialists of the Jakarta Office. These missions contributed to the development of S&T policy and strategies, to collaborative activities in vocational education and youth oriented activities, and to eco-tourism and zoning-based conservation strategies. Good opportunities exist for cooperation with the National University of Brunei. Other opportunities exist in the field of biodiversity conservation and research.

91. Brunei Darussalam has made significant progress in setting up its UNESCO National Commission. During a visit of the Director of UNESCO Jakarta Office to Brunei Darussalam in December 2006 the membership from relevant ministries was confirmed and the launch of the National Commission is scheduled for February 2007. The National Commission will be housed in the Ministry of Education.

Indonesia

92. While Indonesia was gradually recovering from the devastating tsunami of late 2004, a 5.9 Richter-scale earthquake struck Indonesia’s Java Island on 26 May 2006. It impacted five districts within Yogyakarta Province and six districts within neighbouring Central Java Province, and directly affected 2.7 million people, rendering 1.5 million of them homeless. Some 5,744 victims, nearly 40,000 injured people and over 300,000 damaged houses and buildings, including the Hindu Temple Prambanan were reported. The total damages are estimated at over US \$3 billion. Through UNESCO’s Technical Assistance project, UNESCO provided US \$75,000 for the rehabilitation and protection of the cultural heritage in the earthquake affected areas. Saudi Arabia provided further support for the rehabilitation of Prambanan World Heritage site, which was severely damaged by the 27 May 2006 earthquake in Yogyakarta (US \$250,000). The full rehabilitation works will require further funding, and possibilities for support from GOI and Japan are currently being explored. UNESCO also secured funding for the project on cultural tourism in Nias island, which was affected by the December 2004 tsunami and the March 2005 earthquake.

93. In general Indonesia has progressed in achieving political stability under the new administration. The government is firm in fighting terrorism and has also seen progress on anti-

corruption. Nevertheless, religious conflicts still dominate the news at regular intervals (especially in Sulawesi and Poso).

94. In collaboration with UNESCO Bangkok in 2006 UNESCO Jakarta has assisted Indonesia, Malaysia and the Philippines in developing their EFA Mid-Decade Assessment reports. In reaching the EFA goals, UNESCO has also assisted the cluster countries by improving the quality of primary education through the “Creating Learning Communities for Children (CLCC)” programme, strengthening ECCE through policy review and promotion of EFA GMR 2007, and improving literacy and vocational education programmes. As the lead agency for UN-DESD, UNESCO has strengthened the capacity of the Ministry of National Education in preparing Indonesia’s programmes for the Decade, and in planning for launching of UN-DESD.

95. The Asia-Pacific region, and particularly Indonesia, is naturally endowed with a wealth of biodiversity and cultural diversity. The conservation of natural and cultural diversity in Indonesia remains a priority for GOI and UNESCO. The number of projects and activities in these fields has increased during 2006 (mainly due to extrabudgetary support, among others from Saudi Arabia, Spain and UNDP), while sizeable additional projects are currently under development (e.g. effects of climate change on biodiversity in natural heritage sites). In addition to the above subjects, UNESCO Jakarta Office also dealt with other important issues in the field of communication and information, such as widening people’s access to communication and information through the establishment of Community Multimedia Centres in Indonesia as well as in Timor-Leste, creating online sources for distance learning, and promoting media literacy for youth.

96. In Indonesia, UNESCO has intensified its effort to build a higher profile within the UNCT, through more active participation in joint programmes, especially in HIV/AIDS, education, and in the comprehensive programme for disaster reduction, including prevention and preparedness. UNESCO will lead a recently approved project on CLCC (\$6.8 million), funded by NZAid and jointly executed with UNICEF and GOI. Within the UNDAF, UNESCO is the lead agency for two sub-outcomes, those relating to education and culture. As far as achieving national development goals in the context of the MDGs are concerned, UNESCO’s work in education is critical, as Indonesia is one of the E9 countries. It is a significant development that the national budget of the Indonesian Government has provided for a considerably higher allocation to education compared to the previous year (increase of 18.5%). Moreover, the Indonesian Government is moving towards greater attention to the development of the eastern provinces (Nusa Tenggara Timur and Papua). In this regard, UNESCO needs to likewise redirect some resources to Eastern Indonesia.

Malaysia

97. From recent discussions with the Malaysia NatCom and other government officials, it has become clear that Malaysia aspires a more active role in UNESCO, both in the governing bodies, as well as in programme delivery in the region. The government demonstrated this by providing strong support to the Director-General’s regional consultation (June 2006, Hanoi) and by organizing a high-level NatCom visit to the UNESCO Office Jakarta (November 2006). Besides, Malaysia has expressed interest in providing exposure opportunities for young Malaysians to the United Nations system. The possibility to set up an associate expert programme was discussed. Malaysia could become a strong player in supplying expertise, knowledge and S&T support to other countries in the region. Malaysia’s interest to focus on quality assurance in higher education, its strong expertise and investment in strategic subjects such as bio-energies, and the establishment of a regional ICSU office are important assets in this respect.

Philippines

98. The Philippines took important steps to promote inter-faith dialogue. This is very important given the continuing conflicts seen in the country, in the region and at international level. While progress has been made in the preservation and promotion of cultural heritage, more attention will be required for intangible heritage protection. Poverty and natural disasters are problems that

continue to demand attention, and could constitute strategic areas of intervention for UNESCO. The development of project proposals on science education and on renewable energy has been discussed, and need to be elaborated.

99. In the Philippines, UNESCO participation in country programming is almost absent, as we do not have a presence in the country, and this situation makes it difficult to participate in the planning sessions of the UNCT. Nevertheless, UNESCO has a continuing programme in livelihood skills development through the ERDA Foundation, as well as initiatives in ecology and coastal management.

Timor-Leste

100. The political unrest in Timor-Leste (May-June 2006) caused delays in the implementation of several UNESCO activities (science education project, Museum-to-Museum Partnership programme). Nevertheless, the Museum-to-Museum Partnership programme has started in a successful way, via the establishment of the partnership between the University of Melbourne and Timor-Leste, while the science education project was successfully concluded in December 2006. The science education project delivered a core of science mentors and peer tutors trained in interactive teaching approaches, but it needs a follow-up programme so that the enthusiasm for science among the young teachers could be maintained.

101. In Timor-Leste, the Antenna Office has been without a head since March 2006. The need for having a UNESCO person on the ground to coordinate with the UNCT cannot be overemphasized, in light of the urgency of assisting the country to achieve its development goals, given its low capacity level as well as political instability. During recent discussions with the Ministers of Education and of Foreign Affairs, several areas for future cooperation were identified. These include science education, capacity-building for the entire education sector, and skills development for unemployed youth. It was agreed that proposals will be developed in 2007. Timor-Leste has not yet established the National Commission, and the UNESCO Jakarta Office continued to explain the process and steps to be undertaken.

Singapore

102. During 2006 Singapore continued to be a Full Observer in UNESCO. In mid-2006 the former Director and the Director a.i. of the Jakarta Office visited Singapore to have consultations and to provide further clarification on UNESCO membership. In late 2006, the new Director of the UNESCO Jakarta Office met with the Minister of Foreign Affairs who commented that membership of UNESCO was well on its way.

Partnership development

103. In the second part of 2006, the UNESCO Jakarta Office defined a strategy to establish strong partnerships with a view to stepping up its programme and project delivery in the cluster countries (full UNESCO portfolio) and in the Asia-Pacific region (science portfolio). This includes partnerships at national level (with governments, National Commissions, stakeholders and donors) and at regional level (*inter alia* AIT, ICSU, strong universities, SEAMEO, ASEAN, UNESCO category 2 centres). In the absence of country offices in many countries, a partnership approach could be instrumental to boost UNESCO's programme delivery, visibility and, last but not least, its impact for the benefit of Member States. During a meeting between UNESCO and ICSU in September 2006, disaster management and science education were identified as areas of cooperation, and the parties agreed to collaborate in seeking funding. Equally, discussions with AIT and SEAMEO have revealed interest in such partnership approach for mutual benefit and impact improvement. This strategy will receive substantial attention during 2007.

New Delhi Cluster Office

104. The UNESCO New Delhi Cluster Office covers Bhutan, India, Maldives and Sri Lanka directly and also supports the UNESCO National Offices for Bangladesh (in Dhaka) and for Nepal (in Kathmandu). The arrival of a new Director of the Cluster Office in November 2005 provided an opportunity to promote a new approach in the implementation of UNESCO activities, more oriented towards integration in the UNCT activities leading towards greater harmonization with the UNDAF process initiated in 2006 for all four countries directly covered by the Cluster Office, and closer alignment with the National Development Plan of the respective countries.

105. The major challenge encountered in this process has been how to maintain UNESCO's specificity, hence strength, as a specialized agency with its complex composites of intergovernmental committees with its own political and technical agendas in the promotion of international conventions, normative and standard-setting programmes to serve as exemplars in addressing major global issues in the fields of competence of the Organization.

106. This special character which distinguishes UNESCO from ExCOM agencies of the United Nations system has been harnessed as the value-added in the UNDAF programming exercise in the four countries of the cluster. While UNDAF can offer many advantages to specialized agencies like UNESCO, it is also pushing the Organization to devote its meagre financial resources to gain a role in Joint United Nations Programmes in the hope to obtain its share of extrabudgetary funds allocated by the donor community through Flash Appeals for emergencies or through the UNRC. Emergency response, requiring strong and rapid Headquarters back-up, however, has never been UNESCO's strength as difficulties in playing a significant role in the post-tsunami relief and rehabilitation efforts in Sri Lanka and India, and the post-Kashmir earthquake impacting on India, demonstrated for this cluster.

107. UNESCO's success in this process, as well as in making a meaningful contribution to the policy, planning and implementation of the national development programmes of the Member States rests entirely on its expertise, i.e. the technical competence of its staff, as budgetary resources are far too limited to employ consultants for a duration required to support the often complex implementation process. This begs a fundamental review at UNESCO Headquarters in its recruitment and nomination policy, to ensure that staff deployed to cluster and national offices have the expertise to carry out technical support required and to earn the respect of the government and United Nations counterparts.

108. UNESCO New Delhi Office has largely been providing logistical support to international and regional forums, ensuring the participation of representatives of Member States in awareness-raising conferences and expert meetings, which as important as they are in conveying and advocating the concerns of the Organization, have not translated into concrete follow-up to support the national level implementation processes.

109. The paucity of funds have obliged the New Delhi Office to adopt a strategy of focusing its activities under document 33 C/5 on building up activities in India where the national and State governments can co-finance or entirely fund operational activities promoted by UNESCO. Then, to build on results achieved in India (e.g. e-based distance learning material, revision of heritage bill, promotion of creative industries, CMC and ICT for development activities, etc.) to involve the three other countries covered by the Cluster, and to prepare for a more meaningful country programme in these respective countries under document 34 C/5.

110. With regard to the UNDAFs, lack of funds and staff have not enabled adequate participation in CCA/UNDAFs for Sri Lanka and the Maldives, and subsequent thematic meetings after the main inter-agency consultation. Also for Bhutan, UNESCO's role has been quite limited despite frequent email contacts with the UNRC in Bhutan.

India

111. The New Delhi Office, in an attempt to enhance the relevance of UNESCO in India, has focused its activities under document 33 C/5, in supporting major national programmes, both at the policy level and at the level of implementation through partnering with national institutions and participating in pilot schemes being carried out by state government entities, while actively participating in the UNCT through the preparation of UNDAF India starting in 2008 focused on support for decentralization and gender equity in meeting the national goal “towards faster and more inclusive growth”.

112. While developing a comprehensive UNESCO Country Programme in India has not been possible in view of its limited financial and staff resources, participation in the UNCT India has primarily been through linking regular programme activities and UNESCO's expert network to the Joint United Nations Knowledge Management Programme for Solution Exchange, notably through the Communities for Education and ICT for Development (led by UNESCO) and to the Communities for Decentralization, Environment, Natural Disaster Mitigation, Governance and Poverty Reduction.

113. In UNDAF India 2008-2012, UNESCO will be participating in all four United Nations country programme outcomes: (1) strengthening policy frameworks and implementation capacity of large-scale state and national programmes to reduce disparities and enhance opportunities for disadvantaged groups, especially women and girls, for the achievement of the MDG related 11th Plan Goals. UNESCO has been designated to be the lead agency for CP Outcome 1.3.1 improvements in policies and programmes informed by lessons from diversity of successful innovations within India and internationally to improve quality of education; CP Outcome 1.7.2 improvements through innovative approaches, system and technologies piloted and assessed for sustainable and equitable allocation and participatory management of water resources, etc. to inform policy and programmes; (2) to put into place accountable and responsive local government systems in rural and urban areas, under which UNESCO will be taking the lead in Outcome 2.4.2 to identify issues to advocate urban reform agenda through forums, as well as in Outcome 2.4.4 to strengthen capacities of city managers to protect and develop urban heritage for employment generation and urban environment protection. UNESCO will also be taking part in Outcome 3 to ensure that the 11th Plan targets related to the MDGs are on track in at least one district in each of the seven priority states of India, as well as in Outcome 4 to enhance abilities of vulnerable people, including women and girls, and government at all levels to prepare, respond and adapt and recover from sudden and slow onset of disasters and environmental changes.

114. These roles, identified for UNESCO within the UNDAF India, are built on the New Delhi Office's ongoing work in the education sector to highlight the challenges in India's attainment of the EFA goals through the EFA Mid-Decade Assessment process and support for the GOI's call for “Empowerment through Education” emphasized in its 11th Five-Year Plan. With disparities in access to quality education being the key challenge, advocacy is being continued in promoting the enactment of the Fundamental Right to Elementary Education, yet to be formally notified by the GOI, although 21 States have adopted this in the State Legislature. The need for improvement in education assessment method is being supported through provision of expertise by the UIS, in close collaboration with the Regional Office in Bangkok. Technical expertise has also been provided for the Pupils Learning Assessment programme being carried out by the National Centre for Educational Research and Training (NCERT) which had just completed its 10-year effort in developing the new National Curriculum Framework. GOI efforts in reducing school drop-out rate is being supported through advocacy for quality education, notably by initiating a review of pre-service and in-service teacher training programmes through conferences and expert meetings on various aspects of inclusive education. Research and action agenda is being formulated in particular on the right to education of children and youths with disabilities. Greater investment in ECCE, through public facilitation of innovative and responsible private sector and NGO involvement as part of the GOI's Integrated Child Development Programme (ICDS) is also being pursued through research on good practices. Multilingual education in this context, particularly for

the Scheduled Tribes, has continued to be promoted through facilitation of Indian participation in regional workshops.

Bhutan

115. UNESCO's participation in the UNDAF Bhutan 2008-2012 is foreseen in all five CP Outcomes. Under Outcome 1: increased opportunities for generation of income and employment in targeted poor areas, UNESCO is to support the formulation of government policy for private sector development in the creative industries. Under Outcome 2: increased access and utilization of quality health services, UNESCO's role is foreseen to support education in HIV/AIDS. Under Outcome 3: improved access to quality education for all with gender equality and special focus on the hard-to-reach population, UNESCO support is expected in national capacity-building to revise and implement the education curricula, notably through strengthening pre-service and in-service teacher training and improved monitoring and assessment, as well as in supporting government efforts to address emerging needs including life skills, multi-grade teaching and child-friendly schools, and through improved national capacity in NFE for young people. Under Outcome 4: strengthened institutional capacity and people's participation to ensure good governance, UNESCO's contribution is foreseen for increased access to information through promotion and implementation of e-governance, and strengthened role and capacity of the media, as well as through supporting the formulation, review and implementation of national legislation in line with ratified international conventions, and in strengthening the local governance systems and capacity with increased participation of women. Under Outcome 5: strengthened national capacity for environmental sustainability and disaster management, UNESCO is to support the mainstreaming of disaster/climate risk reduction concerns into national policies and programmes.

116. The role of UNESCO in UNDAF Bhutan, as referred to above builds on the Organization's fields of competence, and on the limited but ongoing activities in the education sector in building the capacity of national educational institutions and administrators.

Sri Lanka

117. The CCA of Sri Lanka is still in its draft form with consultations for the formulation of UNDAF-Sri Lanka 2008-2012 still in the final stages of preparation, primarily by the resident United Nations agencies, although consultations with non-resident agencies like UNESCO has also been initiated. The current UNDAF for 2002-2006 was prolonged to cover 2007 due to the devastating impact of the December 2004 tsunami. Priorities in UNDAF Sri Lanka 2008-2012 are expected in good governance, through decentralization and community participation with focus on improved governance structures and mechanisms and respect for human rights; peace, through improved equity in social services and delivery of humanitarian assistance; increased participation of civil society and public institutions in promoting human rights and upholding humanitarian law; sustained poverty reduction programmes particularly to tsunami- and conflict-affected communities; equitable access to quality services; and gender equity and equality. UNESCO foresees participation in CP Outcomes in improved governance and social protection, ensuring quality and inclusive education through curriculum revision and teacher training, especially for marginalized groups; strengthened capacities for data collection and management; strengthened environmental sustainability policy, programmes and implementation; HIV/AIDS prevention; access to effective knowledge systems and mechanisms; enhanced employment and livelihood opportunities through facilitation and support to develop an entrepreneurship culture, improved local business climates for micro-, small- and medium-enterprise sectors, including upgrading of skills training with special attention to women and youth.

118. The New Delhi Office's contribution to the UNCT activities as well as to the development of a coherent country programme for Sri Lanka has been severely hampered by shortage of funds. UNESCO's activities in Sri Lanka over the past two biennium have mainly been in providing project-based funds to various government-endorsed NGOs, certain government departments, or universities for implementation of activities in one area or another within the fields of competence

of UNESCO. Support by UNESCO to enable the government to address the developmental needs of the country, and the emergency needs in particular caused by decades of civil strife and the 2004 tsunami have been symbolic, with invitations to government officials to regional and international conferences and expert gatherings forming the major part of UNESCO's activities in this country.

Maldives

119. UNESCO New Delhi Office has not been able to develop any country-specific activities in the Maldives in 2006, other than to organize national consultations to initiate the EFA Mid-Decade Assessment for the Maldives, and to invite Ministry of Education officials to regional and international advocacy and training workshops on various EFA themes; or media training and research activities under contract with regional organizations.

120. Given limited financial and staff resources, UNESCO's contribution to the UNDAF-Maldives under preparation has been limited despite New Delhi Office's participation in the UNDAF Strategic Prioritization Retreat. UNESCO New Delhi has expressed interest in participating in the CP Outcome on strengthened government capacity in good governance, notably through e-governance and in building public confidence through promoting greater public participation, as well as in enhancing community participation in planning and implementation of local development activities and increased ability to make informed decisions. In this regard, UNESCO's country-specific activities in promoting independent and pluralistic media through professionalizing journalists and improving access to information will need to be developed. UNESCO has also offered its expertise in supporting the CP Outcome on improved access to environmental services and enhanced national capacity in environmental protection and natural disaster management, notably through awareness-raising and dissemination of knowledge on climatic change and mechanisms for mitigation and adaptation, and through supporting the government in addressing key environmental issues and vulnerability of island ecosystem in their policy and programmes. Under the Outcome on strengthened national capacity in extending affordable and effective health and education services, UNESCO has indicated its readiness to support efforts to improve the quality of education through curriculum revision, pre-service and in-service teacher training, and in expanding the quality and reach of e-based distance learning teacher training programmes, particularly targeted for teachers in the outer islands.

121. To prepare for an effective UNESCO contribution to UNDAF and the government's National Development Plan, the New Delhi Office will require Headquarters and Jakarta Regional Office support in building national capacities in coastal and small island ecosystem management, including the vital area of freshwater management and in innovations in affordable renewal energy application.

Almaty Cluster Office

122. The Almaty Cluster Office in Kazakhstan covers four countries in Central Asia: Kazakhstan, Kyrgyzstan and Tajikistan. Uzbekistan national activities are implemented through the UNESCO country office in Tashkent. The situation in these countries is very diverse in many ways. Similarly, many commonalities are found in similar social and cultural traditions and ways of life.

123. UNESCO's **education** programme in Central Asia has been mainly subregional. In 2006, UNESCO has continued working to ensure that the education for all (EFA) is anchored as an integral part in the development agenda of the cluster governments. As a "score-keeper" for EFA, UNESCO supported policy-relevant monitoring, through the subregional EFA thematic working groups and the national preparations for the Mid-Decade Assessment to help realize the EFA goals. Improving the quality of education was advanced through policy dialogue on the diversifying of content, promoting universally shared values, and sharing of information and best practices, notably related to EFA and Education for Sustainable Development. The UNICEF-UNESCO supported CARK (Central Asia and the Republic of Kazakhstan) Forum for Education as well as

other UNESCO subregional activities are essential in promoting regional stability through policy dialogue in key social and cultural fields. All UNESCO efforts to respond to the HIV/AIDS situation benefited from culturally sensitive intersectoral cooperation, notably between education and CI, and were focused on effective prevention education (educational toolkits) and media information (training of media and multimedia trainers).

124. Developing the capacities of scientists was UNESCO's subregional programme priority in **natural sciences**. UNESCO's regional programme on global climate change and its impact on water resources raised worldwide interest and contributed towards regional and national MDG goals, particularly goal 7. In **social and human sciences**, UNESCO initiated the work on bioethics. Support to inclusive regional migration policies and research collaboration with OSCE and the Government of Kazakhstan on labour migrants in receiving countries (Kazakhstan) will contribute to the human rights and protection of labour migrants from Kyrgyzstan, Tajikistan and Uzbekistan.

125. In the **culture** sector, UNESCO concentrated its action towards the promotion of cultural diversity, with emphasis on heritage: through the preparation of inscription of Silk Road Sites on the World Heritage List; implementation of two Japan-funded conservation projects (Kyrgyzstan and Tajikistan); implementation of a Japan-funded project for the safeguarding of Shashmaqom intangible heritage tradition (Tajikistan and Uzbekistan); and implementation of a project for the safeguarding of museum ethnographic collections (Kyrgyzstan and Tajikistan). Efforts in the sphere of cultural industries were also pursued, through the Seal of Excellence Programme and other activities for the development of traditional crafts, and the implementation of a project for the development of ecotourism.

126. In **communication and information**, UNESCO Almaty provided expertise to Member States in all CI competencies. One of the key outputs in 2006 was the launch of the digital human rights library of Kazakhstan as a joint venture of the Presidential Human Rights Commission, National Academic Library, UNDP and UNESCO. Building capacity and digital networking of information and media professionals was implemented in Kazakhstan, Kyrgyz Republic and Tajikistan with support of the International Programme for the Development of Communication (IPDC). Two cross-cutting activities: Central Asian E-Campus and open education delivery especially to rural areas contributed towards political, social, technological and administrative solutions for practicing information and education for all.

Main developments per cluster country

127. **Kazakhstan** is a lower middle income country. The country has considerable oil and mineral wealth and vast areas of arable land. The development agenda of Kazakhstan is focused on narrowing the gap between the wealthy and the poor, enhancing human security by reducing vulnerability, improving delivery of social services, recuperating environmental situations, strengthening civil society participation, and improving the institutional capacity of the State. Based on the national priorities, three priority areas have been selected for UNDAF cooperation, of which UNESCO is an integral part. These priority areas are: developing pro-poor policies, ensuring quality of life for all, and promoting an enabling environment for democratic governance and the broadest participation of citizens in development. UNESCO is a member in each thematic working group and is chairing the group on Good Governance, Participatory Democracy and Human Rights.

128. The **Kyrgyz Republic** is a low-income country. The agricultural and industrial production base is small, leaving the country vulnerable to natural disasters and external shocks. About 40% of the population is considered poor. Access to basic public services such as running water, health and education has deteriorated over the past years. Heavy external debt is an issue.

129. In the Kyrgyz Republic, the United Nations Country Team has identified three priority areas for UNDAF cooperation, where the United Nations system offers a comparative advantage towards

the achievement of the MDGs. These areas are poverty alleviation and social services; democratic governance; and HIV/AIDS. These priority areas imply, among others, mainstreaming human rights in all interventions, increasing community empowerment, and assisting young people and vulnerable groups to adopt safer behaviour with regard to HIV/AIDS. A joint United Nations programme was launched on mainstreaming human rights issues, of which UNESCO is a part.

130. After the civil war of early 1990s, peace and stability were achieved in **Tajikistan** in 1997, followed by macroeconomic and political stabilization as a result of extensive collaboration between the government, United Nations and donor community. One of the poorest of the CIS countries, Tajikistan is burdened with weak infrastructure, and fragile health and education systems. Tajikistan is also a route for the drug trade which complicates the challenge of tackling corruption and makes the spread of HIV/AIDS through injecting drug users a concern. The country is rich in natural resources, significantly water, hydropower, and some minerals including gold, silver, precious stones and uranium.

131. In Tajikistan four features form accordingly the basis of the UNDAF, namely decline in the quality of and access to many basic services (e.g. education and health) and the demanding mountainous terrain (sustainable management of natural resources, disaster preparedness), a tentative appearance of democratic values (accountability of decision-making, rule of law and human rights and regional stability), and greater household and community initiative in rebuilding their livelihoods (economic opportunities, access to clean drinking water). Even if non-resident in Tajikistan, UNESCO was an active distance member of the UNCT and made an active contribution to the UNDAF review.

Apia Cluster Office

132. The UNESCO Apia Office continued to improve on its ability to implement its mandate while at the same time improving its support to its Member States. The Office is now reviewing its approach and is adopting a more strategic approach to its services to the members with an office strategic plan to be ready for implementation in 2008.

133. This is an attempt to strategically place the Office for the 2008-2013 medium-term period while aligning itself to be fully engaged in the United Nations reform and the promotion of the One United Nations while working in close partnership with key stakeholders in the cluster.

134. In spite of this, the Office continues to face challenges that emanate from its demographic, economic, social and political situation. All these challenges in one way or another have over time had an impact in the effectiveness of the Office to make a difference in the use of its areas of expertise and the resources available to it in promoting peace and harmony among the people it sets out to serve.

135. As the lead agency for some of the United Nations initiatives in education, the UNESCO Apia Cluster Office continued to provide support to all its Member States especially with the implementation of these initiatives throughout 2006.

136. With regard to UNESCO's contribution to, and participation in, UNDAF and UNCP across the three United Nations country teams in the Pacific, the Apia Cluster Office is a full member of the teams and provided substantive inputs to the development of UNDAF in the Pacific and of United Nations Country Programme in Papua New Guinea, both of which identified education as one of the key outcomes for joint programmes.

137. The **natural sciences** programme is also an active partner under the environmental management theme of the Pacific regional UNDAF process, and is currently engaged in the development of joint activities with a focus on ecological and earth sciences.

138. The Apia Office has adopted intersectorality as a strategy for its operations. The theme “Our Pacific Heritage” has been identified as the common intersectoral theme with all sectors working and linking up their programmes and activities under this common theme. Several areas have been identified under this common theme such as ESD, MAB tool kit for the Pacific, PacSciNet.

Beijing Cluster Office

China

139. The year 2006 was the first year of UNDAF (2006-2010). UNESCO was active in the implementation of UNDAF through the United Nations Theme Group on Basic Education and Human Resource Development, for which UNESCO has been the chair for three years. The UNTG and the government organized in December 2006 the third National EFA Forum, which discussed the EFA Mid-Decade Assessment, in particular the issues of indicators and statistical data on education. There is a continuing conflicting issue between the government and the *EFA Global Monitoring Report* on the school enrolment rate in China. UNESCO organized five workshops on quality of data and statistics and analysis of EFA progress in five provinces. China participated in the case studies on: Good Practices and Successful Innovation in EFA for Sustainable Development of Rural Areas: Scaling up for Achievement of EFA Goals, organized by the International Research and Training Centre for Rural Education (INRULED), the Chinese NatCom and UNESCO.

140. UNESCO was an active member of UNTG on HIV/AIDS. This UNTG is the front runner of United Nations joint programming. The United Nations Country Team approved the joint programming paper and submitted it to the government for approval. The UNCT will be starting joint fundraising in 2007. UNESCO implements HIV/AIDS preventive education projects using extrabudgetary funding from UNAIDS PAF, OPEC Fund, UBW and private donors. UNESCO particularly focuses on disadvantaged groups such as female migrants and ethnic minorities. UNESCO also promotes a society without stigma and discrimination against HIV/AIDS affected patients and families through cultural approaches and training of broadcasters.

Mongolia

141. The UNCT and the government co-signed the UNDAF for 2007-2011. The Parliament approved the Education Sector Master Plan, to the preparation of which UNESCO made a substantive contribution. As a member of the United Nations Theme Group on HIV/AIDS, UNESCO started projects on HIV/AIDS preventive education and advocacy campaigns in Mongolia. The Parliament approved the National Science and Technology Policy Master Plan in December 2006, in the preparation for which UNESCO assisted the Ministry of Education, Culture and Science since 2003.

142. The UNCT unanimously agreed that the United Nations should assist the western region of Mongolia, where linguistic ethnic minorities live in economically less developed conditions. UNESCO completed the establishment of an FM radio station and multimedia centres for reindeer minority and of community radio stations in Kazakh minority as well as multimedia centres and radio station for Tsaatan and Darkhad minorities. Upon the request of and with the encouragement from the government, UNESCO/UNICEF/WHO/UNDP prepared a United Nations inter-agency project “Comprehensive Community Services to Improve Human Security for the Ethnic/Linguistic Minorities in Rural Mongolia” with the intention of getting funds from the United Nations Trust Fund for Human Security. UNESCO is the coordinating agency.

Democratic People's Republic of Korea

143. The UNCT issued CCA in February 2003. Since then, no UNDAF documents were produced. In January 2006, the UNCT composed of WHO, FAO, UNDP, UNICEF, WFP and UNFPA as resident United Nations agencies and UNESCO as a non-resident United Nations agency held the

joint United Nations and government strategy workshop. As a result, a paper “Strategic Framework for Cooperation between the United Nations and the Government of DPRK for 2007-2009” was signed between the government and the United Nations in September 2006. The United Nations will shift the humanitarian assistance to the development assistance. Five national priorities were identified, among which sustainable energy, environmental management and basic social services are the areas where UNESCO will contribute.

Tehran Cluster Office

144. The Tehran Cluster is made of four countries, namely: Afghanistan, Islamic Republic of Iran, Pakistan and Turkmenistan. Though all of them are mostly Moslem countries, each has its own special political constraints which sometimes hinder the implementation of programmes. The four countries share the terrible burden of location being within the transcontinental earthquake belt between the Eurasian and Arabian tectonic plates; and are also classified as arid and semi-arid areas and hence are vulnerable to many natural hazards. On the opportunity side, the Tehran Cluster is unique in that it contains two national offices in Kabul (a post-conflict), and Islamabad (an E-9 country). The two national offices perform independently good works at the national level in education and culture enhancing capacity-building in the respective countries. Though major activities in science (SC) and communication and information (CI) are carried out from Tehran, there are limited resources for national activities allocated to the two national offices. There is no SHS staff in any of these offices, nonetheless, few successful activities have been implemented in each of these countries that have UNESCO offices.

145. In general, the implementation of UNESCO programmes within these offices is satisfactory in spite of the natural hazards (such as earthquakes) and political challenges, typical to each of these countries that could hinder or slow the rate of implementation. This is mainly due to the dedication of the staff and the strong partnership created within the relevant stakeholders in these countries. In addition, relevance of these programmes to the national development goals have assisted in creating national support and notable welcome to UNESCO's action. Though UNESCO may not have the highest budget compared to other richer United Nations agencies, it is clear that it is the most respected and welcomed United Nations agency and has greater visibility. Although most of UNESCO's programmes are carried out directly with national and cluster partners, these three offices have developed good working relations with the UNCT in all of the four countries of the cluster.

146. The three Offices are active partners in many UNDAF priorities in the four countries and UNESCO Tehran Office leads an UNDAF priority on “Facilitating Transfer of Science and Technology”, UNESCO Islamabad Office currently leads the UNCT working group in education and UNESCO Tehran has an active joint programming project in education in Turkmenistan implemented with UNICEF.

147. The cluster countries followed UNESCO's principal priority in **education** for all (EFA). In this respect the second Tehran Cluster EFA Experts and Ministerial Meetings were held in Isfahan with the participation of nine Ministers and representatives from the cluster and neighbouring countries. The meeting came up with a declaration and recommendations for joint collaboration.

148. In the Islamic Republic of Iran, the education activities were focused on ESD, in close cooperation with the Bangkok Office and JFIT, as well as EFA decentralized planning and ILFE. The construction of Bam Model School Complex (BMSC), based on ILFE and CFS concepts, is now close to completion. The personnel and teachers were selected, guidelines for teaching material were developed and the training of teachers and personnel has been undertaken for this model school in close coordination with the related ministry and utilizing UNESCO's experience. The successful partnership with the International Red Cross and Red Crescent Societies, UNICEF and the Iranian Ministry of Education could serve as a unique example that can be applied in other post-disaster projects.

149. Within the UNDAF process and in close cooperation with UNICEF, EFA implementation in Turkmenistan included national curriculum and teaching material assessment and development. In this regard guidelines were developed for the elaboration and monitoring mechanisms of the education system. It is rewarding that some of the recommendations of this work, such as the increase of school years from 9 to 11, is a major direction in the current presidential campaign.

150. In Pakistan, the capacities of institutions were strengthened in EMIS and planning of education census and data analysis. Preparatory work for the EFA Mid-Decade Assessment took place through capacity-building on education statistics and assistance for conducting a National Education Census.

151. Financial and technical support secured to EFA in support of National Equality Education Policy Review (NEPR); to conduct round tables on ECE, literacy and gender; assistance for national workshop on SWAPs; participation of MoE officials in international meetings. Planners, decision-makers, parliamentarians and media were introduced to the UNLD and LIFE and capacity of organizations was strengthened in planning and implementation of literacy programmes. Preparatory work for the EFA Mid-Decade Assessment took place through capacity-building on education statistics and assistance for conducting a National Education Census. Policy-makers and education managers were sensitized on the significance of early childhood education. The capacities of Pakistan institutions were strengthened in EMIS and planning of education census and data analysis.

152. In Afghanistan, all projects under implementation for this period have been done with close coordination with the local counterparts, in spite of the challenging situations. On the whole, UNESCO projects have enhanced institutional capacity-building, policy change, renewal and reorientation of the education system. Also a very much appreciated contribution was made to the Ministry of Higher Education through high-level seminars, such as the one on policy and governance in higher education.

153. The **Science** Unit of UNESCO Tehran has collaborated with the national counterparts in the implementation of the science programmes within all of the four countries of the cluster. The programmes conducted in the Science Unit were mainly in line with UNESCO's principal priority "Water and Related Eco-Systems" with focus on enhancing capacity-building and networking among the relevant water related experts and decision-makers. Trust is built with local counterparts and programmes have been implemented smoothly to fit the National Development Plan of the related countries.

154. Great attention was given to the actions of the IHP Global Network on Water and Development Information for Arid Lands (G-WADI) in which the four countries of the cluster are currently active members of its Asian G-WADI network and thus benefited from the various capacity-building exercises. Two category 2 water-related centres are established and working actively in the Islamic Republic of Iran under the auspices of UNESCO. Technical and financial support was provided to these centres as major implementing bodies of the cluster's approved work plan, particularly in the areas of urban water management, groundwater protection, G-WADI and Qanat actions. To this end, many capacity-building activities were held with participation of trainers from the four countries of the cluster and neighbouring clusters (Beijing, Cairo, Doha, Jakarta and New Delhi Offices) in order to strengthen the participants' knowledge-base and skills.

155. The **culture** activities carried out within the cluster countries focused on capacity-building and safeguarding of tangible and intangible heritage through both extrabudgetary and regular programme funding. In the Islamic Republic of Iran, Bam and Chogha Zanbil benefited from the UNESCO Japanese funds-in-trust projects. In Pakistan, Lahore Fort and Shamlaman Gardens received focused assistance with support from the Norwegian Government.

156. In compliance with strategic coordination of the Afghanistan Compact and Afghanistan National Development Strategy through the Consultative Group mechanism, the culture section of

UNESCO Kabul and Tehran cooperated with the Afghan authorities to safeguard and promote the tangible and intangible cultural heritage, cultural diversity and human rights in Afghanistan. Notable activities took place in Bamyan, Jam, Heart, Mazar-e-Sharif and Kabul.

157. The main thrust of UNESCO Tehran activities has been the use of media for addressing development issues and supporting the UNESCO **communication and information** mandate in the context of an increasingly politicized national and international environment. Capacity-building enhanced through training workshops, including multi-stakeholder, multi-agency, cross-sectoral and regional events on emerging issues such as HIV/AIDS, refugees, disabled access, earthquake awareness and science journalism, and which focused on MDGs 1, 3 and 6, many of them in partnership with other United Nations system organizations.

158. UNESCO Kabul has been very successful in building stronger and visible links with institutional partners (including Ministries of Education and Information) and the donor community. This has shifted UNESCO into a central position in the strategic media landscape, especially with regard to the ongoing debate on media freedoms, the media law and PSB. Capacity-building enhanced through training workshops, including multi-stakeholder, multi-agency, cross-sectoral and regional events on emerging issues such as HIV/AIDS, refugees, disabled access, earthquake awareness and science journalism, focusing on MDGs 1, 3 and 6.

159. UNESCO Islamabad has been actively involved in building stronger and visible links with media partners. Capacity-building interventions have included training workshops, promotion of freedom of expression and radio programmes on women's issues, focusing on MDGs 1, 3 and 6.

160. As mentioned earlier there is no **social and human sciences** staff in any of the offices of Tehran Cluster. However, few activities were carried out through the direct liaison of national counterparts with UNESCO Headquarters and led to an enhanced capacity in many related areas. This included actions on ethics education in science and technology in Tehran; setting up a Gender Studies Institute (GIS) in the University of Kabul (UK) in collaboration with Ministries of Women Affairs (MOWA), Higher Education (MOHE), UNDP, and UNIFEM; and holding "the First Forum of Ministers of Social Development for South Asia" in Pakistan under MOST, with the partnership of UNESCO, UNDP and the National Reconstruction Bureau. The forum has provided a platform for the countries to share views and practices in social development as well as strengthen partnerships within the region.

Kathmandu Office

161. On 22 November 2006, a comprehensive Peace Agreement was signed by the Prime Minister and the Maoist leader, ending 10 years of armed conflict. The United Nations was asked to manage the arms and armed personnel and also provide assistance in reintegration. Constituent assembly elections are foreseen in June 2007. The new state of post-conflict is encouraging, regarding access and security in the operational environment, but the security phases in the country have remained unchanged.

162. In light of these new developments and in response to assessed needs, UNESCO should consider providing technical assistance in constitutional reform in the field of education in order to guarantee the right to education in a new Constitution. UNESCO's technical services could also contribute to democracy and free and fair elections through civic education and peace and human rights education. Extrabudgetary resources are actively being sought.

163. Innovation and piloting has been central in UNESCO Kathmandu's work together with internal linking of programme activities in order to facilitate cross-sectorality and maximum utilization of funds and human resources. Active fundraising has generated expansion of programme activities and well-established networks with local and international partners. Close cooperation with central and local government counterparts has ensured vital ownership and endorsement.

164. During programme implementation, the general lack of available expertise in several areas often presents a challenge. Innovative approaches have, for example, made learning more relevant, enjoyable and effective, but can at times raise sustainability issues due to lack of resources.

165. Policy commitments have been hard to obtain with rapid political changes during times of conflict, and momentum seems lost on certain important areas like gender, but intensive lobbying has resulted in dedicated focal points in the Ministry of Education, e.g. for gender (each agency under MOES), HIV/AIDS and for ICT in education.

166. With the introduction of the interim constitution, an interim parliament has been constituted which presents new opportunities for working more closely with the government, particularly at the local levels.

167. UNESCO participated actively in the CCA preparation as chair of the part on universal primary education. The CCA was completed in November 2006 and the preparation of the UNDAF has now started. UNESCO Kathmandu will be involved in three of the four priority areas, namely Priority Area 1: Strengthen rule of law, governance, and human rights for all Nepalese to benefit from the peace and recovery process, Priority Area 2: Improve access to and quality of education and health services, and Priority Area 4: Protect Nepal's natural and cultural wealth for future generations.

168. UNESCO has also taken an active part in inter-agency working groups and theme groups on various issues, e.g. Peace Support Working Group on UNSCR 1325, Information Working Group, Human Rights Working Group, Contact Group (field security), Gender Working Group and has been heavily involved in the Consolidated Appeal Processes (CAP) and the Joint United Nations Team on AIDS.

169. UNESCO Kathmandu has taken the lead in United Nations inter-agency EFA coordination, emphasizing one voice and concerted action of all Kathmandu based UN-EFA partners, which was appreciated by the donor community.

170. The representative also participated in regular SMT and UNCT meetings where inter-agency information sharing is important, particularly to ensure safety and security in field operations. In view of the United Nations Technical Assessment Mission (TAM) starting on 15 December 2006, UNESCO should also be ready to prepare its concrete inputs to the peace process.

Havana Cluster Office

171. The Cluster Office covers three Member States (Cuba, Dominican Republic and Haiti) and one Associate Member (Aruba), with a national office in Haiti. In this function, the Office promotes cluster consultations, implements programme activities in Cuba, Dominican Republic and Aruba and assists the Haiti Office in its functions. Special efforts have been made to serve equally the interests of the four countries that integrate the cluster. Progress has been made in this sense through systematic missions, implementation of activities through and with national counterparts, strengthened communication and coordination with National Commissions, systematic participation of all countries in cluster programme activities, etc. In the field of culture, in several cases the Office developed and adapted methodologies and strategies that were tested at the cluster level and will become available for replication by other cluster offices, e.g. the UNESCO Seal of Excellence for Handicrafts, the identification of Places of Memory, and the establishment of national systems for the proclamation of Living Human Treasures.

172. In Cuba, the Office participates intensively in the United Nations Country Team and the CCA/UNDAF process – the UNDAF document will be finalized in the course of 2007 –, in inter-agency thematic working groups, and some joint initiatives particularly in the fields of disaster preparedness and prevention of HIV/AIDS. It maintains close working relations with the National

Commission and all of its line-ministries. It supports key events in education, science, culture and communication and has opened new avenues in the management and preservation of the cultural and natural heritage, HIV/AIDS education and prevention, among others.

173. In the Dominican Republic, UNESCO co-signed the UNDAF in April 2006 and has taken initiatives to ensure full participation in its programming and implementation, among other things by appointing focal points in the offices of the Resident Coordinator in Santo Domingo and UNESCO Havana, and the designation of staff for inter-agency working groups. Communication with the National Commission has been intensified and it has become efficient in the implementation of activities and communication with relevant line-ministries.

174. The collaboration with Aruba has been strengthened through the National Commission, although communications are complex and implementation arrangements need improvement. National activities respond to particular identified needs – such as multilingual education –, whereas Aruba has shown keen interest in participating in cluster activities that has proven to be of benefit to all participants.

175. As to Haiti, the Office assisted and collaborated with the UNESCO Office in Port-au-Prince, in the preparation of the Haitian Provisional Cooperation Framework, drafted in 2004. During the present biennium, both Offices established a very close collaboration and joint programming and budgeting, particularly in culture and communication and information. This led to an optimum use of human and financial resources and a systematic participation of Haitian experts in cluster activities.

176. The Havana Office also embarked on coordination and joint activities with neighbouring cluster offices, particularly the Office in Kingston, for example for the Travelling Caribbean Film Showcase and a World Heritage Capacity-Building Programme for the Caribbean.

Montevideo Cluster Office

177. The UNESCO Office Montevideo has the dual mandate of Cluster Office to the MERCOSUR region (Argentina, Brazil, Paraguay and Uruguay) and Chile as well as Regional Bureau for Science.

178. During 2006, the economic situation of the region covered has been positive and stable. The most complicated scenario has been the conflict between Argentina and Uruguay caused by the setting up of pulp mills along the River Uruguay. This conflict, which had a negative impact on the MERCOSUR process, has been put before the International Court of Justice in The Hague, but a final resolution is yet to be reached.

179. The above-mentioned conflict is a reflection of the increased awareness among stakeholders in reference to water-related issues. In particular, the development and prospection of the Guarani aquifer has put water in a relevant position in the political agenda of the region. UNESCO's contribution in providing guidelines and technical support to Member States in this sector in general, and in the Guarani in particular, must be aimed to promote and improve the integrated management of the water resources as a mechanism to dissipate or prevent social conflict.

180. Moreover, whereas all countries reported economic growth over the last three years, the state of poverty and the lack of adequate social services – in particular in the area of education – remain important issues and concerns to be addressed by national governments with the support of international cooperation.

181. In this context, in line with the latest trends fostered by the Education Sector Reform, and in strict observance of ADG/ED's guidelines at the beginning of the biennium on the importance of a country-based approach in cooperation, the focus has been placed on conceiving and executing interventions for the MERCOSUR countries and on specific priorities systematically identified in

each of the Member States concerned. In this sense, coordination of the Sector's work has been sought and reached with governmental stakeholders in the Member States concerned, as well as at the university and community levels. Articulated action with the IIEP of Argentina should also be mentioned.

182. Furthermore, under the auspices of UNESCO's MOST Programme, the International Forum on the Social Science-Policy Nexus (IFSP) was jointly organized by the governments and NGOs of Argentina and Uruguay, the cities and universities of Buenos Aires, Cordoba, Montevideo and Rosario from 20 to 24 February 2006 in order to explore the different regional and thematic dimensions of the nexus between public policy and social science research, and to suggest ways to overcome the existing gap between these two areas. In a region facing important social movement and changes, the Forum provided an innovative space to develop a new kind of dialogue, bringing together social sciences and policy in the search for a common understanding and a common commitment to enhance their contribution to social transformations.

183. From the human rights perspective, the efforts of the national governments in Argentina, Chile and Uruguay to address the pending issues on violation of human rights during the military government period in the 1970s and 1980s should be highlighted. In the case of Argentina, some concerns have arisen following the violent reaction of some sectors involved in the former military regime, but the overwhelming majority of the population has condemned this reaction.

184. Another concern in the region is the increase in crime and violence in particular in Argentina and Brazil. The relation between poverty and other social problems are evident. It is fundamental to address violence as a complex phenomenon and to focus the work on its social causes.

185. The incorporation of Venezuela as a full member of MERCOSUR impacts in all the policies related to UNESCO's mandate. This merits a deep analysis and requires a positioning of UNESCO in this matter. In addition, this month Bolivia has requested to be incorporated as a full member of MERCOSUR, a fact that will also have direct impact on UNESCO's actions in the subregion.

186. From the point of view of international relations between countries in this region, the most important event in 2006 was the 16th Ibero-American Summit of Presidents and Heads of State, which was held in Montevideo (Uruguay) from 3 to 5 November 2006. It brought together the Heads of State of 22 countries who adopted the Declaration of Montevideo. In this context, Mr Kofi Annan, United Nations Secretary-General, paid an official visit and took this occasion to meet the entire United Nations system staff. This event also provided the opportunity to launch the UNESCO Coalition of Latin American and Caribbean Cities against Racism, Discrimination and Xenophobia within the framework of the Ibero-American Summit of Local Governments that took place at the end of October.

187. Another important process has been the implementation of the reform of the United Nations system in the region, in particular the country-programming approach. The UNESCO Office Montevideo has participated actively in the United Nations Country Teams (UNCT) but mainly in Uruguay where the Office is located. In the other countries of the region covered by the UNESCO Office Montevideo and where UNESCO does not have national offices, it has been most difficult to ensure an effective participation in the UNCT. On the other hand, Brazil and Chile were able to count on their respective UNESCO National Offices. The participation and contribution of the UNESCO Office Montevideo in the elaboration of the United Nations Development Assistance Framework (UNDAF) of Uruguay for 2007-2010 has been fundamental in taking into consideration UNESCO priorities in its fields of competence. Furthermore, Uruguay has been selected as one of the pilot countries for the implementation of the "One United Nations" in 2007. It will be challenging therefore but essential for UNESCO to participate actively in this process and to also take into account its own decentralization reform process.

Quito Cluster Office

188. The Quito Office has participated actively in the United Nations Country Team activities in Ecuador, where UNESCO is member of the various working groups and is also implementing cooperative activities. The Office professionals and several of the staff also represented UNESCO at the UNDP-Ecuador retreat in December to review the 2006 results of UNDAF activities and to begin planning for 2007.

189. The education and culture specialists are involved in cooperative projects for the Frontera Norte with Colombia including EFA and adult literacy training and activities dealing with the cultural aspects of HIV/AIDS prevention. In addition, cooperative projects have involved developing environmental preservation strategies for the rain forests in the Amazon region of the country and for the Galapagos Islands. The Office also worked closely with UNIFEM to develop radio training for women for the production of programmes dealing with domestic violence.

190. However, participating in the United Nations Country Teams for the other countries of the cluster has remained problematic given the high demands this makes on both time and budget. For the CCA/UNDAF process in Colombia, which has begun a new round of elaboration, the Quito Office asked the Colombian National Commission to represent UNESCO, with good results in having UNESCO's mandated areas represented in the document. This ongoing process in Colombia also illustrates the challenges field offices are facing participating in CCT and CCA/UNDAF activities outside of the host country. The Quito Office intends to explore further the possibility of enlisting the assistance of the National Commissions in these CCT and CCA/UNDAF-related activities as a way to ensure that UNESCO's interests are well represented.

Kingston Cluster Office

191. The 16 Caribbean countries covered by the UNESCO Kingston Cluster Office are characterized by relatively high levels of human development but this coexists with inequalities, unemployment and underemployment, social exclusion and poverty. The economies of the region are diverse with a number of the countries classified as upper- and middle-income countries while some of them fall into the category of highly indebted poor countries. The process of integration is vigorously pursued with the launching in early 2006 of the Caribbean Single Market and Economy (CSME). Also characterizing the region are high levels of political stability, democratic principles and human rights. The main challenges facing the Caribbean islands in the Kingston Cluster Office include decreasing development cooperation assistance for the upper- and middle-income countries, high rate of emigration of their skilled populations, vulnerability to natural and human-made disasters, high prevalence rate of HIV and AIDS (the second highest in the world after sub-Saharan Africa), and increasing rate of crime, violence and drug trafficking.

192. During the period of January to December 2006, the Kingston Cluster Office participated in several United Nations Common Country Assessment (CCA) and United Nations Development Assistance Framework (UNDAF) exercises in Jamaica, Suriname, Trinidad and Tobago, as well as a subregional UNDAF for Barbados and the OECS (Anguilla, Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Montserrat, Saint Kitts and Nevis, Saint Lucia and Saint Vincent and the Grenadines). The Office endeavoured to make a significant contribution to these exercises and to ensure that areas of relevance to UNESCO's mandate were included in the documents. The UNDAF for Jamaica was finalized and signed by the Government of Jamaica and the United Nations system in October 2006. The document is based on the CCA and was borne out of extensive consultations and collaboration among the United Nations system, the Government of Jamaica, civil society groups and other international development partners. The Kingston Office was fully involved in the process. The main constraint to more effective involvement of the Office in similar processes in countries outside of Jamaica was insufficient resources (both financial and human) to carry out missions to participate in the numerous meetings associated with the CCA and UNDAF exercises, which are intensive and demanding both in terms of staff time and financial resources. The Office also played a key role in several United Nations theme groups set up in the

region. In December 2006, UNESCO was selected by the UNAIDS Co-sponsors in Jamaica to chair the United Nations Theme Group on HIV and AIDS in the country for 2007 and 2008 – testifying to the significant achievements and the visibility of the programme of the Kingston Cluster Office in strengthening the response of the education sector to HIV and AIDS (not only in Jamaica but also in the whole Caribbean region). UNESCO also served as a member of the United Nations Theme Group on HIV and AIDS and on Gender and Development set up in Barbados for Barbados and the OECS. It is worth noting here that, as a non-resident agency, our participation in these theme groups is done mainly through teleconferencing and emails.

193. The situation of **education** in Member States in the Kingston Cluster Office is marked by high enrolment rates in primary education with most countries having achieved or being close to achieving the goal of universal primary education by 2015, although discrepancies exist within and among the countries. There is virtually no gender imbalance, although boys constitute the majority of repeaters across the region with 5.7% against 2.9% of girls (*Global Monitoring Report, 2007*). The launching of the CSME requires from Member States an improved quality of education to produce competitive professionals. There is renewed attention to technical and vocational education as a means to upgrading existing uncompetitive skilled and trained workers who can be regionally mobile. The focus on quality education has also generated concerted efforts at the national level as well as through CARICOM to strengthen the quality of early childhood education and care services so as to increase the learning abilities of children entering primary education. Greater attention is similarly given to the role of education in the upbringing of children and youth who possess the attitudes and values for active citizenship in middle-income democracies, especially in the face of the disturbing increase of violence in Caribbean schools. In July 2006, participants in the Director-General's Consultation with National Commissions in Latin America and the Caribbean on draft documents 34 C/4 and 34 C/5 placed "citizenship education" as one of the main priorities that should be attended to by the Organization.

194. During the reporting period, the education programme in the Kingston Cluster Office contributed to the achievements of the EFA and PRELAC goals through, *inter alia*:

- (i) supporting EFA strategies in the region, including provision of assistance to country-led planning and Sector-Wide Approach (SWAP) processes, building of capacity for quality assurance, and development of research to inform policy-making;
- (ii) building capacity for distance learning in five universities in the Caribbean by developing and delivering quality distance education programmes using ICTs – funded by the UNESCO/Japan Funds-in-Trust Caribbean Universities Project for Integrated Distance Education (CUPIDE);
- (iii) strengthening the response of the education systems across the region to the HIV and AIDS epidemic through building awareness, commitment and capacities at the country and regional levels (with main partners being CARICOM, UNAIDS, World Bank, Inter-American Development Bank, and the University of the West Indies);
- (iv) heightening attention to the quality of early childhood education by organizing a Caribbean Early Childhood Policy Forum (March 2006, in Jamaica, with the main partners being UNICEF, InterAmerican Development Bank, CARICOM, and the Van Leer Foundation); organizing in Kingston (Jamaica) the Caribbean launch of the *Global Monitoring Report 2007*, which focuses on early childhood education and care (this was a major media event which was retransmitted via videoconference in eight other Caribbean countries, along with interviews on major radio and television stations in Kingston); supporting the CARICOM Secretariat in developing regional minimum standards for early childhood education and care, which are expected to be endorsed by the Ministers of Education in 2007.

195. With regard to **communication and information**, there exists in the Caribbean countries a growing trend towards concentration of media ownership through amalgamation or buy-outs leading to media conglomerates – a trend which could jeopardize media pluralism and democracy. Steps towards the CSME and the Caribbean Court of Justice are increasing the demand on communication and information systems to play a greater role in the region's development. The communication and information programme activities which the Cluster Office implemented in 2006 and those planned for 2007 attempt to respond to these trends. Support provided for the training of media and information professionals through workshops as well as online delivery of courses by the Caribbean Institute of Media and Communication (CARIMAC), which focus on the MDGs, EFA, WSIS, community media, online journalism and information, and media literacy seeks to promote media pluralism, professional standards in journalism and the evolving role of new and traditional media in development in the region.

196. The successful celebration of World Press Freedom Day, in May 2006, under the theme "Media and Development in the Caribbean", also highlighted the critical role of media in development in the region with the formulation of recommendations for media and governments. Additionally, ongoing provision of support for the development of CMCs/community radio stations seeks to put media in the hands of the common citizens, particularly those in rural, remote and marginalized communities. This, coupled with the development of the Caribbean Internet Radio Portal (CIRP), is contributing to media pluralism, cultural diversity and access to information and knowledge.

197. Through the provision of support to the INFOLAC *Newsletter*, the development of a Manual on National Information Policies for Latin America and Caribbean (in Spanish and English), the development of national ICT profile/policies including two cases studies, the communication and information programme is making inroads into the challenges of the region. Actions have been taken to obtain for UNESCO a key role in the recently reinstated Caribbean Telecommunication Partnership (CTP) – a joint stakeholder group for ICT for development in the region. One of the main achievements in this area, which will be pursued in 2007, is support of the Caribbean E-Government Strategy. The resulting Caribbean Centre of Excellence for E-Governance (CCEEG) will aim at promoting research, training and a citizen-focus approach to electronic government in the islands. Libraries and archives are making a significant contribution to preservation and access to information. The Kingston Cluster Office continues to support the training of library professionals through partnerships with the main library associations in the region. The Office provided support to strengthen libraries in Saint Kitts and Nevis, Trinidad and Tobago and the Bahamas; funded workshops on information literacy for teachers, students and librarians; and established the first two fully-fledged CMCs in a formal secondary school and in a prison. Support was also given to the Memory of the World programme, and for the promotion and preservation of Caribbean indigenous and endangered languages (<http://infolac.ucol.mx/mow/www.mona.uwi.edu/dllp/jlu/ciel/pages/index.htm>, <http://heritagedocs.org>).

198. The **natural sciences** programme has overcome some of the hurdles to establishing a new science programme in the region and had some major achievements in 2006, particularly in the area of science and technology for development. The Kingston Cluster Office is working together with CARICOM members to improve the impact that science and technology can have on national and regional development. The Office has aimed at strengthening the partnerships among the private sector, universities, research agencies and governments. A key meeting organized in Trinidad and Tobago in May 2006 on "Science and Technology for Caribbean Development", and supported by the Kingston Office, UNESCO IBSP, CARISCIENCE and many other partners, reflected this cross-section of society and the outcomes have already had some impact: the science and technology policies in three Member States are being reviewed; Barbados has publicly pledged to increase spending on research and development to 1%-1.5% of its GDP, a direct result of the Trinidad meeting. UNESCO also supported the critical analysis of science needs in the Caribbean by funding the services of an external consultant, further to a request that was made during the meeting in Trinidad and Tobago.

199. The science programme has also had an impact on issues related to Small Island Developing States (SIDS) and sustainable development. Several of the environmental and developmental concerns that small islands deal with everyday, in particular the fragile environment and tourism, are addressed in projects across the Caribbean islands. The “Sandwatch” project in particular has been instrumental in bringing students, teachers and communities into action to clean their beaches, understand the social and cultural issues of the beach environments (such as tourism, pollution and poverty) and has been a useful approach to popularizing science. “Sandwatch” has become a force in its own right and many countries are contributing their stories to the quarterly journal “Sandwatcher” and to the “Sandwatch” website (www.sandwatch.org). The success and effectiveness of the “Sandwatch” approach have led to two pilot studies to adapt the approach to other ecosystems, namely rivers and watersheds.

200. The **culture programme** is geared towards placing culture at the centre of development objectives in the Caribbean. This includes working with the CARICOM secretariat, ministries and departments of culture in the region in promoting, elaborating, implementing and updating cultural policies that address the protection of the tangible and intangible cultural heritage, the expansion of the creative industries and participation of young people in the protection of natural and cultural heritage sites. Flagship projects in this area include the General History of the Caribbean, a six-volume work that presents a new perspective on Caribbean history and promotes intercultural dialogue.

201. During the period under review, the Kingston Cluster Office supported the establishment of effective linkages between national poverty reduction strategies, natural and cultural preservation and employment opportunities. The cross-cutting theme project, “Youth poverty alleviation through tourism and heritage (Youth PATH)”, is successfully involving young people, primarily in rural communities in Barbados, the Bahamas, Belize, Dominica, Grenada, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines and Suriname, in sustainable community tourism and the preservation of cultural and natural heritage sites. Similarly, support was given for the identification and safeguarding of the intangible cultural heritage through the establishment of inventories and cultural centres for the protection and promotion of the music and cultural traditions of the Maroons of Jamaica and of the traditional music of Dominica.

202. Significant contributions were also made towards the protection and rehabilitation of endangered cultural property in Grenada, the participation of communities in the safeguarding of the intangible cultural heritage, the protection of cultural diversity with regard to indigenous peoples, and towards the elaboration of a cultural policy for Saint Maarten. The Office equally supported the Jamaica National Bicentenary Planning Committee in activities to commemorate the International Day for the Remembrance of the Transatlantic Slave Trade and its abolition, as well as the tour to Barbados, Saint Lucia, the Bahamas and Jamaica of the travelling exhibition, “Lest we forget: The triumph over slavery”, produced by the UNESCO Slave Route Project and the Shomburg Centre for Research in Black Cultures.

San José Cluster Office

203. The Cluster Office in San José covers Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua and Panama. In Guatemala and Mexico the Office has no representational functions, but assumes – in cooperation with the national UNESCO Offices there – programme responsibilities, mainly in science, culture, communication and information. In SHS, most of the Office’s activities cover the whole of LAC, in CI, several clusters.

204. During the last year, in four of the seven cluster countries, new governments took over after democratic presidential elections (Honduras: January 2006, Costa Rica: May 2006, Mexico: December 2006, Nicaragua: January 2007). This could not be without repercussions on programme implementation. Work has also been influenced by issues such as extensive teacher strikes in Honduras and Panama.

205. Important activities have been carried out in all fields of competence during the reporting period. Among them, the following could be highlighted: a Regional Conference on Education for Sustainable Development (ED), a subregional Workshop on Disaster Prevention and Preparedness (SC), the start of the implementation of the Action Plans for the Safeguarding of the Garifuna Language, Music and Dance (including Belize, Guatemala, Honduras and Nicaragua) and for the Safeguarding of the Oxherding and Oxcart tradition, proclaimed by UNESCO Masterpiece of the Oral and Intangible Heritage of Humanity (CLT), an Inter-Parliamentarian Conference on the occasion of the World Press Freedom Day (CI). In SHS, the first of a series of projects to prevent youth violence and promote youth development have been started and are being implemented with success in El Salvador as well as in Guatemala (the last managed by the national office). A third for Nicaragua is ready for signature and was deferred only because of the elections in the country. A mission to formulate a fourth project for Honduras is planned in early February 2007 as well as a meeting to initiate a subregional component on this issue in cooperation with UNDP. These projects have the special attention and support of the Director-General. The organization of a round table on Education and Literacy with the Honorary Ambassador for the United Nations Literacy Decade, Mrs Laura Bush, has led to the planning of a LAC Literacy Conference in Central America (Costa Rica in early 2008).

206. Special attention has been given to developing a strategic partnership and cooperation with the Educational and Cultural Coordination in Central America (CECC), an organization under SICA, the Central American Integration System. UNESCO San José Office provided last year a concrete contribution by elaborating a feasibility study for a public service educational and cultural television station, a project put on CECC's agenda by the conference of relevant ministers in April last year. Also, contacts with SICA, in particular its tourism branch, and with the Plan Puebla Panama (PPP) have been further developed.

207. Progress has also been made with regard to a more cluster-wide approach and cooperation between the three offices in the cluster, a fact that was welcomed by the national delegations present at the consultation for the preparation of documents 34 C/4 and 34 C/5 in July in Jamaica (e.g. see the regular *Newsletter* jointly produced). In more general terms, the Office has also improved its relations with the regional offices (Santiago, Montevideo and Havana) and welcomes the good spirit of understanding and cooperation developed among all Heads of Office in LAC, which became manifest at their meeting in Montevideo (November 2006).

208. All the above has been accompanied by intensive efforts to achieve more inclusiveness, openness and transparency in the work of the Office. Permanent Delegates and National Commissions have regularly been informed of tasks, objectives and problems by information letters of the Director and provided in advance with activity plans, inviting eventual inputs, and with half-year implementation reports. This will be continued. A website was prepared in September 2006, but its introduction had to be deferred due to new unification policies in public information.

209. UNESCO SJO has been extremely busy over the last 12 months by taking part and contributing to the CCA and/or UNDAF in five countries at the same time, mostly on a remote basis. In Costa Rica, the Office has led the elaboration of the CCA in education and the environment. All these CCA and UNDAF processes were undertaken on a human-right based approach and have been linked to national development goals and the MDGs. Despite the interest in the relevant countries in UNESCO-related issues, it has turned out extremely difficult to integrate them into these documents directly. Some of the reasons for this is a lack of understanding of the sophisticated UNESCO-concepts (e.g. culture for development) among the other United Nations agencies, the relatively weak involvement of typical UNESCO partner ministries in the process from the governments' side, the inability for UNESCO SJO to take physically part in discussions in non-resident countries (lack of funds and time) and self-interest of partner United Nations agencies. However, UNESCO SJO has at least managed to position itself with concrete inputs from its fields of mandate under more general headlines (e.g. poverty reduction, economic development).

210. Through these exercises UNESCO SJO is, in principle, quite well prepared and open for a more country-driven approach (e.g. a UNESS exercise with Nicaragua is due to start soon and others should follow without delay). Under the pressures coming up from the conclusions of the report of the High-Level Panel on United Nations Reform, there seems to be more openness from other United Nations agencies to cooperate with UNESCO in country programmes, but still the picture and practice is contradictory.

Moscow Cluster Office

211. The Moscow Office serves as the Cluster Office for Armenia, Azerbaijan, Belarus, the Republic of Moldova and the Russian Federation since 2002.

212. There are considerable positive economic developments in the Russian Federation, Azerbaijan, Armenia and Belarus. According to data from the Ministry of Economic Development and Trade, based on the Russian Federation's economic performance in 2006, the country's deepest economic recession owing to its transition to a market economy has been completely overcome. Belarus ranks among the highest in the CIS according to the Human Development Index and GDP per capita. It also has the lowest poverty rate in the region. In Belarus, the Millennium Development Goal concerning universal enrolment in primary education has been achieved. Full primary and general basic enrolment is ensured. Azerbaijan's gross domestic product (GDP) grew by 24.3% in 2005, according to data from the International Monetary Fund (IMF), the highest rise in the world ahead of Angola (20.6%) and Afghanistan (14%). Rapidly rising per capita incomes and falling poverty rates abetted by well-sequenced economic reforms are Armenia's current hallmarks. Following average growth of about 12% over 2001-2004, gross domestic product grew by about 14% in 2005 owing to substantial construction activities and a good harvest. Moldova's performance last year has been encouraging, despite sharp increases in natural gas import prices and disruptions in wine exports to traditional markets, which have slowed growth, fuelled inflation, and posed risks to the banking system. The authorities are to be commended for maintaining macroeconomic stability and strong momentum for needed reforms in the face of these external shocks.

213. The international profile of EFA was raised considerably by the outcome document entitled "Education for innovative societies in the 21st century" of the G8 Summit on 17 July 2006 in Saint Petersburg, Russian Federation. Acknowledging that education is at the heart of human progress, the document reaffirms the leaders' "commitment to the EFA agenda and welcome UNESCO's efforts to finalize a Global Action Plan to achieve the EFA goals and provide a framework for coordination and complementary action by multilateral aid agencies in support of country-level implementation".

214. The National Projects launched in 2006 in the Russian Federation are an important step towards improving people's general well-being and quality of life. The decision to implement these National Projects was driven by a need to provide a new impetus for improvements and greater efficiency in the areas of agriculture, education, housing construction and public health. The National Projects represent a new tool for implementing social policy. The concept of MDG+ introduces a set of measurable MDG-based indicators that have been adapted for the Russian Federation. The National Projects and MDG+ are both geared towards reducing poverty and increasing access to resources for human development. The National Projects in the Russian Federation are focused on such MDG+ as increasing access to education, reducing maternal and child mortality, and combating diseases including HIV/AIDS, tuberculosis and other social infectious diseases. MDG+ aim to raise incomes for the poorest population groups, such as families with many children, the unemployed, the disabled, etc.

215. According to UNAIDS, the Russian Federation has the biggest AIDS epidemic in Europe. However, new annual HIV diagnoses in the Russian Federation have remained relatively steady in recent years. By the end of 2005, some 350,000 HIV cases had been officially registered by the Federal AIDS Centre. Approximately 80% of the HIV infections are among young people aged from

15 to 29 years and more than one third of them among women. During 2006, there were significant developments in terms of increasing political commitment to the national response to the epidemic. In April, President Vladimir Putin in his statement for the first time referred to the AIDS epidemic in the Russian Federation as "an acute problem, which requires the attention of all sectors of society" and pledged a substantial increase of the federal budget and made a commitment to ensure that "all those in need of medication, however expensive, should have it". The 2006 federal budget has increased from the 2005 level of US \$5 million to \$105 million. The Moscow Office in cooperation with five other UNAIDS Co-sponsors (UNDP, UNFPA, UNICEF, UNODC and WHO) is implementing the joint project on HIV prevention education within the initiative "Coordination in Action: Applying the 'Three Ones' principles in the Russian Federation". The Moscow Office intervention in the field of HIV/AIDS has expanded not only in education, but also in culture and social science areas, with projects on "Contemporary arts in response to HIV/AIDS" and "Addressing social consequences of HIV/AIDS epidemic in Russian regions through information and education in the sphere of human rights and social integration of people living with HIV/AIDS (PLWHA)".

216. Collaboration with local and national government institutions has been strengthened and good progress has been achieved in the areas of international cooperation and capacity-building in the promotion of the standard-setting and normative instruments in cultural matters and bioethics. Thus, four out of five cluster countries have ratified the Convention for the Safeguarding of the Intangible Cultural Heritage. Belarus, Moldova, Armenia and the Russian Federation have established National Committees for Bioethics.

217. An effort has been made to extend and improve fundraising with donors, among them: Ford Foundation, British Petroleum (BP) and Coca-Cola. The project "Strengthening technical and content capacity of the local broadcaster TV Nalchik" (Kabardino Balkaria, Russian Federation) provided the local television station with both technical and creative capacity to produce and broadcast television programmes aimed to contribute to the process of strengthening peace and tolerance in the region, to articulate independent views and opinions of youth on the major social and economic issues.

218. In order to raise UNESCO's profile, the Office endeavours to be actively present in the United Nations Country Team and its thematic groups: HIV/AIDS, Youth, Poverty, Communication, SMT, HCG and OMT. In accordance with UNESCO's effort to integrate UNESCO priorities into United Nations Common Country programming processes, the Moscow Office has extended its activities in one of the cluster countries (Armenia) by developing an intersectoral programme. To support the UNDAF goal of reducing economic, social and political inequality, the UNESCO Moscow Office has defined three major overarching components: build capacity and create institutional framework; assist in a development of policy and regulatory frameworks within sectors concerned to promote accountable, transparent and effective governing institutions; and initiate measures to support poverty reduction and sustainable development. The components are just "translated" into UNESCO specific interventions taking into account UNESCO's comparative advantages, priorities and main focuses.



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and seventy-sixth session

176 EX/4
Part I Add.2

PARIS, 12 April 2007
Original: French

Item 4 of the provisional agenda

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

PART I

ADDENDUM 2

SUMMARY

The purpose of this report is to inform the Members of the Executive Board of progress in the execution of the programme adopted by the General Conference.

This addendum summarizes UNESCO's activities in the areas of anticipation and foresight in 2006.



United Nations
Educational, Scientific and
Cultural Organization

Executive Board

Hundred and seventy-sixth session

176 EX/4

Part II

PARIS, 5 April 2007
Original: English/French

Item 4 of the provisional agenda

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

PART II

Budget adjustments authorized within the Appropriation Resolution for 2006-2007

and

Management Chart for Programme Execution in 2006-2007 (33 C/5 Approved)
Status as at 31 December 2006 (non-audited)

No. 39

SUMMARY

Part II of document 176 EX/4 contains:

- A. A report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2006-2007. In accordance with the Appropriation Resolution for 2006-2007 (33 C/Resolution 96, paragraphs 1(b), (d) and (e)), the Director-General presents to the Executive Board:
 - (i) a report on the adjustments to the approved appropriation for 2006-2007 arising from donations and special contributions received since the last session of the Executive Board;
 - (ii) proposed transfers between appropriation lines arising from the organizational restructuring and utilization of the Reserve for Reclassifications; and
 - (iii) proposed transfers from Part IV of the budget to cover increases in staff costs and in goods and services due to statutory and other factors.
- Decision required: paragraph 24.
- B. The Management Chart for Programme Execution in 2006-2007 (33 C/5 Approved) as at 31 December 2006.

CONTENTS

INTRODUCTION

A. Report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2006-2007

- A.I Adjustments to the Appropriation approved for 2006-2007 arising from donations and special contributions received since the last session of the Executive Board
- A.II Proposed transfers between appropriation lines
- A.III Proposed transfers from Part IV of the budget to cover increases in staff costs and in goods and services due to statutory and other factors.
- A.IV Proposed draft decision

ANNEX I Status of the regular budget for 2006-2007 as at 31 December 2006

B. Report by the Director-General on the execution of the programme adopted by the General Conference

Management chart – Programme execution as at 31 December 2006

Table 1 Overall implementation by principal appropriation line (regular budget and extrabudgetary resources including staff costs and Participation Programme)

Table 2(A) Programme implementation by principal appropriation line and by principal source of funding (regular budget excluding staff costs and extrabudgetary resources)

Table 2(B) Programme implementation by principal appropriation line on the 2002-2003 assessed contribution from the United States of America

Table 2(C) Programme implementation by principal appropriation line on the US \$25 million special account supplementary programme package

Table 3 Implementation of decentralized funds by principal appropriation line and by region (excluding staff costs)

Table 4 Expenditures under temporary assistance, travel and contractual services (regular budget)

Table 5 Participation Programme implementation by region

Table 6 Post situation and staff costs expenditures

Extrabudgetary resources

Chart 1 Extrabudgetary operational programmes by funding source and by major programme

Chart 2 Extrabudgetary operational programme: allocation vs. expenditure

Table 7 Execution of extrabudgetary programmes by funding source

- Table 8 Execution of extrabudgetary programmes by donor and by region
- Table 9 Execution of extrabudgetary programmes by sector
- Table 10 Extrabudgetary resources managed by UNESCO and its institutes, broken down by donor
- Table 11 Breakdown of funds managed by UNESCO institutes

ANNEX II Detailed status report on the regular budget by main line of action

ANNEX III Operating costs of the Executive Board by item of expenditure

INTRODUCTION

1. This document contains:

Part A A report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 2006-2007; and

Part B The “Management Chart for Programme Execution” as at 31 December 2006.

2. Part A of the document presents, as usual, budget adjustments arising from additional donations and special contributions, but also includes a number of proposals for transfers of budget between appropriation lines arising from:

- transfers of certain sections and units from one sector to another that the Director-General wishes to implement in the context of the 34 C/5 Programme and Budget,
- utilization of the Reserve for Reclassification, which will entail budget transfers from this Reserve to the relevant appropriation lines under Parts I-III,
- utilization of Part IV of the budget to finance additional costs arising from statutory increases in staff costs and inflation costs under goods and services, also entailing budget transfers from Part IV to various appropriation lines under Parts I-III.

3. As in the document presented to the previous session of the Executive Board, Part B Management Chart intends to show a holistic status of both regular and extrabudgetary funds. The expenditures for extrabudgetary resources, which usually finance multi-year projects, are presented on an annual basis in order to reflect the actual management cycle of extrabudgetary resources. The figures appearing throughout the Management Chart, irrespective of the funding source, are un-audited and cover the period 1 January 2006 to 31 December 2006. The Management Chart follows the same form as that presented at the previous session of the Executive Board, and includes the implementation status of the \$25 million Special Accounts for the supplementary programme package approved by the General Conference.

4. As per 166 EX/Decision 3.1.1, which invites the Director-General to continue providing information by object of expenditure, particularly for travel, contractual services and temporary assistance, the Director-General provides this information in **Table 4**.

5. Explanations were provided for regular budget activities where expenditure rates varied from the “expected expenditure” by more than 15% in accordance with 164 EX/Decision 3.1.1 and 160 EX/Decision 3.1.1. Since expected expenditure differs from activity to activity depending on when the activities were planned etc., a theoretical expected expenditure rate of 50% was determined based on the number of months elapsed in the biennium (i.e. time-elapsed target). Therefore explanations were generally provided for expenditure rates above 35% or less than 65%.

PART A

REPORT BY THE DIRECTOR-GENERAL ON BUDGET ADJUSTMENTS AUTHORIZED WITHIN THE APPROPRIATION RESOLUTION FOR 2006-2007

I

Adjustments to the Appropriation approved for 2006-2007 arising from donations and special contributions received since the last session of the Executive Board

6. In accordance with paragraph 1(b) of the Appropriation Resolution for 2006-2007, the Director-General is authorized to accept and add to the Appropriation approved for 2006-2007 voluntary contributions, donations, gifts, bequests and subventions, and contributions from governments towards the running costs of established field units. The Director-General is pleased to provide below information on donations and special contributions received since the finalization of document 175 EX/4 Part II:

| Source | Purpose | Amount |
|--------|---------|--------|
| | | \$ |

Major Programme I – Education

A. Governments

| | | |
|---|--|--------|
| • Government of Mexico | Contribution to national initiatives to improve the implementation of EFA in the poorest States and Municipalities | 57,378 |
| • Ministry of Education and Culture, Jerusalem (Israel) | Contribution towards Sub-Saharan teacher training activity | 20,000 |
| • Ministry of Education and Culture, Jerusalem (Israel) | Contribution towards Higher Education (SIDA) | 10,000 |
| • Ministry of Education and Culture, Jerusalem (Israel) | Contribution towards Capacity-building (PERACH-HED) | 20,000 |
| • Government of Canada | Contribution towards reconstruction of education system in Central Africa | 7,225 |
| • Ministry of Education (Chile) | Support for the execution of the "Educational and cultural exchanges and assistance" programme | 37,175 |

B. Other contributions

| | | |
|----------------------|--|-------|
| • BP Trading Limited | Contribution to organize the Conference "Bologna process: quality of educational programmes in the modern universities", 16-17 November 2006, Moscow | 9,981 |
|----------------------|--|-------|

| Source | Purpose | Amount |
|--|--|-----------|
| • World Bank | Contribution towards the organization of a HIV/AIDS meeting, Kingston | \$ 58,000 |
| • World Bank | Contribution towards regional coordination of EDUCAIDS, Dakar | 79,000 |
| • Mexican Youth Institute | Contribution towards study and promoting initiatives on youth and life skills focusing on indigenous youth | 18,002 |
| • Chalmers University/ Göteborgs University | Contribution towards education for sustainable development | 5,917 |
| • Göteborgs University | Contribution towards communication and advocacy activities to disseminate ESD practices and guidelines | 6,410 |
| • University of the Republic, Montevideo | Contribution towards the NFE and life skills programmes | 600 |
| • Essilor International | Contribution towards the 3rd UNESCO/Essilor International Forum "Vision and Development: speeding up the next milestones" (New Delhi, India, 12-13 October 2006) | 10,536 |
| • Islamic Education, Scientific and Cultural Organization (ISESCO) | Contribution towards the development of training and employment for marginalized youth in the Maghreb | 2,475 |
| • Islamic Education, Scientific and Cultural Organization (ISESCO) | Re-allocation of a part of the contribution reported in the previous session (175 EX/4 Part II.A) "expanding the http://jeunessearabe.info " portal under the ISESCO/UNESCO cooperation programme, from the Communication and Information Sector | 7,988 |
| • World Health Organization (WHO) | Contribution towards the publication on ethno-medicine | 2,724 |
| • United Nations Development Programme (UNDP) | Contribution towards building capacities of duty-bearers and claim-holders in select community learning centres in Northern Thailand via UNESCO/UNICEF interventions | 15,000 |
| • United Nations Development Programme (UNDP) | Contribution towards Jonathan Mann Award, World AIDS Day (December 2006) | 2,000 |
| • United Nations Development Fund for Women (UNIFEM) | Contribution towards Jonathan Mann Award 2006, World AIDS Day (December 2006) | 1,001 |

| Source | Purpose | Amount |
|---|---|----------------|
| | | \$ |
| • Joint United Nations Programme on HIV/AIDS (UNAIDS) | Contribution towards Jonathan Mann Award, World AIDS Day (December 2006) | 1,000 |
| • United Nations Population Fund (UNFPA) | Adaptation of "theatre-based techniques for youth peer education" manual to the Maghreb region | 25,849 |
| • ECLAC (Chile) | Contribution towards the activity "Universal primary education" | 7,480 |
| • ECLAC (Chile) | Contribution towards the activity "Quality primary education for all " | 7,460 |
| • Kasikorn Bank | Contribution towards World AIDS Day (December 2006) | 5,000 |
| • Korean Educational Development Institute (KEDI) | Contribution towards "2006 KEDI-UNESCO joint seminar on financing National EFA plan implementation in Asian countries: An Assessment", Bangkok, 12-15 December 2006 | 22,400 |
| • Mekong Institute (MI) | Contribution towards education course: "Education decentralization in the context of public sector management reform" held in Khon Kaen, Thailand from February to March 2007 | 29,005 |
| • EMC2 | Contribution for the co-organization with the International Olympics Committee of the World Conference on Education, Culture and Sports, Beijing, October 2006 | 50,000 |
| Total, MP I | | 519,606 |

Major Programme II – Natural sciences

A. Governments

| | | |
|--|---|--------|
| • Government of Israel | Contribution towards the division of earth sciences | 4,958 |
| • Government of Belgium | Contribution towards the implementation of geohazards activities in the framework of the GARS and IGOS geohazards programmes. Development of GARS as a Geoscientific Observation System | 17,690 |
| • United Kingdom Department for International Development (DFID) | Contribution to support the initiative to strengthen cooperation in science between UNESCO and relevant United Kingdom | 35,000 |

| Source | Purpose | Amount |
|--|--|---------|
| | institutions and government departments | \$ |
| • United Kingdom Department for International Development (DFID) | Contribution for SC/SHS evaluation | 100,000 |
| • United Kingdom Department for International Development (DFID) | Contribution for Israel Palestine Organization | 31,888 |
| • Government of Finland | Contribution towards Science review | 38,071 |
| B. Other contributions | | |
| • United Nations University | Adjustment to the contribution concerning the publication of the document "Le droit et l'eau", (reported at the 175th session) | (1,500) |
| • French Agency for Environment and Energy Management (ADEME) | Contribution towards education and training for renewable energy (GEF) | 68,496 |
| • Lighthouse Foundation | Contribution towards youth visioning for island living | 50,251 |
| • United Nations Environmental Programme, (UNEP) | Contribution towards the implementation of the project "Groundwater pollution and impact on African cities" | 60,198 |
| • Environmental Law Institute | Contribution to reinforce UNESCO's action in the Cooperative LAC framework in Water Resources management | 46,175 |
| • International Hydropower Association IHA | Contribution towards Integrated assessment of water resources in the context of global land-based activities and climate changes | 15,000 |
| • German IHP National Committee/NWRP | Contribution to World Water Assessment Programme (WWAP) | 12,459 |
| • International Society for Optical Engineering (SPIE) | Contribution in support of activities under UNESCO Optics Education Project | 10,000 |
| • Food and Agriculture Organization (FAO) | Contribution to co-sponsor the publication of the proceedings of joint "sacred sites symposium in Tokyo in 2005" | 600 |
| • United Nations University – Japan (UNU) | Contribution to co-sponsor the publication of the proceedings of joint "sacred sites symposium in Tokyo in 2005" | 600 |

| Source | Purpose | Amount |
|---|--|----------------|
| | | \$ |
| • Lusa do Yoga Association | Contribution in favour of the International Hydrological Programme | 6,410 |
| • Holcim Group | Contribution towards disaster prevention and preparedness in Central America | 5,000 |
| • Industrias Infinito S.A. | Contribution towards disaster prevention and preparedness in Central America | 1,000 |
| • Metales Procesados MRW S.A. | Contribution towards disaster prevention and preparedness in Central America | 4,000 |
| • Sococo de Costa Rica S.A. | Contribution towards disaster prevention and preparedness in Central America | 2,000 |
| • French Research Institute for Development (IRD) | Contribution for FRIEND Conference, Cuba | 7,692 |
| • Centre for Ecology and Hydrology, Wallington, USA | Contribution for FRIEND Conference, Cuba | 20,102 |
| • Petrofund Contribution | Contribution towards a tour of a mobile mathematics exhibition in Namibia | 969 |
| Total, MP II | | 537,059 |

Major Programme III – Social and human sciences

A. Governments

| | | |
|--------------------|--|--------|
| • Israel | Contribution for Ethics Education Programme on Capacity-Building | 20,000 |
| • Cuban Delegation | Contribution towards the organization of the Jose Marti Prize | 5,109 |

B. Other contributions

| | | |
|--|--|--------|
| • International Development Research Centre (IDRC) | CRDI/IDRC contribution to the COMEST – 5th Session of the Ethics World Commission for scientific and technical knowledge to be held in Dakar from 6 to 9 December 2006 | 42,597 |
| • Islamic Education, Scientific and Cultural Organization (ISESCO) | Contribution to the globalization of women's economic, social and cultural rights | 8,000 |

Total, MP III **75,706**

| Source | Purpose | Amount |
|---|---|--------|
| | | \$ |
| Major Programme IV – Culture | | |
| A. Governments | | |
| • Embassy of the United States of America in Phnom Penh, Cambodia | Contribution towards protection of cultural properties | 2,000 |
| • Israel National Commission | Contribution towards "Bukhara Jewish Museum-CLT/CH" | 15,000 |
| • Permanent delegation of Turkey | Contribution towards the activity "Follow-up to the Recommendation concerning the Status of the Artist and the World Conference on Arts Education" | 168 |
| • Government of Greece | Contribution towards safeguarding cultural heritage (post-conflict) | 58,673 |
| B. Other contributions | | |
| • SABR Amenagement | Contribution to capacity-building in the countries of the Maghreb in World Heritage management | 2,813 |
| • Bank of Boston, Buenos Aries, Argentina | Contribution towards promotion of quality design for the international market project | 15,000 |
| • The Getty Grant Program | Contribution to a payment to UNESCO following a mission by the former ADG/CLT | 500 |
| • Ryokoku University | Contribution towards emergency conservation of national capacity-building in cultural heritage management in post-conflict situation in Afghanistan | 16,200 |
| • Lord Wilson Heritage Trust | Contribution to payment project on publication of UNESCO conservation case studies for Asia-Pacific heritage award in 2002 | 4,360 |
| • Thai Airways International PCL | Contribution towards activities in the intangible heritage following the earthquake in Pakistan | 26,233 |
| • ICOM | Contribution towards printing and layout of Afghanistan Red List | 1,275 |
| • Daniel Langlois Foundation (Montreal, Canada) | Contribution to support the activity "Promote digital creativity in Africa". | 4,505 |

| Source | Purpose | Amount |
|--|---|----------------|
| | | \$ |
| • Research Centre of Moral Science (Japan) | Contribution to the activity “Learning from local experiences to build the capacities of decision-makers and project coordinators in promoting cultural plurality at the local and national levels” | 10,000 |
| | Total, MP IV | 156,727 |

Major Programme V – Communication and information

A. Governments

- Israel National Commission for UNESCO Contribution to sponsor a workshop to train Israeli-Arab-Palestinians as journalists 25,000
- Embassy of France in Nairobi Contribution towards 2006 grant for third Africa animated training and production workshop 6,180

B. Other contributions

- Microsoft Contribution towards training workshop of CMC trainers in Mali 16,000
- Microsoft Contribution towards training workshop of CMC trainers in Senegal 16,000
- United Nations Population Fund (UNFPA) Contribution for ETSIP video production in Windhoek 1,000
- United Nations Population Fund (UNFPA) Contribution for the cost of interpretation, transport and catering, consultant and temporary support staff for the tenth Inter-agency Round Table on Communication for Development 25,000
- United Nations Development Programme (UNDP) UNDP contribution for ETSIP Video Production 2,558
- United Nations Environmental Programme (UNEP) Contribution towards the production and distribution of the *INFOLAC Newsletter* quarterly journal 1,500
- Islamic Education, Scientific and Cultural Organization (ISESCO) Contribution for women journalists in citizenship education for rural communities 7,975
- Islamic Education, Scientific and Cultural Organization (ISESCO) Contribution towards studies and capacity-building on AV policies 8,000

| Source | Purpose | Amount |
|--|--|----------------|
| • Islamic Education, Scientific and Cultural Organization (ISESCO) | Contribution towards using ICTs in the promotion of the Maghreb culture | \$ 5,000 |
| • Islamic Education, Scientific and Cultural Organization (ISESCO) | Partial re-allocation to the Education Sector of the contribution previously received for "expanding the http://jeunessearabe.info " portal under the ISESCO/UNESCO cooperation programme. (The full contribution of US \$18,950 was reported under the Communication and Information Sector in the previous session (175 EX/4 Part II.A)) | (7,988) |
| • Commonwealth Broadcasting Association | Contribution towards the regional IFAP ICT project for MDG Reporting | 10,000 |
| • Humanistic Institute for Development Cooperation (HIVOS) | Contribution towards the activity "Training of community radio and CMC professionals in content production, in particular on MDGs 2, 3 and 6" | 11,506 |
| • Open Society Initiative for Southern Africa (OSISA) | Contribution towards the activity "Training of community radio and CMC professionals in content production, in particular on MDGs 2, 3 and 6" | 4,968 |
| • KAIST (Republic of Korea) | Contribution towards capacity-building of knowledge professionals | 50,000 |
| Total, MP V | | 182,699 |

| Source | Purpose | Amount |
|--------|---------|--------|
| | | \$ |

Part I.B – Direction

Office of the Director-General (ODG)

| | | |
|-------------------------|--|---------------|
| • European Space Agency | Contribution to settle the cost of mounting the exhibition “Our cosmic island” | 44,987 |
| | Total, ODG | 44,987 |

Office of Internal Oversight (IOS)

| | | |
|--------|--|--------------|
| • UNEG | Contribution to the UNEG 2006 meeting (UNESCO, Paris 27-29 March 2006) | 4,656 |
| | Total, IOS | 4,656 |

Part II.C – Programme Related Services

Strategic planning and programme monitoring (BSP)

A. Governments

| | | |
|----------------------------------|--|-------|
| • Permanent Delegation of Greece | Contribution to strategic planning and follow-up to programme execution and coordination of activities promoting a culture of peace and the International Decade for a Culture of Peace and Non-Violence for the Children of the World | 7,712 |
|----------------------------------|--|-------|

B. Other contributions

| | | |
|--|---|---------------|
| • European Youth Parliament (EYP) | Contribution to the General Assembly of the European Youth Parliament (UNESCO, Paris, 1-2 April 2006) | 2,582 |
| • International Committee for the Promotion of Youth | Contribution to the promotion of youth (60th anniversary of UNESCO) | 2,810 |
| | Total, BSP | 13,104 |

| Source | Purpose | Amount |
|--------|---------|--------|
| | | \$ |

Part III – Support for Programme Execution and Administration

Indirect costs for the field offices under field management and coordination (BFC)

The following contributions were received from governments towards the running costs of established field offices:

| | | |
|------------------------------|------------------|----------------|
| • Indonesia | Jakarta Office | 18,000 |
| • Costa Rica | San José Office | 20,071 |
| • Romania | Bucharest Office | 3,143 |
| • Chile | Santiago Office | 50,000 |
| • Pakistan | Islamabad Office | 17,800 |
| • Ecuador | Quito Office | 50,000 |
| • Nepal | Kathmandu Office | 15,006 |
| • Brazil | Brasilia Office | 159,817 |
| Total, Indirect Costs | | 333,837 |

Bureau for External Relations and Cooperation (ERC)

A. Governments

| | | |
|------------------------|--|--------|
| • Delegation of Greece | Contribution towards the UNESCO Clubs Movement and WFUCA | 25,126 |
|------------------------|--|--------|

B. Other Contributions

| | | |
|-------------------|--|---------------|
| • EMC2 | Contribution towards the development of strategic private sector partnerships in connection with major sports events and federations | 49,980 |
| Total, ERC | | 75,106 |

| | |
|---|------------------|
| Grand Total, Donations and Special Contributions | 1,943,487 |
| | |

II

Proposed transfers between appropriation lines

7. Paragraph 1(e) of the Appropriation Resolution for 2006-2007 states that "Transfers between appropriation lines may be made by the Director-General with the prior approval of the Executive Board, it being understood that under Part II.A of the budget all budget lines for programmes and fields of action corresponding to a programme resolution of the General Conference will constitute appropriation lines." The Director-General accordingly submits his proposals for the following transfers between appropriation lines.

Use of the Reclassification Reserve

8. A budget line for the Reserve for Reclassifications amounting to \$1,500,000 is provided in the 33 C/5 Approved. The Director-General proposes to utilize this reserve for:

- **Costs resulting from the application of the new classification standard for staff in the General Services category at Headquarters (generic reclassification exercise):** In a continued effort to harmonize UNESCO's grading system for the General Services category posts at Headquarters with that of the United Nations system, reviews of the classification of certain general service staff were conducted also in 2006. Based on the results of these reviews, the additional cost for 2006 resulting from the reclassifications is estimated at **\$480,500**. **\$480,500**
 - **Costs resulting from merit based promotions:** After extensive evaluations, 18 cases have been approved for merit based promotions mainly related to staff members of the G6 grade at the top step level within this grade. The estimated costs of these reclassifications are **\$255,900**. **\$255,900**
 - **Reclassification of Professional and General Service/local category posts:** The Director-General has approved reclassifications of 33 posts at Headquarters and in the field with a total cost of **\$763,600**. **\$763,600**
-
- | | |
|--|--------------------|
| Total amount proposed to be transferred from the Reserve for Reclassifications to Parts I-III | \$1,500,000 |
|--|--------------------|

Transfers of sections and units

9. In light of recent restructuring reviews conducted in the context of transitioning to document 34 C/5, the Director-General proposes the following comparative transfers:

- Transfer of the **Physical Education Unit** from the Education Sector (Part II.A) to the Social and Human Sciences Sector (Part II.A). The amounts required for this transfer are: \$382,835 (Activities) + \$365,200 (Staff) **\$748,035**
- Transfer of the **Office of Foresight** from the Social and Human Sciences Sector (Part II.A) to a new division under Part II.C of the budget structure. The amounts required for this transfer are: \$189,625 (Activities) + \$523,800 (Staff) **\$713,425**
- Transfer of the **Youth Section** from the Bureau of Strategic Planning (Part II.C) to the Social and Human Sciences Sector (Part II.A). The amounts required for this transfer are: \$81,956 (Activities) + \$229,400 (Staff) **\$311,356**

- Transfer of the section for the “**Pathways of Thought**” from the Social and Human Sciences Sector (Part II.A) to the Culture Sector (Part II.A). The amounts required for this transfer are: \$59,929 (Activities) + \$165,350 (Staff) **\$225,279**
- Transfer of the activities related to the “**World Report**” from the Social and Human Sciences Sector (Part II.A) to the Culture Sector (Part II.A). The amount required for this transfer is: \$312,772 (Activities) **\$312,772**

Additional requirement for the mentoring and training exercise for field offices

10. The Director-General has decided to provide in-depth mentoring and training to 22 field offices. Various criteria were used to determine the offices to benefit from this mentoring exercise including: the total budget (both regular programme and extrabudgetary resources), the dates of appointment of the director and administrative officer, the number of staff in the administrative unit, the number of certifying officers and bank signatories, the status of the control environment, and the status of the implementation of audit recommendations. The exercise would include training on the new Tables of Delegated Authority and Accountability, on the Organization's financial rules and regulations, and on tools available for reporting on financial management. Mentoring would also be provided to assist the identified offices in implementing outstanding IOS or External Auditor audit recommendations and to help the offices improve the implementation of extrabudgetary financed projects. The total estimated cost of the mentoring exercise for 2007 is **\$175,000**, which have not been earmarked within document 33 C/5 Approved.

11. Given the urgent nature of this exercise, the Director-General is requesting the Board's approval on the principle to finance these requirements by transferring available funds to the Bureau of Field Management and Coordination (Part III.A) on the understanding that the budget lines from which the funds would be transferred would be identified later based on the actual expenditure evolution under various budget lines and would be reported at the 177th session of the Executive Board.

\$175,000

Total amount to be transferred to Part III.A

\$175,000

III

Proposed transfers from Part IV of the budget to cover increases in staff costs and in goods and services due to statutory and other factors

12. Paragraph 1(d) of the Appropriation Resolution for 2006-2007 stipulates that “the Director-General is authorized to make transfers, with the approval of the Executive Board, for the purpose of meeting increases in staff costs and in the costs of goods and services, from Part IV of the budget (Anticipated Cost Increases) to the appropriation lines concerned in Parts I to III of the budget”. Furthermore, in 33 C/Resolution 83, the General Conference authorizes the Director-General to apply to UNESCO staff, measures affecting salaries, allowances and benefits of United Nations common system staff adopted by the United Nations General Assembly or the International Civil Service Commission (ICSC). Accordingly, the Director-General submits his proposal for the transfer of funds from Part IV to other parts of the budget to cover the following cost increases arising from statutory and inflationary factors:

Staff costs

13. **Increase in the Pensionable Remuneration Scale for the Professional and higher category in Paris, effective 1 September 2006:** In September 2006, an increase of **2.14%** was announced by the International Civil Service Commission (ICSC) with regard to the Pensionable Remuneration Scale for the Professional and higher category in Paris, which leads to an increase in the Organization’s contribution to the Pension Fund. Overall this represents an additional requirement of **\$385,000** for the biennium.

\$385,000

14. **Salary and allowance adjustment for staff in the General Service category at Headquarters, effective 1 October 2006:** In accordance with the General Conference Resolution 33 C/83 and the interim adjustment procedure outlined in the methodology for determining the salaries of General Service staff based in Paris (para. 95 of document ICSC/57/R.14), the Director-General proposes an increase on the following items:

(i) Salary scale for the General Service category at Headquarters:

There was an increase of 2.85% in the French reference wage index from June 2005 to June 2006. In accordance with the ICSC interim adjustment procedure, 90% of the overall increase or **2.57%** should be applied to the net salary of General Service staff at Paris;

(ii) Allowance for the first dependant child and a single parent: an increase from €3,716 to €3,720 per year;

(iii) Language allowance: an increase from €1,641 to €1,683 per year for the first language and from €820 to €841 per year for the second language.

The additional requirement for the present biennium arising from the application of the aforementioned increases is estimated at **\$1,300,000**.

\$1,300,000

Total staff costs requirements

\$1,685,000

Goods and services

15. Increase in the contribution to the jointly financed field security related operations under the United Nations Department of Safety and Security (UNDSS): The General Assembly at its 60th session approved a total appropriation of \$185,106,200 for 2006-2007 for the United Nations field security budget, which would be distributed between participating agencies. Based on the HLCM approved cost sharing formula, where UNESCO contributes 2.12% of the total budget, and considering credits for unspent balances from 2004-2005, UNESCO's total share in 2006-2007 amounts to \$3,514,176. This represents an additional requirement of approximately **\$2,114,200** vis-à-vis the approved allocation in the 33 C/5 (\$1,400,000).

\$2,114,200

16. Security requirements of staff members in the field: Based on a detailed review of the current outstanding security requirements and recurrent costs for field offices which are based on requirements imposed by the United Nations Department of Safety and Security (UNDSS) (e.g. office guards, residential measures, and maintenance of the existing security equipment), the total estimate of the requirement for 2006-2007 exceeds the amount foreseen in 33 C/5 Approved (\$3,500,000) by approximately \$1,173,200.

\$1,173,200

17. Additional requirements for field offices due to inflation: General operating expenses of the field offices are often exposed to high local inflation and require periodical budget review. Although it is difficult to appraise the accurate inflation costs for each item of expenditure in each country, the analysis recently undertaken reveals that for the countries where UNESCO field offices are located, an average inflation rate of 5.7% is applicable in 2006 to the general operating expenses such as utility, maintenance, equipment, temporary assistance, etc. Thus an additional requirement is estimated at **\$458,600**.

\$458,600

18. Cost increases for operational and maintenance charges at Headquarters: In accordance with the host country practices, many of UNESCO's maintenance and service contracts include clauses for automatic price increases linked to inflation. Accordingly, for *utilities (electricity, water, heating, etc.), cleaning and sanitation services* an annual weighted inflation rate of approximately **5.8%** is applicable based on the latest available INSEE indexes. Given that the estimated 2007 budget allocation for these contracts is \$4,843,552, the additional requirement for this purpose is estimated at approximately **\$279,600**.

\$279,600

19. Supernumerary services for translation, document production, planning and conferences: Consistent with the increase in the General Service salary scale at Headquarters, the rates for supernumeraries increased accordingly by **2.57%**. This gives a particular impact on the Division of Conferences, languages and documents (CLD) which is required to engage a considerable level of supernumerary services for the preparation of the C/5 and other documents for the governing bodies, resulting in an additional requirement for the Division of Conferences, languages and documents (CLD) of approximately **\$80,000**

\$80,000

20. **Interpretation services:** Rates for interpretation services for Headquarters increased by **2.57%** in October 2006, in accordance with the general increase in the General Service salary scale at Headquarters, and by a further **2.5%** in January 2007 in accordance with the revised United Nations Agreement with the International Associations of Conference Interpreters (AIIC). These increases result in an additional requirement for the Division for Conferences, Languages and Documents (CLD) of approximately **\$70,000**. **\$70,000**

21. **Costs related to printing and document production:** Due to cost increases for various printing and document production material (e.g. 2.9% p.a. for printing materials, 6.3% p.a. for rental and maintenance of printing material, etc.), there is an additional requirement of approximately **\$55,200** above the amounts already budgeted for these items.

| | |
|--|--------------------|
| Total costs requirements for goods and services | \$55,200 |
| Total estimated requirements proposed for transfer from Part IV | \$4,230,800 |

Financing the increases

22. On the basis of the authorization given by the General Conference (ref: para. 12 above), the Director-General proposes for the approval of the Executive Board that the amount of **\$5,915,800** be withdrawn from Part IV and apportioned to the various appropriation lines as indicated in the draft decision in paragraph 24.

23. If the present transfer is approved by the Executive Board, the situation of Part IV would be as follows:

| | \$ |
|--|----------------|
| • Amount approved by the General Conference at its 33rd session | 13,765,700 |
| • Less withdrawal approved by the Executive Board at its 174th session (174 EX/Decision 24) | (5,200,000) |
| • Less withdrawal approved by the Executive Board at its 175th session (175 EX/Decision 5) | (1,804,000) |
| • Less withdrawal proposed in the present document | (5,915,800) |
| Balance under Part IV | 845,900 |

IV

Proposed draft decision

24. Should the Executive Board endorse the proposals made by the Director-General in this report, it may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined the Director-General's report on donations and special contributions received since the last session of the Executive Board and appropriated to the regular budget, on between-appropriation line transfers proposed within the budget appropriation, as well as the proposed transfers from Part IV to Parts I-III of the budget, in accordance with the terms of the Appropriation Resolution approved by the General Conference at its 33rd session (33 C/Resolution 96, paras. 1(b), (d) and (e), document 176 EX/4 Part II and the recommendations of its Finance and Administrative Commission thereon (176 EX/...),

I

2. Takes note that the Director-General has, as a consequence of these donations and special contributions, increased the appropriations to the regular budget by a total amount of \$1,943,487 as follows:

| | \$ |
|--|------------------|
| Part II.A - Major Programme I | 519,606 |
| Part II.A - Major Programme II | 537,059 |
| Part II.A - Major Programme III | 75,706 |
| Part II.A - Major Programme IV | 156,727 |
| Part II.A - Major Programme V | 182,699 |
| Part I.B - Direction (ODG) | 44,987 |
| Part I.B - Direction (IOS) | 4,656 |
| Part II.C - Programme Related Services (BSP) | 13,104 |
| Part III – Support for Programme Execution (indirect costs for field offices) | 333,837 |
| Part III – Support for Programme Execution (ERC) | 75,106 |
| <hr/> | |
| Total | 1,943,487 |
| <hr/> | |

3. Expresses its appreciation to the donors listed in paragraph 6 of document 176 EX/4 Part II;

II

4. Recalling the provision of the Appropriation Resolution by virtue of which transfers between appropriation lines may be made by the Director-General with the prior approval of the Executive Board,
5. Approves transfers between appropriation lines of:
 - (a) \$1,500,000 from the Reserve for Reclassifications to Parts I-III of the budget;

- (b) \$748,035 from Part II.A Education Sector to Part II.A Social and Human Sciences Sector;
 - (c) \$713,425 from Part II.A Social and Human Sciences Sector to a new division under Part II.C entitled Anticipation and Foresight;
 - (d) \$311,356 from Part II.C Bureau of Strategic Planning to Part II.A Social and Human Sciences Sector;
 - (e) \$225,279 from Part II.A Social and Human Sciences Sector to Part II.A Culture Sector;
 - (f) \$312,772 from Part II.A Social and Human Sciences Sector to Part II.A Culture Sector;
 - (g) \$175,000 to be transferred to Part III.A for the mentoring exercise for 22 field offices, bearing in mind that the corresponding budget lines from which the funds would be transferred would be identified at the 177th Session of the Executive Board;
6. Approves the transfer of **\$5,915,800** from Part IV to Parts I-III of the budget to cover increases in staff costs and in the costs of goods and services due to statutory and other factors;
 7. Takes note of the revised Appropriation Table attached to the present decision in Annex I.

Annex I

Revised Appropriation Table for 2006-2007

| Appropriation line | 33 C/5 Approved | 33 C/5 Approved as Adjusted (174EX/Dec.24) (175EX/Dec.3) | Proposed Transfers | | | | | 33 C/5 Approved as Adjusted | |
|---|--------------------|--|-------------------------|--|--------------------------------------|-------------------------------|--------------------|-----------------------------|--|
| | | | I Donations received | II Between line transfer | | III Transfers from Part IV | | | |
| | | | | Transfer from reclassification reserve | Transfer between appropriation lines | Staff costs | Goods and services | | |
| I. Personnel | \$ 33,873,400 | \$ 34,568,900 | \$ | \$ 164,100 | \$ 165,350 | \$ 130,500 | \$ | \$ 35,028,850 | |
| II. Activities | | | | | | | | | |
| IV.1 Protect and safeguard cultural heritage worldwide | | | | | | | | | |
| IV.1.1 Reinforcing capacity-building for the protection of World Heritage | 3,304,900 | 3,371,385 | 33,906 | | | | | 3,405,291 | |
| IV.1.2 Identifying and safeguarding the intangible cultural heritage | 2,433,800 | 2,475,713 | | | | | | 2,475,713 | |
| IV.1.3 Protecting and rehabilitating cultural heritage | 2,315,100 | 2,346,587 | | | | | | 2,346,587 | |
| IV.1.4 Protecting cultural property | 1,082,900 | 1,082,900 | 93,148 | | | | | 1,176,048 | |
| IV.2 Strengthen cultural policies, cultural industries and intercultural dialogue | | | | | | | | | |
| IV.2.1 Developing cultural policies | 2,061,300 | 2,067,900 | | | | | | 2,440,601 | |
| IV.2.2 Promoting intercultural dialogue | 1,846,400 | 1,851,375 | 10,000 | | | | | 1,861,375 | |
| IV.2.3 Sustaining cultural industries and crafts | 2,606,800 | 2,606,800 | 15,168 | | | | | 2,621,968 | |
| Projects relating to cross-cutting themes* | 1,050,000 | 1,100,816 | 4,505 | | | | | 1,105,321 | |
| Total, Major Programme IV | 50,574,600 | 51,472,376 | 156,727 | 164,100 | 538,051 | 130,500 | - | 52,461,753 | |
| Major Programme V - Communication and information | | | | | | | | | |
| I. Personnel | 18,502,200 | 18,841,200 | | | | | | 19,048,400 | |
| II. Activities | | | | | | | | | |
| V.1 Empowering people through access to information and knowledge with special emphasis on freedom of expression | | | | | | | | | |
| V.1.1 Creating an enabling environment for the promotion of freedom of expression and universal access | 3,489,600 | 3,531,536 | 11,488 | | | | | 3,543,024 | |
| V.1.2 Fostering community access and diversity of content | 6,480,500 | 6,508,807 | 159,654 | | | | | 6,668,461 | |
| V.2 Promoting communication development and ICTs for education, science and culture | | | | | | | | | |
| V.2.1 Fostering media development | 2,382,500 | 2,382,500 | | | | | | 2,382,500 | |
| V.2.2 Advancing the use of ICTs in education, science and culture | 595,600 | 595,600 | 3,558 | | | | | 599,158 | |
| Projects relating to cross-cutting themes* | 1,500,000 | 1,500,000 | 8,000 | | | | | 1,508,000 | |
| Total, Major Programme V | 32,950,400 | 33,359,643 | 182,699 | 132,000 | - | 75,200 | - | 33,749,542 | |
| UNESCO Institute for Statistics | 9,020,000 | 9,020,000 | | | | | | 9,020,000 | |
| Field - Management of decentralized programmes | 40,813,800 | 40,825,800 | | 342,800 | | 60,200 | | 41,228,800 | |
| Total, Part II.A | 327,993,400 | 333,146,635 | 1,471,796 | 905,700 | (402,069) | 675,400 | - | 335,797,463 | |
| B. Participation Programme | 20,000,000 | 20,000,000 | | | | | | 20,000,000 | |
| C. Programme related services | | | | | | | | | |
| 1. Coordination of action to benefit Africa | 4,309,200 | 4,389,200 | | 24,300 | | 13,700 | | 4,427,200 | |
| 2. Fellowships Programme | 1,867,300 | 1,887,300 | | | | 9,200 | | 1,896,500 | |
| 3. Public information | 13,657,600 | 13,953,300 | | 51,500 | | 68,700 | | 14,073,500 | |
| 4 Strategic planning and programming monitoring | 6,258,600 | 6,447,564 | 13,104 | | | (311,356) | 21,200 | 6,170,512 | |
| 5 Budget preparation and monitoring | 4,306,200 | 4,418,300 | | 36,900 | | | 14,300 | 4,469,500 | |
| 6 Anticipation and foresight | - | - | | | | | | 713,425 | |
| Total, Part II.C | 30,398,900 | 31,095,664 | 13,104 | 112,700 | 402,069 | 127,100 | - | 31,750,637 | |
| TOTAL PART II | 378,392,300 | 384,242,299 | 1,484,901 | 1,018,400 | - | 802,500 | - | 387,548,100 | |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | | | |
| A. Field management and coordination | | | | | | | | | |
| <i>(Headquarters activities and field office operating costs)</i> | | | | | | | | | |
| B. External relations and cooperation | 20,988,300 | 21,239,265 | 333,837 | 36,900 | | 20,300 | 458,600 | 22,088,902 | |
| C. Human resources management | 19,824,700 | 20,270,100 | 75,106 | 87,800 | | 90,100 | | 20,523,106 | |
| D. Administration | 30,716,900 | 31,189,300 | | 52,400 | | 117,800 | | 31,359,500 | |
| | 106,152,000 | 108,036,800 | | 270,000 | | 567,600 | 484,800 | 109,359,200 | |
| TOTAL, PART III | 177,681,900 | 180,735,465 | 408,943 | 447,100 | - | 795,800 | 943,400 | 183,330,708 | |
| TOTAL, PARTS I-III | 594,734,300 | 604,163,864 | 1,943,487 | 1,500,000 | - | 1,685,000 | 4,230,800 | 613,523,151 | |
| Reserve for reclassifications | 1,500,000 | 1,500,000 | | (1,500,000) | | | | | |
| PART IV ANTICIPATED COST INCREASES | 13,765,700 | 6,761,700 | | | | (1,685,000) | (4,230,800) | 845,900 | |
| TOTAL APPROPRIATION APPROVED AS ADJUSTED | 610,000,000 | 612,425,564 | 1,943,487 | - | - | - | - | 614,369,051 | |

* Cross-cutting themes:

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

Figures may not sum exactly due to rounding.

PART B

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

(Management Chart)

Programme execution as at 31 December 2006

Table 1

OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE

Regular budget and extrabudgetary resources (including staff costs and Participation Programme as at 31 December 2006)

Table 1 presents a holistic status of the execution for regular and extrabudgetary resources, showing the overall implementation by principal appropriation line for both regular budget and extrabudgetary resources, including staff costs and Participation Programme, therefore covering all funds related to each appropriation line.

With regard to the regular budget, the table includes Part IV (Anticipated Cost Increases) and takes into account the budgetary transfers made therefrom to the other parts of the budget that have already been approved by the Executive Board at its 174th and 175th sessions as well as the additional appropriations of donations received since the beginning of the biennium which were presented in Part II.A of this document.

For extrabudgetary resources, allocations and expenditures relate to one-year amounts.

Comments

As at 31 December 2006, the overall expenditure rate for the regular budget was 46.3% as compared to the theoretical rate of 50%. Expenditure rates of extrabudgetary resources should be measured on an annual basis, thus against a theoretical rate of 100%. The actual expenditure rate for extrabudgetary resources stands at 73% which shows a slight decrease as compared to 75.8% at the end of 2005.

TABLE 1

OVERALL IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE

(Regular Budget and Extrabudgetary resources including staff costs and Participation Programme)

1 January 2006 to 31 December 2006*
(in thousands of US dollars)

| Appropriation Line | Regular budget | | | | Extrabudgetary resources | | |
|---|-----------------|----------------------|--------------------------------------|---------------------|--------------------------|--------------------------------------|---------------------|
| | 33 C/5 Approved | Work plan allocation | Expenditure (delivered/unliquidated) | Rate of expenditure | Allocation | Expenditure (delivered/unliquidated) | Rate of expenditure |
| | \$ | \$ | \$ | % | \$ | \$ | % |
| PART I GENERAL POLICY AND DIRECTION | | | | | | | |
| A. Governing bodies | | | | | | | |
| 1. General Conference | 5,507 | 5,531 | 722 | 13.1 | - | - | - |
| 2. Executive Board | 7,779 | 7,825 | 3,816 | 48.8 | - | - | - |
| Total, Part I.A | 13,286 | 13,356 | 4,539 | 34.0 | - | - | - |
| B. Direction | | | | | | | |
| 3. Directorate | 3,137 | 3,207 | 1,642 | 51.2 | - | - | - |
| 4. Office of the Director-General | 6,526 | 6,737 | 3,284 | 48.7 | 1,196 | 892 | 74.6 |
| 5. Internal oversight | 5,717 | 5,853 | 2,281 | 39.0 | 315 | 75 | 23.8 |
| 6. International Standards and Legal Affairs | 3,259 | 3,348 | 1,572 | 46.9 | - | - | - |
| Total, Part I.B | 18,639 | 19,145 | 8,779 | 45.9 | 1,511 | 967 | 64.0 |
| C. Participation in the Joint Machinery of the United Nations System | 6,735 | 6,735 | 4,313 | 64.0 | - | - | - |
| TOTAL, PART I | 38,660 | 39,236 | 17,631 | 44.9 | 1,511 | 967 | 64.0 |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | | | |
| A. Programmes | | | | | | | |
| I Education | 107,802 | 110,360 | 51,341 | 46.5 | 246,785 | 189,740 | 76.9 |
| II Natural sciences | 55,994 | 57,557 | 26,919 | 46.8 | 74,546 | 56,339 | 75.6 |
| III Social and human sciences | 30,838 | 31,684 | 15,544 | 49.1 | 64,379 | 46,569 | 72.3 |
| IV Culture | 50,575 | 51,629 | 23,631 | 45.8 | 64,143 | 39,829 | 62.1 |
| V Communication and information | 32,950 | 33,542 | 15,925 | 47.5 | 36,402 | 23,117 | 63.5 |
| UNESCO Institute for Statistics | 9,020 | 9,020 | 4,510 | 50.0 | 21 | 21 | 100.0 |
| Field Management of decentralized programmes | 40,814 | 40,826 | 21,928 | 53.7 | - | - | - |
| Total, Part II.A | 327,993 | 334,618 | 159,798 | 47.8 | 486,276 | 355,615 | 73.1 |
| B. Participation Programme | 20,000 | 20,000 | 6,098 | 30.5 | | | |
| C. Programme Related Services | | | | | | | |
| 1. Coordination of action to benefit Africa | 4,309 | 4,389 | 1,898 | 43.3 | 520 | 418 | 80.4 |
| 2. Fellowships Programme | 1,867 | 1,887 | 1,007 | 53.3 | - | - | - |
| 3. Public Information | 13,658 | 13,953 | 6,615 | 47.4 | 6 | 1 | 16.7 |
| 4. Strategic planning and programme monitoring | 6,259 | 6,461 | 2,973 | 46.0 | 484 | 335 | 69.2 |
| 5. Budget preparation and monitoring | 4,306 | 4,418 | 2,047 | 46.3 | 87 | 74 | 85.1 |
| Total, Part II.C | 30,399 | 31,109 | 14,541 | 46.7 | 1,097 | 828 | 75.5 |
| TOTAL, PART II | 378,392 | 385,727 | 180,437 | 46.8 | 487,373 | 356,443 | 73.1 |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | |
| A. Field management and coordination | 20,988 | 21,573 | 10,559 | 48.9 | 804 | 508 | 63.2 |
| B. External relations and cooperation | 19,825 | 20,345 | 9,865 | 48.5 | 4,368 | 2,809 | 64.3 |
| C. Human resources management | 30,717 | 31,189 | 15,002 | 48.1 | 125 | 105 | 84.0 |
| D. Administration, maintenance and renovation of Headquarters premises | 106,152 | 108,037 | 50,949 | 47.2 | 153 | 113 | 73.9 |
| TOTAL, PART III | 177,682 | 181,144 | 86,375 | 47.7 | 5,450 | 3,535 | 64.9 |
| TOTAL, PARTS I - III | 594,734 | 606,107 | 284,443 | 46.9 | 494,334 | 360,945 | 73.0 |
| Reserve for reclassifications | 1,500 | 1,500 | - | - | | | |
| PART IV ANTICIPATED COST INCREASES | 13,766 | 6,762 | - | - | | | |
| TOTAL, PARTS I - IV | 610,000 | 614,369 | 284,443 | 46.3 | 494,334 | 360,945 | 73.0 |

*For extrabudgetary resources figures are for the period from 1 January 2005 to 31 December 2005.

Table 2(A)

**Programme implementation by principal appropriation line
and by principal source of funding**

**Regular budget (excluding staff costs) and extrabudgetary resources
(as at 31 December 2006)**

Table 2(A) presents a holistic status of the execution of programme activities for regular and extrabudgetary resources, by principal appropriation line and by principal source of funding. It should be noted that the regular budget figures excludes amounts for staff costs.

The table as usual includes the additional appropriations of donations presented in Part A of this document.

For extrabudgetary resources, allocations and expenditures relate to one-year amounts.

Comments

The overall implementation of the regular budget activities (Parts I-IV) as at 31 December 2006 stands at 44.7%, compared with the theoretical time-elapsed target of 50%. In accordance with 164 EX/Decision 3.1.1 and 160 EX/Decision 3.1.1 explanations are provided below for expenditure rates which are higher than 65% or less than 35%:

Part I – General Policy and Direction

General Conference (9.0%): The expenditure rate for this appropriation line is naturally low at this point, as the **General Conference** will only be held in September-October 2007.

Directorate (100.5%): The high expenditure rate incurred under the Directorate is due to unforeseen additional expenses, as well as to some unavoidable and incompressible activity costs that have been increasing.

Office of the Director-General (65.0%): The 65% expenditure rate shown under the Office of the Director-General is associated mainly to the expenditure relating to the sixtieth anniversary celebrations of the Organization, the budgetary provisions of which were not foreseen at the time of the preparation of document 33 C/5 Approved. Excluding this activity, the expenditure rate of this Office would stand at 44%.

TABLE 2 (A)
PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE AND BY PRINCIPAL SOURCE OF FUNDING

Regular budget (excluding staff costs) and extrabudgetary resources
 1 January 2006 to 31 December 2006*
 (in thousands of US dollars)

| Appropriation Line | Regular budget | | | | Extrabudgetary resources | | | | | |
|---|-----------------|---------------------|--------------------------------------|---------------------|--------------------------|--------------------------------------|---------------------|----------------|--------------------------------------|---|
| | 33 C/5 Approved | Workplan Allocation | Expenditure (delivered/unliquidated) | Rate of expenditure | United Nations sources | | Other sources | | | |
| | | | | | Allocation | Expenditure (delivered/unliquidated) | Rate of expenditure | Allocation | Expenditure (delivered/unliquidated) | |
| | \$ | \$ | \$ | % | \$ | \$ | % | \$ | \$ | % |
| PART I GENERAL POLICY AND DIRECTION | | | | | | | | | | |
| A. Governing bodies | | | | | | | | | | |
| 1. General Conference | 4,671 | 4,671 | 422 | 9.0 | - | - | - | - | - | |
| 2. Executive Board | 6,314 | 6,314 | 3,072 | 48.6 | - | - | - | - | - | |
| Total, Part I A | 10,985 | 10,985 | 3,493 | 31.8 | | | | | | |
| B. Direction | | | | | | | | | | |
| 3. Directorate | 459 | 459 | 461 | 100.5 | - | - | - | - | - | |
| 4. Office of the Director-General | 446 | 491 | 319 | 65.0 | - | - | - | 1,196 | 892 | |
| 5. Internal oversight | 1,148 | 1,152 | 485 | 42.1 | - | - | - | 315 | 75 | |
| 6. International standards and legal affairs | 103 | 103 | 51 | 49.8 | - | - | - | - | - | |
| Total, Part I B | 2,154 | 2,204 | 1,315 | 59.7 | - | - | - | 1,511 | 967 | |
| C. Participation in the Joint Machinery of the United Nations System | 6,735 | 6,735 | 4,313 | 64.0 | | | | | | |
| TOTAL, PART I | 19,874 | 19,923 | 9,122 | 45.8 | - | - | - | 1,511 | 967 | |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | | | | | | |
| A. Programmes | | | | | | | | | | |
| I Education | 55,625 | 57,372 | 26,972 | 47.0 | 25,298 | 18,115 | 71.6 | 221,487 | 171,625 | |
| II Natural sciences | 23,002 | 23,909 | 11,460 | 47.9 | 7,135 | 6,025 | 84.4 | 67,411 | 50,314 | |
| III Social and human sciences | 11,653 | 12,096 | 6,595 | 54.5 | 529 | 473 | 89.4 | 63,850 | 46,096 | |
| IV Culture | 16,701 | 17,060 | 7,059 | 41.4 | 8,444 | 5,377 | 63.7 | 55,699 | 34,452 | |
| V Communication and information | 14,448 | 14,701 | 7,223 | 49.1 | 2,099 | 1,821 | 86.8 | 34,303 | 21,296 | |
| UNESCO Institute for Statistics | 9,020 | 9,020 | 4,510 | 50.0 | - | - | - | 21 | 21 | |
| Total, Part II A | 130,450 | 134,157 | 63,819 | 47.6 | 43,505 | 31,811 | 73.1 | 442,771 | 323,804 | |
| B. Participation Programme | 20,000 | 20,000 | 6,098 | 30.5 | | | | | | |
| C. Programme Related Services | | | | | | | | | | |
| 1. Coordination of action to benefit Africa | 1,055 | 1,055 | 633 | 60.0 | - | - | - | 520 | 418 | |
| 2. Fellowships Programme | 1,262 | 1,262 | 660 | 52.3 | - | - | - | - | - | |
| 3. Public Information | 2,900 | 2,900 | 1,392 | 48.0 | - | - | - | 6 | 1 | |
| 4. Strategic planning and programme monitoring | 1,214 | 1,278 | 705 | 55.2 | 24 | - | - | 460 | 335 | |
| 5. Budget preparation and monitoring | 206 | 206 | 115 | 55.9 | - | - | - | 87 | 74 | |
| Total, Part II C | 6,637 | 6,700 | 3,505 | 52.3 | 24 | - | - | 1,073 | 828 | |
| TOTAL, PART II | 157,086 | 160,858 | 73,422 | 45.6 | 43,529 | 31,811 | 73.1 | 443,844 | 324,632 | |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | | | | |
| A. Field management and coordination | 16,680 | 17,137 | 8,194 | 47.8 | - | - | - | 804 | 508 | |
| B. External relations and cooperation | 3,368 | 3,460 | 1,631 | 47.1 | - | - | - | 4,368 | 2,809 | |
| C. Human resources management | 14,752 | 14,752 | 7,069 | 47.9 | 24 | 11 | 46 | 101 | 94 | |
| D. Administration, maintenance and renovation of Headquarters premises | 41,798 | 41,798 | 18,738 | 44.8 | - | - | - | 153 | 113 | |
| TOTAL, PART III | 76,598 | 77,146 | 35,632 | 46.2 | 24 | 11 | 46 | 5,426 | 3,524 | |
| TOTAL, PARTS I - III | 253,558 | 257,927 | 118,177 | 45.8 | 43,553 | 31,822 | 73.1 | 450,781 | 329,123 | |
| PART IV ANTICIPATED COST INCREASES | | | | | | | | | | |
| | 6,570 | 6,570 | - | - | | | | | | |
| TOTAL, PARTS I - IV | 260,128 | 264,497 | 118,177 | 44.7 | 43,553 | 31,822 | 73.1 | 450,781 | 329,123 | |
| | | | | | | | | | 73.0 | |

*For extrabudgetary resources figures are for the period from 1 January 2006 to 30 June 2006.

Table 2(B)

**Programme implementation by principal appropriation line
on the 2002-2003 assessed contribution from the United States of America
(expenditures as at 31 December 2006)**

At its 32nd session, the General Conference welcomed the return of the United States of America with effect from 1 October 2003 and took note of the amount of \$15,093,141 as its assessed contribution from 1 October to 31 December 2003. Further, it invited the Director-General to report to the Executive Board on the implementation of the plan of action to be funded from this contribution. Accordingly Table 2(B) presents the status of implementation of these funds. It should be noted that this contribution is utilized through a special account mechanism, and therefore operates on a multi-year basis.

Comments

Explanations are provided below for expenditure rates:

Education (64.1%)

The Executive Board approved the Programme for the Reconstruction of Education Systems in October 2003 and resources were allocated in July 2004 to Afghanistan, Democratic Republic of the Congo, Sierra Leone and Liberia, and in late 2004 and early 2005 to Guatemala, Angola, Colombia and Somalia. Although the global expenditure rate for the Education Sector is only 64.1% as at 31 December 2006, this does not accurately reflect the real state of the programme execution, where Afghanistan is the only country with a significant amount of funds still to be spent but whose participation on the programme is almost 40%. The implementation has progressed significantly over the year 2006 and the initial allocation in six out of the eight Programme countries has been almost fully expended. In particular, the expenditure rate reaches 95%-100% for the Democratic Republic of the Congo, Guatemala, Colombia and Somalia and the Inter-Agency Network for Education in Emergencies (INEE). Expenditure rates in Liberia and Sierra Leone are 85% and 75% respectively. The total unspent funds already allotted for the Education Sector amount to \$3.2 million, out of which \$2 million have not been spent yet for Afghanistan, due to its initial difficult post-conflict and early recovery situation, changes in the Ministry and shifting priorities. Showing an expenditure rate of around 40% at the end of December 2006, Afghanistan has nevertheless speeded up its implementation after finalizing a long planning and identification of needs phase. The programme in Angola shows an expenditure rate of around 60% at the end of 2006, due to a postponed execution with a view to refocusing the project in a more efficient way. Angola will still benefit from allotted funds of around \$0.2 million in the course of 2007-2008. In addition to the already implemented activities, the Director General has allocated new resources, especially to Guatemala, Colombia and Liberia, to continue with UNESCO's operational activities on the ground. Consequently, the "non-allotted balance" of \$0.6 million remaining at the end of December 2006 (as shown in the table above) has been fully allotted to the Education Sector in February 2007.

Culture (46.9%)

The overall rate of expenditure has decreased to 47% after the final amount of \$1 million was allocated in September 2006. However, when these activities corresponding to the latest allotment are excluded, expenditure rate stands at 59% and a successful completion of these projects is foreseen for the end of the biennium.

Although an overall improvement has been observed in the past years, there has been a delay with the project in Pakistan due to the earthquake that took place in autumn 2005. To redress the situation, UNESCO Islamabad Office has been assisted by the UNESCO scientific adviser to reformulate objectives and adjust work plans to establish a tighter national coordination

mechanism among three museums involved in the project. As a result, the project implementation is now running smoothly.

In addition, following the mentoring scheme put in place by BFC and the focal point appointed by ADG/CLT, the project in Accra has now been placed under the direct supervision of the Director of the Accra Office with whom, following exchanges and consultations, a common view of the project is shared. A detailed work plan and budget is foreseen for March 2007.

The delay in implementation of the projects in Kyrgyzstan and Tajikistan is due to the fact that original work plans for these two projects handled by the Almaty Office were not satisfactory. Following an experts' mission undertaken in October 2006, the activities for the first phase of these projects are now under way. Although the project for Kyrgyzstan has now started well, the Tajikistan project started more slowly due to logistical problems, but now is expected to run smoothly.

Lastly, seven of the Museum-to-Museum partnerships are almost completed, but three of the partnership projects have had delays in their implementation (India, Myanmar and Egypt) due to the difficulties of the local situation or inability to identify a partner museum. The project in Egypt is however currently in negotiations with the International Storytelling Center (an affiliate of the Smithsonian Institute) in the United States of America to formalize a partnership.

As mentioned above, the activities approved by the Director-General in September 2006 for the latest allotment of \$1 million have required preparation time and will start during the first trimester of 2007.

WHC (84.7%)

The expenditure rate has progressed from 70.2% as at 30 June 2006 to 84.7% as of the date of this report and it is expected that the full allocation will be consumed before the end of the year.

Table 2(C)

Programme implementation by principal appropriation line on the US \$25 million special account supplementary programme package (expenditures as at 31 December 2006)

In 33 C/Resolution 96, paragraph 2, the General Conference accepted "the programme package submitted by the Director-General designed to reinforce the principal priorities of document 33 C/5 in the amount of \$25 million, to be funded on an exceptional basis from voluntary contributions", and invited "Member States and other funding sources to provide the voluntary contributions required". Table 2(C) shows the programme implementation of the \$25 million Special Accounts. As at 31 December 2006, \$4.3 million was available on the special accounts of which \$1.6 million was allocated. Of the allocated amounts 26.7% was already utilized.

| TABLE 2 (B) PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE ON THE 2002-2003 CONTRIBUTION FROM THE UNITED STATES OF AMERICA | | | |
|---|----------------------|--------------------------------------|---------------------|
| Regular budget 1 January 2004 to 31 December 2006 (in thousands of US dollars) | | | |
| Appropriation line | Work plan allocation | Expenditure (delivered/unliquidated) | Rate of expenditure |
| | \$ | \$ | % |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | | | |
| A. Programmes | | | |
| I Education | 8,982 | 5,754 | 64.1 |
| II Natural sciences | - | - | - |
| III Social and human sciences | - | - | - |
| IV Culture | 4,543 | 2,129 | 46.9 |
| World Heritage Centre | 1,000 | 847 | 84.7 |
| V Communication and information | - | - | - |
| UNESCO Institute for Statistics | - | - | - |
| Total, Part II.A | 14,525 | 8,730 | 60.1 |
| Non-allocated balance | 568 | - | - |
| TOTAL | 15,093 | 8,730 | 57.8 |

| TABLE 2 (C) PROGRAMME IMPLEMENTATION BY PRINCIPAL APPROPRIATION LINE ON THE US\$25 MILLION SPECIAL ACCOUNT SUPPLEMENTARY PROGRAMME PACKAGE | | | | | | |
|---|---|-------------------------|--------------------|---|---|---|
| 1 January 2006 to 31 December 2006 (in thousands of US dollars) | | | | | | |
| Appropriation line | Work plan distribution (33 C/5 Approved) | Allocation 2006-2007 | Allocation 2006 | Expenditure (delivered/ unliquidated) | Rate of expenditure (expenditure against allocation 2006) | |
| | \$ | \$ | \$ | \$ | \$ | % |
| PART I GENERAL POLICY AND DIRECTION | | | | | | |
| Internal Oversight | 500 | 173 | 173 | - | - | - |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | | |
| A. Programmes | | | | | | |
| I Education | 15,000 | 3,461 | 1,339 | 432 | 32 | |
| II Natural sciences | 2,500 | 75 | 38 | 2 | 4 | |
| III Social and human sciences | - | - | - | - | - | |
| IV Culture | 2,500 | 577 | 77 | - | - | |
| V Communication and Information | 1,000 | - | - | - | - | |
| UNESCO Institute for Statistics | 1,000 | - | - | - | - | |
| Total, Part II.A | 22,000 | 4,112 | 1,454 | 434 | 29.9 | |
| B. Participation Programme | 2,000 | - | - | - | - | |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | |
| Human resources management | 500 | - | - | - | - | |
| Non-allocated (interest earned) | - | 42 | - | - | - | |
| TOTAL | 25,000 | 4,328 | 1,627 | 434 | 26.7 | |

Table 3

Implementation of decentralized funds by principal appropriation line and by region

Regular budget and extrabudgetary resources

**(programme activity expenditures in the field, excluding staff costs,
as at 31 December 2006)**

Table 3 shows the implementation of decentralized funds as at 31 December 2006, **broken down by region**, for Part II (Programme and Programme Related Services) and Part III (Support for Programme Execution and Administration). This table shows both **regular budget and extrabudgetary resources** in order to present an integrated status of execution of the decentralized fund.

It should be noted that the regular budget figures exclude staff costs. For extrabudgetary resources, allocations and expenditures are for one-year amounts.

Comments

Decentralized funds represent 39.2% of total regular budget for activities and show an expenditure rate of 43.5% as at 31 December 2006.

For the Education Sector, the decentralized funds exclude the financial allocations for institutes – IIEP, IBE, IITE and UIE – as the mechanism of transferring their financial allocations to special accounts does not provide programme distribution by region. For the same reason, the financial allocation for ICTP is excluded from the decentralized funds under natural sciences. This approach also shows a more correct expenditure situation for the sectors, as it excludes the expenditure rates for the institutes which are already 50%. On the other hand, financial allocations for IICBA andIESALC are included in Africa and Latin America regions respectively as programmes of these institutes are fully implemented in these regions.

Under Programme and Programme Related Services (Part II), 51.8% of total regular budget allocation for activities is decentralized to field units where the expenditure rate stands at 43.0%.

Explanations are provided below for cases where expenditure rates for the regular budget appropriation lines were higher than 65% or less than 35%:

Part II – Programmes and Programme Related Services

Social and human sciences

Africa (69.5%)

The relatively high expenditure rate is due to the fact that activities with significant budgetary allocations including the 5th Ordinary Session of COMEST in Dakar, the preparation of the international meeting for the UNESCO Small Grant Projects, the establishment and strengthening of regional networks of the ECOWAS Ministerial Forum in Dakar and the Research and Development Centre in Nairobi, were already implemented in 2006.

Arab States (34.9%)

The Sector experienced difficulties executing programme activities in the Arab region due primarily to the political situation in Lebanon and the absence of a programme specialist in the UNESCO Cairo Office. The Sector expects to accelerate the implementation of activities in this region following the transfer of a programme specialist (P-3) from Headquarters to UNESCO Cairo,

effective January 2007, and the expected appointment of a programme specialist (P-4) in UNESCO Lebanon during the first semester of 2007.

Culture

Arab States (34.4%)

As explained above, the low expenditure rate for the Culture programmes in the Arab States region can be also explained by the temporary cessation of activities in the Beirut Office due to the war and the difficult political context surrounding the Ramallah Office. Activities in the Beirut Office have resumed but it will be difficult to make up for the delay that has taken place so far.

Public information

Asia and Pacific (27.8%)

The low expenditure was due to the fact that the media training workshop, which was initially planned to be implemented in 2006 in this region, was, in fact, postponed to the latter half of 2007.

Part III – Support for Programme Execution and Administration

External relations and cooperation

Arab States (78.9%)

Funds were decentralized to the UNESCO field office in Rabat to cover the costs for the organization of the “Conférence des Elus de la Méditerranée” in Morocco, 28-29 June 2006, thus the high rate of implementation of decentralized funds.

Human resources management

Africa (33.4%)

Arab States (28.4%)

Europe and North America (22.4%)

The decentralized amounts for HRM generally relates to the training budgets for the field offices. Training plans are established based on the Office's needs but the timing of the training activities greatly depends on the office's work schedules and they are often held in the second year of the biennium. The relatively low expenditure rate in Africa was due to the fact that many field offices had difficulties in identifying training providers that could meet their requirement in the first year of the biennium. The low expenditure rate in the Arab States is mainly due to a post-conflict situation which slowed training implementation for some field offices. Further, the low expenditure rate in Europe and North America region is due to the fact that most of the trainings are planned to be implemented in the second year of the biennium.

TABLE 3

**IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION (excluding staff costs)**

1 January 2006 to 31 December 2006*
(in thousands of US dollars)

| Principal Appropriation Line | Regular budget | | | | | | Extrabudgetary resources | | | | | |
|--|--|---|--------------------------|---|--------------------------------------|---------------------|--|--------------------------------|--------------------------|---|--------------------------------------|---------------------|
| | Total Programme allocation (Headquarters and field) (work plans) | Allocation for all field units (work plans) | Rate of decentralization | Breakdown of decentralized allocation by region | Expenditure (delivered/unliquidated) | Rate of expenditure | Total Programme resources (Headquarters and field) | Allocation for all field units | Rate of decentralization | Breakdown of decentralized allocation by region | Expenditure (delivered/unliquidated) | Rate of expenditure |
| PART I GENERAL POLICY AND DIRECTION | \$ 19,923 | \$ | % | % | \$ | % | \$ 1,511 | \$ | % | % | \$ | % |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | | | | | | | | |
| A. Programmes | | | | | | | | | | | | |
| I Education | 57,372 | 25,907 | 45.2 | | 11,332 | 43.7 | 246,785 | 213,635 | 86.6 | | 169,342 | 79.3 |
| - Africa | 9,107 | | 35.2 | | 3,914 | 43.0 | | 15,716 | | 7.4 | 11,537 | 73.4 |
| - Arab States | 3,618 | | 14.0 | | 1,449 | 40.1 | | 33,323 | | 15.6 | 27,485 | 82.5 |
| - Asia and Pacific | 7,811 | | 30.1 | | 3,486 | 44.6 | | 11,508 | | 5.4 | 7,256 | 63.1 |
| - Europe and North America | 473 | | 1.8 | | 181 | 38.2 | | 5,854 | | 2.7 | 4,424 | 75.6 |
| - Latin America and the Caribbean | 4,899 | | 18.9 | | 2,302 | 47.0 | | 147,234 | | 68.9 | 118,640 | 80.6 |
| II Natural sciences | 23,909 | 7,337 | 30.7 | | 3,386 | 46.1 | 74,546 | 48,313 | 64.8 | | 38,282 | 79.2 |
| - Africa | 1,997 | | 27.2 | | 971 | 48.6 | | 600 | | 1.2 | 212 | 35.3 |
| - Arab States | 1,248 | | 17.0 | | 447 | 35.8 | | 7,737 | | 16.0 | 4,888 | 63.2 |
| - Asia and Pacific | 2,065 | | 28.1 | | 964 | 46.7 | | 2,871 | | 5.9 | 1,637 | 57.0 |
| - Europe and North America | 452 | | 6.2 | | 263 | 58.1 | | 11,327 | | 23.4 | 8,845 | 78.1 |
| - Latin America and the Caribbean | 1,574 | | 21.5 | | 741 | 47.1 | | 25,778 | | 53.4 | 22,700 | 88.1 |
| III Social and human sciences | 12,096 | 4,453 | 36.8 | | 2,339 | 52.5 | 64,379 | 62,338 | 96.8 | | 44,949 | 72.1 |
| - Africa | 1,411 | | 31.7 | | 980 | 69.5 | | 825 | | 1.3 | 511 | 61.9 |
| - Arab States | 881 | | 19.8 | | 307 | 34.9 | | 307 | | 0.5 | 218 | 71.0 |
| - Asia and Pacific | 895 | | 20.1 | | 446 | 49.9 | | 737 | | 1.2 | 561 | 76.1 |
| - Europe and North America | 300 | | 6.7 | | 137 | 45.7 | | 124 | | 0.2 | 104 | 83.9 |
| - Latin America and the Caribbean | 967 | | 21.7 | | 467 | 48.3 | | 60,345 | | 96.8 | 43,555 | 72.2 |
| IV Culture | 17,060 | 8,135 | 47.7 | | 3,630 | 44.6 | 64,143 | 26,238 | 40.9 | | 16,904 | 64.4 |
| - Africa | 2,312 | | 28.4 | | 1,067 | 46.2 | | 2,503 | | 9.5 | 1,245 | 49.7 |
| - Arab States | 1,484 | | 18.2 | | 511 | 34.4 | | 1,796 | | 6.8 | 810 | 45.1 |
| - Asia and Pacific | 1,830 | | 22.5 | | 961 | 52.5 | | 6,881 | | 26.2 | 4,788 | 69.6 |
| - Europe and North America | 649 | | 8.0 | | 340 | 52.4 | | 3,929 | | 15.0 | 2,500 | 63.6 |
| - Latin America and the Caribbean | 1,859 | | 22.9 | | 751 | 40.4 | | 11,129 | | 42.4 | 7,561 | 67.9 |
| V Communication and information | 14,701 | 8,309 | 56.5 | | 4,449 | 53.5 | 36,402 | 31,005 | 85.2 | | 19,627 | 63.3 |
| - Africa | 2,690 | | 32.4 | | 1,446 | 53.8 | | 1,675 | | 5.4 | 1,488 | 88.8 |
| - Arab States | 988 | | 11.9 | | 493 | 49.8 | | 1,353 | | 4.4 | 780 | 57.6 |
| - Asia and Pacific | 2,448 | | 29.5 | | 1,200 | 49.0 | | 3,365 | | 10.9 | 1,652 | 49.1 |
| - Europe and North America | 423 | | 5.1 | | 223 | 52.7 | | 43 | | 0.1 | 43 | 100.0 |
| - Latin America and the Caribbean | 1,760 | | 21.2 | | 1,087 | 61.8 | | 24,569 | | 79.2 | 15,664 | 63.8 |
| UNESCO Institute for Statistics | 9,020 | 9,020 | 100.0 | | 4,510 | 50.0 | 21 | 21 | 100.0 | | 21 | 100.0 |
| - Europe and North America | 9,020 | | 100.0 | | 4,510 | 50.0 | | 21 | | 100.0 | 21 | 100.0 |
| Total, Part II.A | 134,157 | 63,162 | 47.1 | | 29,645 | 46.9 | 486,276 | 381,550 | 78.5 | | 289,125 | 75.8 |
| B. Participation Programme | 20,000 | 20,000 | 100.0 | | 6,098 | 30.5 | | | | | | |

*For extrabudgetary resources figures are for the period 1 January 2006 to 31 December 2006.

TABLE 3
IMPLEMENTATION OF DECENTRALIZED FUNDS
BY PRINCIPAL APPROPRIATION LINE AND BY REGION (excluding staff costs)

1 January 2006 to 31 December 2006*
 (in thousands of US dollars)

| Principal Appropriation Line | Regular budget | | | | | | Extrabudgetary resources | | | | | |
|--|--|---|--------------------------|---|--------------------------------------|---------------------|--|--------------------------------|--------------------------|---|--------------------------------------|---------------------|
| | Total Programme allocation (Headquarters and field) (work plans) | Allocation for all field units (work plans) | Rate of decentralization | Breakdown of decentralized allocation by region | Expenditure (delivered/unliquidated) | Rate of expenditure | Total Programme resources (Headquarters and field) | Allocation for all field units | Rate of decentralization | Breakdown of decentralized allocation by region | Expenditure (delivered/unliquidated) | Rate of expenditure |
| C. Programme Related Services | | | | | | | | | | | | |
| 1. Coordination of action to benefit Africa | 1,055 | - | | | | | 520 | 69 | 13.3 | | 44 | 63.8 |
| - Africa | - | - | | - | - | - | 69 | - | - | 100.0 | 44 | 63.8 |
| 2. Fellowships Programme | 1,262 | - | | | | | | | | | | |
| 3. Public Information | 2,900 | 95 | 3.3 | | 47 | 49.2 | 6 | - | - | - | - | - |
| - Africa | - | - | - | - | - | - | - | - | - | - | - | - |
| - Asia and Pacific | - | 25 | - | 26.3 | 7 | 27.8 | - | - | - | - | - | - |
| - Europe and North America | - | 70 | - | 73.7 | 40 | 56.9 | - | - | - | - | - | - |
| - Latin America and the Caribbean | - | - | - | - | - | - | - | - | - | - | - | - |
| 4. Strategic planning and programme monitoring | 1,278 | - | | | | | 484 | - | - | - | - | - |
| 5. Budget preparation and monitoring | 206 | - | | | | | 87 | - | - | - | - | - |
| Total, Part II.C | 6,700 | 95 | 1.4 | | 47 | 49.2 | 1,097 | 69 | 6.3 | | 44 | 63.8 |
| TOTAL, PART II | 160,858 | 83,257 | 51.8 | | 35,790 | 43.0 | 487,373 | 381,619 | 78.3 | | 289,169 | 75.8 |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | | | | | | |
| A. Field management and coordination | 17,137 | 16,162 | 94.3 | | 7,970 | 49.3 | 804 | 609 | 75.7 | | 355 | 58.3 |
| - Africa | 4,948 | - | 30.6 | | 2,471 | 49.9 | | | | | | |
| - Arab States | 2,201 | - | 13.6 | | 1,250 | 56.8 | | | | 39.6 | 162 | 67.2 |
| - Asia and Pacific | 4,468 | - | 27.6 | | 2,141 | 47.9 | | | | 3.3 | 11 | 55.0 |
| - Europe and North America | 980 | - | 6.1 | | 484 | 49.4 | | | | 57.1 | 182 | 52.3 |
| - Latin America and the Caribbean | 3,564 | - | 22.1 | | 1,624 | 45.6 | | | | | | |
| B. External relations and cooperation | 3,460 | 20 | 0.6 | | 16 | 78.9 | 4,368 | - | - | | | |
| - Africa | - | - | - | | - | - | - | - | - | - | - | - |
| - Arab States | - | 20 | - | 100.0 | 16 | 78.9 | - | - | - | - | - | - |
| - Asia and Pacific | - | - | - | - | - | - | - | - | - | - | - | - |
| - Europe and North America | - | - | - | - | - | - | - | - | - | - | - | - |
| - Latin America and the Caribbean | - | - | - | - | - | - | - | - | - | - | - | - |
| C. Human resources management | 14,752 | 714 | 4.8 | | 252 | 35.2 | 125 | - | - | | | |
| - Africa | 179 | - | 25.0 | | 60 | 33.4 | - | - | - | - | - | - |
| - Arab States | 92 | - | 12.8 | | 26 | 28.4 | - | - | - | - | - | - |
| - Asia and Pacific | 228 | - | 31.9 | | 84 | 37.0 | - | - | - | - | - | - |
| - Europe and North America | 41 | - | 5.7 | | 9 | 22.4 | - | - | - | - | - | - |
| - Latin America and the Caribbean | 175 | - | 24.5 | | 72 | 41.4 | - | - | - | - | - | - |
| D. Administration | 41,798 | - | | | | | 153 | - | - | - | - | - |
| TOTAL, PART III | 77,146 | 16,895 | 21.9 | | 8,237 | 48.8 | 5,450 | 609 | 11.2 | | 355 | 58.3 |
| TOTAL (Part I - Part III) | 257,927 | 101,152 | 39.2 | | 44,027 | 43.5 | 494,334 | 382,228 | 77.3 | | 289,524 | 75.7 |

*For extrabudgetary resources figures are for the period 1 January 2006 to 31 December 2006.

Table 4

**Expenditures under temporary assistance, mission travel and contractual services
(regular budget as at 31 December 2006)**

Given the increased emphasis on results-based programming and management, the Secretariat is reviewing alternative reporting tools that might replace the traditional monitoring by object of expenditure. Nevertheless, taking into account comments previously made by Member States on the monitoring of certain items of expenditure (see 166 EX/Decisions) **Table 4** provides details on three items: **temporary assistance, mission travel and contractual services**.

The table shows the 33 C/5 budget allocations (indicative budget) under the regular budget for these items by principal appropriation line. It is to be noted that:

- temporary assistance is broken down into two categories: “temporary assistance and supernumeraries” and “consultants” financed by activity costs;
- mission travel is also broken down into two categories: Delegates’ travel (participants’ travel and travel of the Executive Board Members under the line “governing bodies”) and staff mission travel. For each of these categories, indicative budget and expenditures are shown for comparison;
- contractual services include research and authors’ contracts, external translation contracts, printing and publication contracts, and contracts for the organization of meetings or training seminars, evaluation studies and auditor fees.

Comments

The expenditure rates for these categories are: 40% for temporary assistance, 57.5% for travel, and 44.6% for contractual services, which shows modest deviations from the theoretical rate of 50%, for which several reasons can be provided. First, the theoretical rate of 50% assumes linearity in use of the funds, which is not always realistic as activities may have to be grouped during certain periods of the biennium rather than spread evenly throughout the period. Secondly, it is difficult for the sectors to foresee costs by object of expenditure when preparing the C/5 budget some two years in advance of the actual implementation. Thirdly, Table 4 presents expenditure by object of expenditure relative to the indicative budget presented in document 33 C/5 Approved, therefore it does not take into consideration changes in the work plans which may have been made during the course of the biennium to reflect the changing situations in programme implementation.

The Organization is nonetheless continuing its efforts to manage the budget implementation by major objects of expenditure lines. For example, with regard to travel expenditure, the Secretariat has been making efforts in monitoring approved travel plans and to control related expenditures. Sectors and bureaux are required to undertake the most economical route when travelling, after ensuring that no alternative feasible means of communication such as teleconferencing are possible. The moment we would have a module on travel in the field, then the control would be improved further.

TABLE 4
Expenditures under Temporary Assistance, Travel and Contractual Services (Regular budget)
1 January 2006 to 31 December 2006
(in thousands of US dollars)

| Principal Appropriation Line | Regular budget | | | | | | | | | | | | | |
|---|----------------------------|---------------------------|--------------|-------------------|---------------------|------------------------------|--------------|---------------------|------------------------------|--------------|----------------------|----------------------------|---------------|---------------------|
| | Temporary assistance | | | | | Travel | | | | | Contractual services | | | |
| | Indicative budget 33C/5 | Temporary supernumeraries | Consultants | Total expenditure | Rate of expenditure | Delegates' travel | | | Staff travel | | | Indicative budget 33C/5 | Expenditures | Rate of expenditure |
| | | | | | | Indicative budget (33C/5) | Expenditures | Rate of expenditure | Indicative budget (33C/5) | Expenditures | Rate of expenditure | | | |
| | \$ | \$ | \$ | \$ | % | \$ | \$ | % | \$ | \$ | % | \$ | \$ | % |
| PART I GENERAL POLICY AND DIRECTION | | | | | | | | | | | | | | |
| A. Governing bodies | | | | | | | | | | | | | | |
| 1. General Conference | 462 | 43 | - | 43 | 9.2 | 122 | 16 | 13.3 | - | - | - | 695 | 624 | 89.8 |
| 2. Executive Board | 3,650 | 1,517 | 6 | 1,523 | 41.7 | 2,125 | 742 | 34.9 | 5 | 17 | - | 20 | 89 | 447.4 |
| Total, Part I A | 4,112 | 1,560 | 6 | 1,566 | 38.1 | 2,247 | 758 | 33.7 | 5 | 17 | 330.3 | 715 | 714 | 99.8 |
| B. Direction | | | | | | | | | | | | | | |
| 3. Directorate | 45 | 22 | 0 | 22 | 49.9 | - | 5 | - | 300 | 245 | 81.8 | 14 | - | - |
| 4. Office of the Director-General | 80 | 7 | 9 | 16 | 20.5 | - | 16 | - | 124 | 23 | 18.7 | 101 | 62 | 61.6 |
| 5. Internal oversight | 100 | 12 | - | 12 | 12.3 | - | 50 | - | 538 | 94 | 17.4 | 442 | 234 | 52.8 |
| 6. International standards and legal affairs | 20 | 2 | - | 2 | 12.5 | - | - | - | 18 | 8 | 43.4 | 30 | 13 | 43.8 |
| Total, Part I B | 245 | 45 | 9 | 54 | 21.9 | - | 72 | - | 980 | 370 | 37.7 | 587 | 309 | 52.6 |
| C. Participation in the Joint Machinery of the United Nations System | | | | | | | | | | | | | | |
| TOTAL, PART I | 4,357 | 1,624 | 15 | 1,639 | 37.6 | 2,247 | 829 | 36.9 | 1,046 | 391 | 37.4 | 1,662 | 1,040 | 62.6 |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | | | | | | | | | | |
| A. Programmes | | | | | | | | | | | | | | |
| I Education | 4,250 | 1,473 | 1,267 | 2,740 | 64.5 | 4,050 | 1,935 | 47.8 | 4,150 | 2,700 | 65.1 | 21,322 | 7,707 | 36.1 |
| II Natural sciences | 2,737 | 446 | 882 | 1,328 | 48.5 | 1,559 | 1,634 | 104.8 | 1,988 | 1,417 | 71.3 | 10,986 | 4,981 | 45.3 |
| III Social and human sciences | 400 | 316 | 67 | 383 | 95.7 | 2,300 | 1,530 | 66.5 | 1,400 | 753 | 53.8 | 5,300 | 2,167 | 40.9 |
| IV Culture | 1,958 | 492 | 326 | 817 | 41.8 | 1,272 | 457 | 35.9 | 1,837 | 679 | 37.0 | 7,275 | 3,578 | 49.2 |
| V Communication and information | 1,539 | 319 | 236 | 554 | 36.0 | 647 | 536 | 82.9 | 1,274 | 697 | 54.7 | 6,434 | 4,276 | 66.5 |
| UNESCO Institute for Statistics | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Field - Management of decentralized programmes | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total, Part II A | 10,883 | 3,045 | 2,777 | 5,822 | 53.5 | 9,828 | 6,092 | 62.0 | 10,650 | 6,245 | 58.6 | 51,318 | 22,709 | 44.3 |
| B. Participation Programme | | | | | | | | | | | | | | |
| C. Programme related services | | | | | | | | | | | | | | |
| 1. Coordination of action to benefit Africa | 503 | 50 | 26 | 76 | 15.2 | 71 | 72 | 101.1 | 175 | 89 | 50.9 | 46 | 198 | 430.0 |
| 2. Fellowships Programme | 6 | 1 | - | 1 | 16.4 | - | - | - | - | - | - | 6 | 1 | 20.0 |
| 3. Public Information | 294 | 63 | - | 63 | 21.3 | 3 | 2 | 60.0 | 347 | 89 | 25.7 | 1,368 | 751 | 54.9 |
| 4. Strategic planning and programme monitoring | 392 | 37 | 9 | 46 | 11.8 | 70 | 17 | 24.5 | 349 | 197 | 56.4 | 179 | 220 | 123.0 |
| 5. Budget preparation and monitoring | 9 | - | - | - | - | - | - | - | 45 | 26 | 58.0 | 75 | 58 | 77.0 |
| Total, Part II C | 1,203 | 151 | 35 | 186 | 15.5 | 144 | 91 | 63.0 | 916 | 401 | 43.8 | 1,674 | 1,228 | 73.4 |
| TOTAL, PART II | 12,087 | 3,196 | 2,812 | 6,008 | 49.7 | 9,972 | 6,182 | 62.0 | 11,566 | 6,646 | 57.5 | 52,991 | 23,937 | 45.2 |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | | | | | | | | |
| A. Field management and coordination | | | | | | | | | | | | | | |
| 4,731 | 2,273 | 1 | 2,273 | 48.1 | - | 14 | - | - | 1,451 | 695 | 47.9 | 234 | 102 | 43.7 |
| B. External relations and cooperation | | | | | | | | | | | | | | |
| 480 | 193 | 32 | 225 | 46.8 | 668 | 377 | 56.4 | 666 | 353 | 53.0 | 987 | 570 | 57.7 | |
| C. Human resources management | | | | | | | | | | | | | | |
| 1,215 | 102 | 33 | 135 | 11.1 | 50 | 203 | 405.0 | 392 | 525 | 134.0 | 313 | 1,649 | 526.3 | |
| D. Administration, maintenance and renovation of Headquarters premises | | | | | | | | | | | | | | |
| 3,831 | 381 | 12 | 393 | 10.3 | 125 | 60 | 48.2 | 253 | 80 | 31.5 | 6,654 | 740 | 11.1 | |
| TOTAL, PART III | 10,257 | 2,948 | 78 | 3,026 | 29.5 | 843 | 653 | 77.5 | 2,762 | 1,653 | 59.9 | 8,189 | 3,062 | 37.4 |
| TOTAL, PARTS I - III | 26,701 | 7,768 | 2,905 | 10,673 | 40.0 | 13,062 | 7,665 | 58.7 | 15,373 | 8,691 | 56.5 | 62,842 | 28,039 | 44.6 |
| Reserve for reclassifications | | | | | | | | | | | | | | |
| PART IV ANTICIPATED COST INCREASES | | | | | | | | | | | | | | |
| TOTAL, PARTS I - IV | 26,701 | 7,768 | 2,905 | 10,673 | 40.0 | 13,062 | 7,665 | 58.7 | 15,373 | 8,691 | 56.5 | 62,842 | 28,039 | 44.6 |

Table 5

**Participation Programme implementation by region
as at 31 December 2006**

Table 5 shows the implementation of the Participation Programmes by region as well as the implementation of funds provided for international NGOs and emergency assistance requests. Expenditure figures provided were as at 31 December 2006.

Comments

As of December 2006, 1,686 participation programme (PP) requests were received for a total value of \$38,589,717. Of this amount 608 PP requests, worth \$10,694,398 were approved by the Director-General for 143 Member States and 53 international non-governmental organizations (excluding emergency assistance). As for emergency assistance, 21 requests amounting to \$683,300 were approved by the Director-General between January 2006 and December 2006.

The overall expenditure rate of the allotted funds for PPs, NGOs and emergency assistance was **53.6%** as at 31 December 2006. The relatively low expenditure rate in certain regions was mainly due to the fact that many of the financial and evaluation reports on the prior year activities, which Member States are required to submit before the current biennium activity can begin, were not received. The low expenditure rate in the Arab States was mainly caused by the delays in registering requests submitted by the Member States due to lack of certain information in the requests.

TABLE 5**PARTICIPATION PROGRAMME****IMPLEMENTATION BY REGION**

1 January 2006 to 31 December 2006
(in thousands of US dollars)

| Region | Allotments issued | Expenditure | Rate of expenditure |
|--|-------------------|--------------|---------------------|
| | \$ | \$ | % |
| AFRICA | 2,695 | 1,573 | 58.4 |
| ASIA AND THE PACIFIC | 2,859 | 2,010 | 70.3 |
| ARAB STATES | 544 | 10 | 1.8 |
| EUROPE 1 (Western Europe, USA, Canada) | 478 | 397 | 83.0 |
| EUROPE 2 (Eastern and Central Europe) | 838 | 390 | 46.6 |
| LATIN AMERICA AND THE CARIBBEAN | 2,477 | 977 | 39.4 |
| INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS | 804 | 59 | 7.3 |
| EMERGENCY ASSISTANCE PROGRAMME | 683 | 683 | 100.0 |
| Subtotal | 11,378 | 6,098 | 53.6 |
| UNALLOCATED BALANCE | 8,622 | - | - |
| TOTAL | 20,000 | 6,098 | 30.5 |

Table 6

**Post situation and staff costs expenditure
(regular budget as at 31 December 2006)**

Table 6 shows the monthly evolution of occupied and vacant posts from January 2006 to December 2006. The posts shown in this table correspond to those that are **budgetarily vacant**: i.e. vacant posts that are generating real savings, after deducting the posts that are financing temporary assistance. The information is therefore not directly comparable with data that may be published by HRM, which relate to all the vacant posts open to recruitment. Thus HRM's figures would generally be larger than the number of budgetarily vacant posts presented in this Table.

A summary is also presented on the overall staff cost expenditures as at 31 December 2006, broken down by headquarters and field.

Comments

From 1 January to 31 December 2006 the average number of posts budgetarily vacant was 86. In addition, there is a decreasing trend in the number of vacant posts for this period. This is due to acceleration in recruitment and the engagement of temporary assistance financed by funds of vacant posts.

The Bureau of the Budget conducts a rigorous monitoring of staff costs to ensure that the expenditure remains within authorized appropriation levels. As at 31 December 2006 the actual staff costs expenditure was \$166.3 million, or 47.5% of the total staff costs allocation of \$349.7 million (Parts I-III plus the reserve for reclassifications). This expenditure rate of 47.5% stands well within the time-elapsed target of 50%.

TABLE 6**POSTS SITUATION AND STAFF COSTS EXPENDITURES****A. Monthly breakdown of posts budgetarily vacant from January 2006 to December 2006****33 C/5 Approved****Total number of established posts under the regular budget: 1,879**

| YEAR/ MONTH | Number of filled posts out of 33 C/5 Approved (1,879) | | | Number of vacant posts out of 33 C/5 Approved (1,879) | | | | |
|----------------|--|------------|--------------|--|-----------|-----------|-----------|------------|
| | Headquarters | Field | TOTAL | HQ | | Field | | TOTAL |
| | | | | P | GS | P | L | |
| 2006 | | | | | | | | |
| January | 1,207 | 540 | 1,747 | 31 | 30 | 34 | 37 | 132 |
| February | 1,223 | 543 | 1,766 | 24 | 21 | 34 | 34 | 113 |
| March | 1,212 | 554 | 1,766 | 32 | 24 | 28 | 29 | 113 |
| April | 1,217 | 564 | 1,781 | 26 | 25 | 21 | 26 | 98 |
| May | 1,220 | 565 | 1,785 | 30 | 18 | 20 | 26 | 94 |
| June | 1,220 | 555 | 1,775 | 30 | 18 | 25 | 31 | 104 |
| July | 1,235 | 558 | 1,793 | 20 | 13 | 36 | 17 | 86 |
| August | 1,238 | 576 | 1,814 | 15 | 15 | 31 | 4 | 65 |
| September | 1,234 | 566 | 1,800 | 24 | 10 | 37 | 8 | 79 |
| October | 1,242 | 577 | 1,819 | 15 | 11 | 23 | 11 | 60 |
| November | 1,248 | 578 | 1,826 | 11 | 9 | 24 | 9 | 53 |
| December | 1,253 | 586 | 1,839 | 12 | 3 | 23 | 2 | 40 |
| Average | 1,229 | 564 | 1,793 | 23 | 16 | 28 | 20 | 86 |

B. Cumulative situation of staff costs from 1 January 2006 to 31 December 2006 (in thousands of US dollars)

| | Allocation \$ | Expenditure \$ | % |
|-------------------------------|------------------|-------------------|-------------|
| HEADQUARTERS | 252,973 | 119,673 | 47.3 |
| FIELD | 95,207 | 46,593 | 48.9 |
| Reserve for reclassifications | 1,500 | - | - |
| TOTAL | 349,680 | 166,266 | 47.5 |

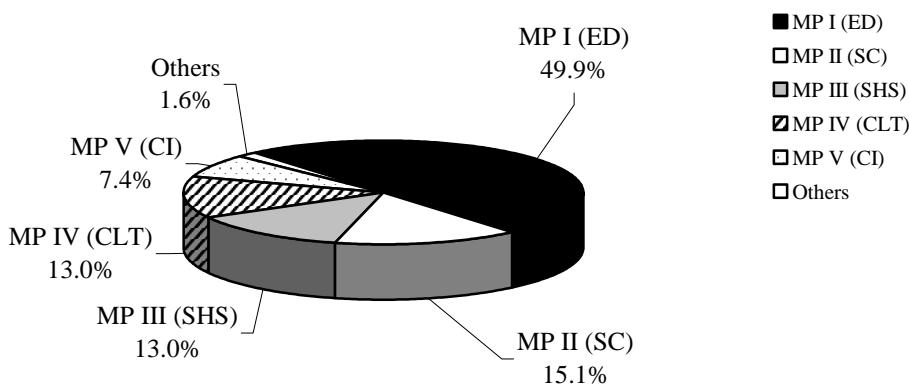
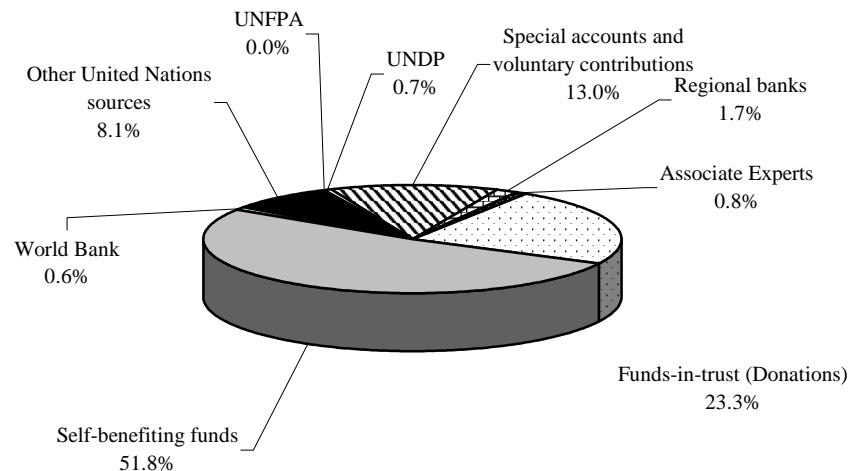
Analysis of extrabudgetary resources

Chart 1

Extrabudgetary operational programmes by funding source and by major programme

Allocations as at 31 December 2006

Total: \$494.3 million



The expenditures for extrabudgetary resources, which usually finance multi-year projects, are presented on an annual basis in order to reflect the actual management cycle of extrabudgetary resources.

Chart 1 contains two diagrams which show respectively the allocations as at 31 December 2006 by funding source and by major programme.

- The self-benefiting funds-in-trust continue to be predominant representing 51.8% of the total allocations, mainly due to the large scale of the cooperation programme with Brazil which on its own represents 49.6% of the total allocations.
- The Education Sector remains the principal beneficiary of extrabudgetary programmes, representing 49.6% of the total allocations for 2006.

Chart 2

**Extrabudgetary operational programme: allocations vs. expenditure
as at 31 December 2006**

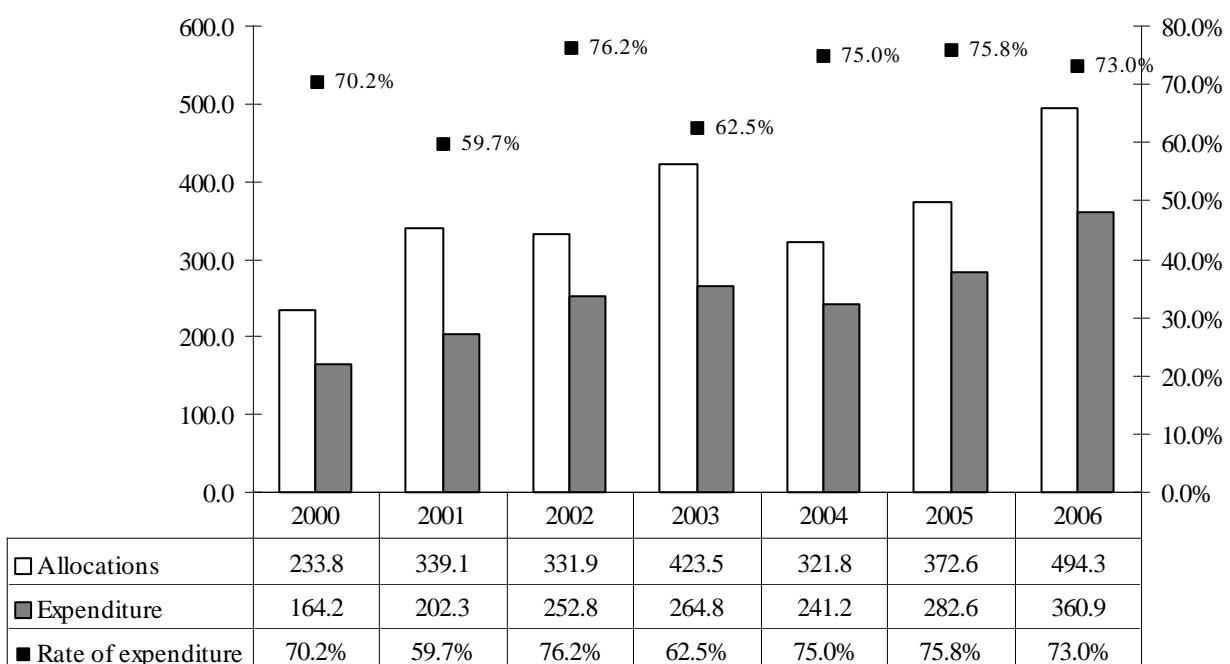


Chart 2 shows how allocations and expenditures have evolved over the last seven years. Compared to the same period in 2005, allocations have risen by 32.7%. The rate of expenditure stands at 73% in 2006 against 75.8% in 2005.

The following section presents the comments for tables 7 to 11 which are presented hereafter.

Table 7 presents a detailed breakdown by funding source. The overall volume of funds stood at \$494.3 million for 2006 with an increase of \$121.7 million (or 32.7%) compared to 2005 mainly due to a marked increase of resources within the cooperation with Brazil (\$109.1 million).

This table calls for the following comments:

- It should be noted that the new cooperation with Saudi Arabia under the funds-in-trust which started in late 2005 showed a net increase of \$14.7 million. The allocation from Spain, Sweden and European Commissions recorded a marked increase while some of the main donors such as Japan, Italy, and the Qatar Foundation showed a decrease in allocation in 2006 in comparison to 2005.

- Over the past years, funds from United Nations sources have kept declining while the cooperation with some United Nations entities like UN-ISDR and UNEP is growing, for which allocation has increased respectively by \$0.8 million and \$0.2 million.
- In the context of the reorientation of UNESCO Brasilia Office that has been initiated in 2006, the volume of resources has increased substantially (+\$109.1 million) corresponding to the finalization of some large-scale projects. In addition, since their system for monitoring and managing the financial obligations have been enhanced, the office is now capable of registering all expenditures including unliquidated obligations and thus the expenditure shows a higher and more accurate situation for self-benefiting projects executed in Brazil.

Table 8 shows the source of funds together with the benefiting regions. The Latin America and the Caribbean region is still the main beneficiary of extrabudgetary resources owing to the large scale of UNESCO's cooperation with Brazil. The Arab States region is in second position owing to the scale of the projects implemented in Iraq. It should be noted that without the cooperation programme with Brazil and the activities carried out in Iraq, the Africa region receives the largest share of resources.

Table 9 sets out the distribution of allocations and expenditure by major programme sector. The Education Sector continues to be the main sector benefiting from extrabudgetary resources, representing half (49.9%) of the total extrabudgetary resources. Extrabudgetary funds for the Communication and Information Sector showed a considerable increase of \$15.5 million in 2006 against 2005 owing to the growing cooperation programme with Brazil under the sector.

Table 10 sets out resources as at 31 December 2006 by donor, funds allocated under the Associate Expert programme and contributions received by institutes. The dominant positions of Italy and Japan among funds-in-trust are observed, with \$45.2 million and \$29.7 million respectively, representing together 13.7% of all extrabudgetary resources. For Italy, this position is explained in particular by the level of cooperation with the International Centre for Theoretical Physics, to which the country contributed \$23.3 million. As reported in the previous management chart, France as the host country of UNESCO has agreed to pay the interest of the loan which is financing Phase II of the Belmont Plan. For 2006, the interest paid by France amounts to \$1,738,064.

Table 11 presents the extrabudgetary information focused on the institutes, presenting the overall distribution of the resources available to them with the following components:

- the financial allocation under the regular programme (33 C/5);
- decentralized activities under the regular programme;
- extrabudgetary decentralized projects for 2006;
- contributions received, by donor.

The International Centre for Theoretical Physics (ICTP) received the largest part of resources of \$29.8 million representing 32.0% of all resources owing to large contributions received from Italy (\$23.3 million) and from the International Atomic Energy Agency (\$2.4 million). IIEP and UIS follow, with \$19.4 million (or 20.8% of the total) and \$15.8 million (or 16.9% of the total) respectively.

TABLE 7**EXECUTION OF EXTRABUDGETARY PROGRAMMES BY FUNDING SOURCE**

1 January 2006 to 31 December 2006
(in thousands of US dollars)

| SOURCE OF FUNDS | 2006 | | | 2005 | | |
|---|--------------------|--------------------|---------------|--------------------|--------------------|---------------|
| | Allocations | Expenditure | Rate % | Allocations | Expenditure | Rate % |
| UNITED NATIONS SOURCES | | | | | | |
| UNDP | 3,535 | 2,128 | 60.2 | 5,154 | 2,433 | 47.2 |
| UNFPA | 200 | 162 | 81.0 | 156 | 108 | 69.2 |
| Other United Nations sources | | | | | | |
| UNDG | 19,217 | 14,972 | 77.9 | 24,612 | 18,353 | 74.6 |
| UNEP | 2,133 | 1,733 | 81.2 | 1,927 | 1,454 | 75.5 |
| UNFIP | 6,938 | 4,232 | 61.0 | 7,698 | 5,174 | 67.2 |
| UN-ISDR | 2,329 | 2,273 | 97.6 | 1,515 | 1,390 | 91.7 |
| WHO/UNAIDS | 6,533 | 4,771 | 73.0 | 6,567 | 6,034 | 91.9 |
| Others | 2,668 | 1,551 | 58.1 | 1,437 | 894 | 62.2 |
| Subtotal United Nations sources | 43,553 | 31,822 | 73.1 | 49,066 | 35,840 | 73.0 |
| OTHER PROGRAMMES | | | | | | |
| World Bank | 2,885 | 1,900 | 65.9 | 2,716 | 2,105 | 77.5 |
| Regional development banks | 8,247 | 5,796 | 70.3 | 5,083 | 2,944 | 57.9 |
| Donated funds-in-trust | | | | | | |
| Japan | 28,494 | 18,088 | 63.5 | 30,857 | 18,756 | 60.8 |
| Italy | 21,396 | 10,792 | 50.4 | 23,345 | 12,024 | 51.5 |
| Saudi Arabia | 15,004 | 13,511 | 90.0 | 292 | 0 | 0.0 |
| Norway | 5,070 | 3,232 | 63.7 | 4,731 | 3,257 | 68.8 |
| Spain | 3,403 | 1,994 | 58.6 | 1,830 | 1,074 | 58.7 |
| Flanders | 3,328 | 2,417 | 72.6 | 4,397 | 2,613 | 59.4 |
| Sweden | 2,559 | 1,669 | 65.2 | 1,291 | 851 | 65.9 |
| European Commission | 7,963 | 6,386 | 80.2 | 6,909 | 5,443 | 78.8 |
| Private Funds | 4,686 | 3,269 | 69.8 | 8,002 | 5,720 | 71.5 |
| Qatar Foundation | 3,836 | 2,725 | 71.0 | 7,326 | 5,000 | 68.3 |
| Others | 19,398 | 12,804 | 66.0 | 18,625 | 12,241 | 65.7 |
| Self-benefiting funds-in-trust | | | | | | |
| Brazil | 245,021 | 190,934 | 77.9 | 135,914 | 122,712 | 90.3 |
| Lybian Arab Jamahirya | 5,961 | 3,957 | 66.4 | 6,240 | 2,281 | 36.6 |
| Nigeria | 2,927 | 2,701 | 92.3 | 1,768 | 515 | 29.1 |
| Bahrain | 429 | 102 | 23.8 | 334 | 142 | 42.5 |
| Others | 1,896 | 1,317 | 69.5 | 2,687 | 2,201 | 81.9 |
| Associate experts, special accounts and voluntary contributions | 68,278 | 45,529 | 66.7 | 61,174 | 46,878 | 76.6 |
| Subtotal other programmes | 450,781 | 329,123 | 73.0 | 323,521 | 246,757 | 76.3 |
| Total | 494,334 | 360,945 | 73.0 | 372,587 | 282,597 | 75.8 |

TABLE 8
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY REGION
1 January 2006 to 31 December 2006
(in thousands of US dollars)

| SOURCE OF FUNDS | Total | Africa | Arab States | Asia and the Pacific | Europe and North America | Latin America and the Caribbean | Interregional and global |
|---|----------------|---------------|---------------|----------------------|--------------------------|---------------------------------|--------------------------|
| UNITED NATIONS SOURCES | | | | | | | |
| UNDP | 2,128 | 1,314 | 371 | 76 | 49 | 318 | |
| UNFPA | 162 | | | 162 | | | |
| Other United Nations sources | | | | | | | |
| UNDG | 14,972 | | 14,972 | | | | |
| UNFIP | 4,232 | 1,069 | | 1,040 | | 1,533 | 590 |
| WHO/UNAIDS | 4,771 | 824 | 95 | 569 | - | 131 | 3,152 |
| UN-ISDR | 2,273 | | | 286 | | | 1,987 |
| UNEP | 1,733 | 834 | | | | | 899 |
| Others | 1,551 | 514 | 103 | 852 | 82 | | - |
| Subtotal United Nations sources | 31,822 | 4,555 | 15,541 | 2,985 | 131 | 1,982 | 6,628 |
| OTHER PROGRAMMES | | | | | | | |
| World Bank | 1,900 | | (12) | 8 | | 1,904 | - |
| Regional development banks | 5,796 | 2,069 | - | 518 | | 2,259 | 950 |
| Donated funds-in-trust | | | | | | | |
| Japan | 18,088 | 2,809 | 976 | 7,732 | 1,014 | 1,171 | 4,386 |
| Italy | 10,792 | 1,730 | 723 | 1,579 | 4,549 | 664 | 1,547 |
| Saudi Arabia | 13,511 | | 13,404 | 107 | | | |
| Norway | 3,232 | 877 | 60 | 1,341 | 59 | 14 | 881 |
| Spain | 1,994 | 50 | | 178 | | 632 | 1,134 |
| Flanders | 2,417 | 1,065 | 357 | 211 | 41 | 140 | 603 |
| Sweden | 1,669 | 256 | | | | | 1,413 |
| European Commission | 6,386 | 2,781 | 142 | 9 | 156 | 144 | 3,154 |
| Private Funds | 3,269 | 196 | 380 | 486 | 459 | 867 | 881 |
| Qatar Foundation | 2,725 | | 2,725 | | | | |
| Others | 12,804 | 4,340 | 793 | 2,876 | 104 | 350 | 4,341 |
| Self-benefiting funds-in-trust | | | | | | | |
| Brazil | 190,934 | | | | | 190,934 | |
| Lybian Arab Jamahiriya | 3,957 | | 3,957 | | | | |
| Nigeria | 2,701 | 2,701 | | | | | |
| Bahrain | 102 | | 102 | | | | |
| Others | 1,317 | - | (1) | 75 | | 1,084 | 159 |
| Associate experts, special accounts and voluntary contributions | 45,529 | 1,218 | 2,051 | 2,162 | 3,176 | 8,291 | 28,631 |
| Subtotal other programmes | 329,123 | 20,092 | 25,657 | 17,282 | 9,558 | 208,454 | 48,080 |
| Total | 360,945 | 24,647 | 41,198 | 20,267 | 9,689 | 210,436 | 54,708 |

TABLE 9
EXECUTION OF EXTRABUDGETARY PROGRAMMES BY SECTOR
1 January 2006 to 31 December 2006
(in thousands of US dollars)

| Sector | 2006 | | | 2005 | | |
|--------------|----------------|----------------|-------------|----------------|----------------|-------------|
| | Allocations | Expenditure | Rate % | Allocations | Expenditure | Rate % |
| ED | 246,785 | 189,740 | 76.9 | 181,057 | 143,523 | 79.3 |
| SC | 74,546 | 56,339 | 75.6 | 63,302 | 45,744 | 72.3 |
| SHS | 64,379 | 46,569 | 72.3 | 38,546 | 34,359 | 89.1 |
| CLT | 64,143 | 39,829 | 62.1 | 57,784 | 35,831 | 62.0 |
| CI | 36,402 | 23,117 | 63.5 | 20,863 | 14,899 | 71.4 |
| Others | 8,079 | 5,351 | 66.2 | 11,035 | 8,241 | 74.7 |
| TOTAL | 494,334 | 360,945 | 73.0 | 372,587 | 282,597 | 75.8 |

TABLE 10
EXTRABUDGETARY RESOURCES MANAGED BY UNESCO AND ITS INSTITUTES BROKEN DOWN BY DONOR*
1 January 2006 to 31 December 2006
(in thousands of US dollars)

| SOURCE OF FUNDS | Total | UNESCO funds excluding associate experts | Associate experts | Contributions received by institutes |
|--|----------------|--|-------------------|--------------------------------------|
| UNITED NATIONS SOURCES | | | | |
| UNDP | 3,554 | 3,535 | - | 19 |
| UNFPA | 200 | 200 | - | - |
| Other United Nations sources | | | | |
| UNDG | 19,217 | 19,217 | - | - |
| UNFIP | 6,938 | 6,938 | - | - |
| WHO/UNAIDS | 6,533 | 6,533 | - | - |
| IAEA | 2,628 | - | - | 2,628 |
| UN-ISDR | 2,329 | 2,329 | - | - |
| UNEP | 2,133 | 2,133 | - | - |
| UNICEF | 728 | 404 | - | 324 |
| UNOCA | 599 | 599 | - | - |
| UNDP | 381 | 381 | - | - |
| UNHCR | 256 | 256 | - | - |
| Others | 1,075 | 1,028 | - | 47 |
| Total United Nations Sources | 46,571 | 43,553 | - | 3,018 |
| OTHER PROGRAMMES | | | | |
| World Bank | 4,674 | 2,885 | - | 1,789 |
| Regional development banks | 8,333 | 8,247 | - | 86 |
| Donated funds-in-trust | | | | |
| Italy | 45,193 | 21,396 | 537 | 23,260 |
| Japan | 29,612 | 28,494 | 1,118 | - |
| Saudi Arabia | 15,004 | 15,004 | - | - |
| Norway | 9,307 | 5,070 | 142 | 4,095 |
| European Commission | 8,365 | 7,963 | - | 402 |
| Sweden | 6,427 | 2,559 | 317 | 3,551 |
| Private Funds | 4,686 | 4,686 | - | - |
| Netherlands | 4,349 | 1,736 | 124 | 2,489 |
| Qatar Foundation | 3,836 | 3,836 | - | - |
| Spain | 3,403 | 3,403 | - | - |
| Flanders | 3,328 | 3,328 | - | - |
| Switzerland | 3,312 | 2,135 | 57 | 1,120 |
| Germany | 3,065 | 2,309 | 420 | 336 |
| Canada | 2,747 | 552 | - | 2,195 |
| United Kingdom | 2,391 | 2,171 | 20 | 200 |
| France** | 2,304 | 1,650 | 199 | 455 |
| Argentina | 1,603 | - | - | 1,603 |
| United States of America | 1,551 | 1,551 | - | - |
| Belgium | 1,385 | 1,194 | 191 | - |
| Denmark | 1,380 | 684 | 113 | 583 |
| New Zealand | 1,237 | 1,237 | - | - |
| Finland | 1,118 | 236 | 452 | 430 |
| Korea | 1,000 | 695 | 305 | - |
| Ireland | 916 | 210 | - | 706 |
| Luxembourg | 621 | 621 | - | - |
| Others | 6,794 | 2,417 | 127 | 4,250 |
| Self-benefiting funds-in-trust | | | | |
| Brazil | 245,021 | 245,021 | - | - |
| Others | 11,213 | 11,213 | - | - |
| Special accounts and voluntary contributions | 64,156 | 64,156 | - | - |
| Total, Other programmes | 498,331 | 446,659 | 4,122 | 47,550 |
| Total | 544,902 | 490,212 | 4,122 | 50,568 |

*Contributions to special accounts (multi-donor projects) are not broken down by donor.

** It should be noted that with regard to the Belmont Plan, UNESCO is benefiting from an interest free loan as the interest is paid by France. In 2006, this interest paid by France amounts to \$1,738,064 but this is not reflected in this table as it is treated outside of the accounts.

TABLE 11
BREAKDOWN OF FUNDS MANAGED BY UNESCO INSTITUTES
1 January 2006 to 31 December 2006
(in thousands of US dollars)

| Source of Funds | Total | IBE | IESALC | IICBA | IIITE | ICTP | IIEP | UIS | UIL | UNEVOC | TWAS |
|--|---------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|--------------|--------------|--------------|
| Funds received from UNESCO | | | | | | | | | | | |
| Regular Programme - Financial Allocation | 26,926 | 4,591 | 2,200 | 2,000 | 1,100 | 1,015 | 5,100 | 9,020 | 1,900 | - | - |
| Regular Programme - Decentralized Activities | 457 | 10 | - | 12 | 20 | - | 30 | 180 | - | 205 | - |
| Extrabudgetary Decentralized Projects | 15,172 | 360 | - | 192 | - | 390 | 579 | 1,744 | 1,841 | 1,487 | 8,579 |
| Subtotal | 42,555 | 4,961 | 2,200 | 2,204 | 1,120 | 1,405 | 5,709 | 10,944 | 3,741 | 1,692 | 8,579 |
| Other Sources of funding | | | | | | | | | | | |
| UN Agencies | | | | | | | | | | | |
| IAEA | 2,628 | - | - | - | - | 2,404 | 224 | - | - | - | - |
| UNICEF | 324 | - | - | - | - | - | 324 | - | - | - | - |
| ITU | 24 | - | - | - | - | 24 | - | - | - | - | - |
| WMO | 20 | - | - | - | - | 20 | - | - | - | - | - |
| UNDP | 19 | - | - | - | - | - | 19 | - | - | - | - |
| FAO | 3 | - | - | - | - | - | 3 | - | - | - | - |
| Banks and Regional funds | | | | | | | | | | | |
| World Bank | 1,789 | - | - | - | - | - | 53 | 1,667 | 69 | - | - |
| African Development Bank | 50 | - | - | - | - | - | 50 | - | - | - | - |
| Inter American Development Bank | 36 | - | - | - | - | - | 36 | - | - | - | - |
| Governments | | | | | | | | | | | |
| Italy | 23,260 | - | - | - | - | 23,260 | - | - | - | - | - |
| Norway | 4,095 | - | - | - | - | - | 3,072 | 654 | 369 | - | - |
| Sweden | 3,551 | 806 | - | - | - | 674 | 1,131 | - | 940 | - | - |
| Netherlands | 2,489 | - | - | - | - | - | 2,489 | - | - | - | - |
| Canada | 2,195 | - | - | - | - | - | 497 | 1,698 | - | - | - |
| Argentina | 1,603 | - | 91 | - | - | - | 1,512 | - | - | - | - |
| Switzerland | 1,120 | 506 | - | - | - | - | 512 | - | 102 | - | - |
| Ireland | 706 | - | - | - | - | - | 706 | - | - | - | - |
| Denmark | 583 | - | - | - | - | - | 425 | 158 | - | - | - |
| France | 455 | - | - | - | - | - | 455 | - | - | - | - |
| Finland | 430 | - | - | - | - | - | 430 | - | - | - | - |
| European Commission | 402 | - | - | - | - | 336 | - | - | 66 | - | - |
| Germany | 336 | - | - | - | - | - | - | - | 336 | - | - |
| Ghana | 218 | - | - | - | - | - | - | 218 | - | - | - |
| Sierra Leone | 203 | - | - | - | - | - | - | 203 | - | - | - |
| United Kingdom | 200 | - | - | - | - | - | 200 | - | - | - | - |
| United States of America | 186 | - | - | - | - | 15 | 171 | - | - | - | - |
| Venezuela | 122 | - | 122 | - | - | - | - | - | - | - | - |
| Austria | 89 | - | - | - | - | - | 89 | - | - | - | - |
| Dominican Republic | 77 | - | - | - | - | - | 77 | - | - | - | - |
| Niger | 37 | - | - | - | - | - | - | 37 | - | - | - |
| Nigeria | 30 | - | - | - | - | - | - | - | 30 | - | - |
| Kuwait | 21 | - | - | - | - | - | 21 | - | - | - | - |
| Colombia | 20 | - | 20 | - | - | - | - | - | - | - | - |
| Bolivia | 13 | - | - | - | - | - | 13 | - | - | - | - |
| India | 10 | - | - | - | - | - | 10 | - | - | - | - |
| Others | 3,224 | 47 | 159 | - | 25 | 1,704 | 1,147 | 132 | 10 | - | - |
| Subtotal | 50,568 | 1,359 | 392 | - | 25 | 28,437 | 13,666 | 4,767 | 1,922 | - | - |
| Total | 93,123 | 6,320 | 2,592 | 2,204 | 1,145 | 29,842 | 19,375 | 15,711 | 5,663 | 1,692 | 8,579 |

ANNEX II (PART B)

Detailed status report on the regular budget by main line of action (as at 31 December 2006)

Annex II shows the implementation by main line of action of the regular programme as indicated in the Annex of document 33 C/5 Approved.

As in the previous management charts, the allocations and expenditures of staff costs are shown at the level of the principal appropriation line, while those for activity costs are shown at the level of the main line of action.

The table includes the additional appropriation from donations presented in Part II.A of this document.

In conformity with 160 EX/Decision 3.1.1 and 164 EX/Decision 3.1.1, explanations are provided for activities financed from the regular budget for which expenditure rates are more than 65% or less than 35%. However to avoid repeating explanations which are already provided in the earlier part of the document, this section only provides explanations for the items that have not yet been raised.

Comments

The global expenditure rate as at 31 December 2006, including Part IV, is 44.7% for activity costs and 47.5% for staff costs, resulting in an overall rate of 46.3% (ref: Table 1), standing slightly less than the time-elapsed target of 50%. If Part IV and Reserve for reclassifications are excluded, the expenditure rate is 45.8% for activity and 47.8% for staff costs.

Explanations for expenditure rates for **activities**, which are more than 65% or less than 35% as at 31 December 2006, which were not already presented under Table 2(A) are given below:

Part II – Programmes and Programme Related Services

Education

- **I.1.1 MLA 2. Monitoring EFA and improving quality of data (24.0%)**: The low expenditure rate can be explained by the fact that the EFA Global Monitoring Report started only at the end of October 2006 and the consequent EFA Progress Review activity has been scheduled to be implemented in the course of 2007, some \$0.4 million being expected to be implemented by August 2007. Some \$0.3 million of decentralized funds will still be implemented by 11 field offices in 2007, of which \$0.1 million by the Beirut Office who dedicated its work up to now mainly to the preparation process for Arab States.
- **UNESCO Institute for Lifelong Learning (UIL) (77.1%)**: Part of the financial allocation for 2007 was advanced exceptionally in addition to the annual 2006 allocation in order to cover the UIL transformation and related staff indemnities, in conformity with the decision of the General Conference at its 33rd session. This additional allotment has been fully utilized already; it resulted in the present higher expenditure rate.

Natural sciences

- **II.2.1 MLA 3. Renewable energy sources for development (32.1%)**: The relatively low expenditure is due to the fact that major events on renewable energy, in particular the International Ministerial conference “Energy in the Changing World” (31 May-1 June, 2007), are scheduled to be implemented in the second year of the biennium.

Social and human sciences

- **Projects relating to cross-cutting themes (The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society) (74.5%):** The high expenditure rate is explained by the fact that most of the funds, out of the total biennial allocation of \$100,000, were foreseen and were implemented during the first year of the biennium.

Culture

- **IV.1.2. MLA 2. Strengthening capacities for the safeguarding of intangible cultural heritage (34.3%):** The low expenditure rate is due to the fact that activities relating to inventory-making of intangible cultural heritage were planned for the second year of the biennium since a document concerning this issue in the spirit of the 2003 Convention had to be developed first. Furthermore, some safeguarding activities have been delayed because (i) of the ongoing identification of safeguarding projects in Member States and (ii) of the calendar of preparation of manuals for which the Secretariat wishes to profit as much as possible from discussions held by the Intergovernmental Committee of the 2003 Convention.
- **IV.1.3. MLA 2. Promotion and implementation of conventions for the protection of cultural heritage (33.1%):** Following the requests by the Member States to concentrate the action in the normative domain and to improve its efficiency, the list of foreseen activities has been reviewed and their objectives have been refocused. A new programme of activities, especially for the promotion of the ratification of conventions (2001 in particular) to improve their implementation (1970 in particular) has therefore been set up on a new basis and is now scheduled to take place in 2007.
- **Projects relating to cross-cutting themes (Eradication of poverty, especially extreme poverty) (33.8%):** The low implementation is accounted for by the relatively slow staff turn-over rate in a number of project sites which resulted in a temporary lack of skilled human resources to manage the implementation of project activities. In addition, location of several project sites in remote rural communities without adequate good communication systems adversely affected coordination between the National Commissions for UNESCO in those countries, UNESCO Kingston Office and the project sites. It should however be noted that efforts have been made through teleconferences and increased technical supports which have given tremendous impetus to the implementation of project activities in all 11 countries involved in these projects.

Part III – Support for Programme Execution and Administration

Part III D. – Administration

- **Maintenance, conservation and renovation of Headquarters premises (34%):** The relatively low rate of expenditure is due to preparatory actions (calls for bids, etc.) for safety works in Miollis/Bonvin which are scheduled only in 2007. As at end February 2007, the updated expenditure rate stood at 55.7%.

ANNEX II
DETAILED STATUS REPORT ON THE REGULAR BUDGET BY MAIN LINE OF ACTION

1 January 2006 to 31 December 2006
(in thousands of US dollars)

| Appropriation Line | Activity costs | | | | Staff costs | | | |
|---|----------------------|--------------------------------------|-----------------|---------------------|----------------------|--------------------------------------|-----------------|---------------------|
| | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure |
| | \$ | \$ | \$ | % | \$ | \$ | \$ | % |
| PART I GENERAL POLICY AND DIRECTION | | | | | | | | |
| A. Governing bodies | | | | | | | | |
| 1. General Conference | 4,671 | 422 | 4,249 | 9.0% | 860 | 301 | 559 | 35.0% |
| 2. Executive Board | 6,314 | 3,072 | 3,242 | 48.6% | 1,512 | 745 | 767 | 49.3% |
| Total, LA | 10,985 | 3,493 | 7,491 | 31.8% | 2,371 | 1,046 | 1,326 | 44.1% |
| B. Direction | | | | | | | | |
| 3. Directorate | 459 | 461 | (2) | 100.5% | 2,748 | 1,181 | 1,567 | 43.0% |
| 4. Office of the Director-General | 491 | 319 | 172 | 65.0% | 6,247 | 2,965 | 3,282 | 47.5% |
| 5. Internal Oversight | 1,152 | 485 | 668 | 42.1% | 4,700 | 1,796 | 2,904 | 38.2% |
| 6. International Standards and Legal Affairs | 103 | 51 | 51 | 49.8% | 3,246 | 1,521 | 1,725 | 46.9% |
| Total, LB | 2,204 | 1,315 | 889 | 59.7% | 16,941 | 7,463 | 9,478 | 44.1% |
| C. Participation in the Joint Machinery of the United Nations System | | | | | | | | |
| | 6,735 | 4,313 | 2,421 | 64.0% | - | - | - | - |
| TOTAL, PART I | 19,923 | 9,122 | 10,801 | 45.8% | 19,313 | 8,509 | 10,804 | 44.1% |
| PART II PROGRAMMES AND PROGRAMME RELATED SERVICES | | | | | | | | |
| A. Programmes | | | | | | | | |
| I EDUCATION | | | | | | | | |
| I.1 Strengthening EFA coordination and planning | | | | | | | | |
| 1.1.1 Enhancing international coordination and monitoring for EFA | | | | | | | | |
| 1 Coordinating EFA partners and maintaining the collective momentum | 3,150 | 1,715 | 1,435 | 54.4% | | | | |
| 2 Monitoring EFA and improving quality of data | 1,018 | 244 | 774 | 24.0% | | | | |
| Total, I.1.1 | 4,168 | 1,959 | 2,209 | 47.0% | | | | |
| I.1.2 Policy, planning and evaluation for achieving EFA | | | | | | | | |
| 1 Developing national policies and programmes | 3,033 | 1,616 | 1,417 | 53.3% | | | | |
| 2 Supporting regional strategies and coordination | 2,263 | 910 | 1,352 | 40.2% | | | | |
| Total, I.1.2 | 5,296 | 2,526 | 2,770 | 47.7% | | | | |
| Total, I.1 | 9,463 | 4,485 | 4,978 | 47.4% | | | | |
| I.2 Attaining basic education for all | | | | | | | | |
| 1.2.1 Universal basic education | | | | | | | | |
| 1 Expanding access to quality ECCE | 1,892 | 1,020 | 873 | 53.9% | | | | |
| 2 Achieving universal primary education | 2,410 | 1,080 | 1,330 | 44.8% | | | | |
| 3 Promoting gender equity and equality | 2,088 | 909 | 1,179 | 43.5% | | | | |
| 4 Improving education policies and systems for inclusion | | | | | | | | |
| Total, I.2.1 | 1,733 | 608 | 1,125 | 35.1% | | | | |
| | 8,123 | 3,617 | 4,506 | 44.5% | | | | |
| 1.2.2 Literacy Initiative for Empowerment (LIFE) and United Nations Literacy Decade (UNLD) | | | | | | | | |
| 1 Implementing the Literacy Initiative for Empowerment (LIFE) | 4,168 | 1,497 | 2,671 | 35.9% | | | | |
| 2 Promoting learning opportunities for all through non-formal education within the framework of UNLD | 2,126 | 923 | 1,202 | 43.4% | | | | |
| Total, I.2.2 | 6,294 | 2,420 | 3,874 | 38.5% | | | | |
| 1.2.3 Teacher education | | | | | | | | |
| 1 Implementing the Teacher Training Initiative for sub-Saharan Africa | 2,355 | 865 | 1,490 | 36.7% | | | | |
| 2 Professional development of teachers and educational personnel | 1,028 | 486 | 543 | 47.2% | | | | |
| Total, I.2.3 | 3,383 | 1,350 | 2,033 | 39.9% | | | | |
| Total, I.2 | 17,800 | 7,387 | 10,413 | 41.5% | | | | |
| I.3 Enhancing quality education | | | | | | | | |
| 1.3.1 Quality education for learning to live together | | | | | | | | |
| 1 Promoting human rights, peace, democratic citizenship and intercultural understanding through education | | | | | | | | |
| 2 Education for sustainable development | 2,100 | 872 | 1,228 | 41.5% | | | | |
| 3 Assessing learning outcomes | 1,975 | 970 | 1,004 | 49.1% | | | | |
| 4 Physical education and sports | 757 | 345 | 412 | 45.5% | | | | |
| Total, I.3.1 | 684 | 357 | 328 | 52.1% | | | | |
| | 5,515 | 2,543 | 2,972 | 46.1% | | | | |
| 1.3.2 HIV/AIDS and education | | | | | | | | |
| 1 Leading the Global Initiative on HIV/AIDS and Education (UNICAIDS) | 910 | 454 | 456 | 49.9% | | | | |
| 2 Supporting comprehensive responses to HIV/AIDS through education | 651 | 315 | 336 | 48.4% | | | | |
| Total, I.3.2 | 1,561 | 769 | 791 | 49.3% | | | | |
| Total, I.3 | 7,076 | 3,312 | 3,764 | 46.8% | | | | |
| I.4 Supporting post-primary education systems | | | | | | | | |
| 1.4.1 Secondary and technical/vocational education | | | | | | | | |
| 1 Expanding and renewing general secondary education | | | | | | | | |
| 2 Improving technical and vocational education and training | 803 | 337 | 466 | 42.0% | | | | |
| 3 Promoting science and technology education for all | 1,218 | 557 | 661 | 45.7% | | | | |
| | 625 | 261 | 363 | 41.9% | | | | |

| Appropriation Line | Activity costs | | | | Staff costs | | | |
|---|----------------------|--------------------------------------|-----------------|---------------------|----------------------|--------------------------------------|-----------------|---------------------|
| | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure |
| | \$ | \$ | \$ | % | \$ | \$ | \$ | % |
| Total I.4.1 | 2,645 | 1,155 | 1,490 | 43.7% | | | | |
| I.4.2 Higher education for the knowledge society | | | | | | | | |
| 1 Advancing policy options for higher education | 844 | 369 | 475 | 43.7% | | | | |
| 2 Promoting inter-university solidarity for development | 513 | 217 | 295 | 42.4% | | | | |
| 3 Promoting the use of information and communication technologies in education | 453 | 182 | 271 | 40.2% | | | | |
| Total I.4.2 | 1,810 | 769 | 1,041 | 42.5% | | | | |
| Total, I.4 | 4,455 | 1,924 | 2,531 | 43.2% | | | | |
| UNESCO education institutes <i>(Regular budget financial allocations include the costs of personnel and activities)</i> | | | | | | | | |
| UNESCO International Bureau of Education (IBE) | 4,591 | 2,296 | 2,296 | 50.0% | | | | |
| UNESCO International Institute for Educational Planning (IIEP) | 5,100 | 2,550 | 2,550 | 50.0% | | | | |
| UNESCO Institute for Lifelong learning (UIL) | 1,900 | 1,464 | 436 | 77.1% | | | | |
| UNESCO Institute for Information Technologies in Education (IIITE) | 1,100 | 550 | 550 | 50.0% | | | | |
| UNESCO International Institute for Capacity-Building in Africa (IICBA) | 2,000 | 1,000 | 1,000 | 50.0% | | | | |
| UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) | 2,200 | 1,270 | 930 | 57.7% | | | | |
| Total, UNESCO education institutes | 16,891 | 9,130 | 7,761 | 54.1% | | | | |
| Projects relating to cross-cutting themes | | | | | | | | |
| o Eradication of poverty, especially extreme poverty | 350 | 192 | 158 | 54.8% | | | | |
| o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | 700 | 256 | 444 | 36.5% | | | | |
| Total, Projects relating to cross-cutting themes | 1,050 | 448 | 602 | 42.6% | | | | |
| HQ - Indirect programme costs | 637 | 286 | 350 | 45.0% | | | | |
| Staff Cost | | | | | 52,989 | 24,369 | 28,619 | 46.0% |
| TOTAL, MAJOR PROGRAMME I | 57,372 | 26,972 | 30,400 | 47.0% | 52,989 | 24,369 | 28,619 | 46.0% |

| Appropriation Line | Activity costs | | | | Staff costs | | | |
|---|----------------------|--------------------------------------|-----------------|---------------------|----------------------|--------------------------------------|-----------------|---------------------|
| | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure |
| | \$ | \$ | \$ | % | \$ | \$ | \$ | % |
| II NATURAL SCIENCES | | | | | | | | |
| II.1 Sciences, environment and sustainable development | | | | | | | | |
| II.1.1 Managing Water interactions: systems at risk and social challenges | | | | | | | | |
| 1 Assessing and managing the impacts of global change on the water cycle | 1,570 | 745 | 825 | 47.5% | | | | |
| 2 Managing water as a scarce resource for human needs | 3,096 | 1,626 | 1,470 | 52.5% | | | | |
| 3 Mitigating water-related risks and facing social challenges | 2,516 | 1,293 | 1,223 | 51.4% | | | | |
| 4 Managing land-water-habitat interactions through an ecosystem approach | 1,910 | 940 | 969 | 49.2% | | | | |
| <i>Total, II.1.1</i> | 9,092 | 4,604 | 4,488 | 50.6% | | | | |
| II.1.2 Ecological and earth sciences for sustainable development | | | | | | | | |
| 1 Minimizing biodiversity loss through research and capacity building for ecosystem management | 888 | 446 | 442 | 50.3% | | | | |
| 2 Biosphere Reserves: promoting environmental sustainability | 1,042 | 417 | 625 | 40.0% | | | | |
| 3 Enhancing linkages between cultural and biological diversity | 289 | 106 | 183 | 36.7% | | | | |
| 4 Global partnership in earth sciences and earth system monitoring | 844 | 360 | 484 | 42.6% | | | | |
| <i>Total, II.1.2</i> | 3,063 | 1,329 | 1,734 | 43.4% | | | | |
| II.1.3 UNESCO Intergovernmental Oceanographic Commission | | | | | | | | |
| 1 Addressing scientific uncertainties for the management of the marine environment and climate change | 762 | 371 | 391 | 48.7% | | | | |
| 2 Developing operational capabilities for the management and sustainable development of the open and coastal ocean | 1,468 | 693 | 775 | 47.2% | | | | |
| 3 Capacity of Member States in marine science for the coastal ocean strengthened | 1,591 | 653 | 939 | 41.0% | | | | |
| <i>Total, II.1.3</i> | 3,822 | 1,717 | 2,105 | 44.9% | | | | |
| <i>Total, II.1</i> | 15,976 | 7,650 | 8,327 | 47.9% | | | | |
| II.2 Capacity-building in science and technology for sustainable development | | | | | | | | |
| II.2.1 Basic and engineering sciences, renewable energy and disaster mitigation | | | | | | | | |
| 1 IBSP and partnerships in the basic sciences | 2,517 | 1,261 | 1,256 | 50.1% | | | | |
| 2 Promoting capacities in science, engineering and technology education | 558 | 246 | 312 | 44.1% | | | | |
| 3 Renewable energy sources for development | 545 | 175 | 370 | 32.1% | | | | |
| 4 Disaster prevention and preparedness | 468 | 240 | 228 | 51.3% | | | | |
| <i>Total, II.2.1</i> | 4,088 | 1,922 | 2,165 | 47.0% | | | | |
| II.2.2 Science and technology policies for sustainable development | | | | | | | | |
| 1 Promoting policy dialogue and building capacities in the formulation of science, technology and innovation policies | 1,065 | 576 | 489 | 54.1% | | | | |
| 2 Inter-island and interregional cooperation for sustainable development of Small Island Developing States (SIDS) | 644 | 290 | 354 | 45.0% | | | | |
| 3 Local and indigenous knowledge systems for sustainable development and natural resource management | 120 | 56 | 64 | 46.7% | | | | |
| <i>Total, II.2.2</i> | 1,829 | 921 | 907 | 50.4% | | | | |
| <i>Total, II.2</i> | 5,916 | 2,844 | 3,072 | 48.1% | | | | |
| UNESCO science institutes | | | | | | | | |
| (Financial allocations include the costs of personnel and activities) | | | | | | | | |
| UNESCO-IHE Institute for Water Education (IHE) | - | - | - | - | | | | |
| The International Centre for Theoretical Physics (ICTP) | 1,015 | 508 | 508 | 50.0% | | | | |
| <i>Total, UNESCO science institutes</i> | 1,015 | 508 | 508 | 50.0% | | | | |
| Projects relating to cross-cutting themes | | | | | | | | |
| o Eradication of poverty, especially extreme poverty | 350 | 149 | 201 | 42.7% | | | | |
| o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | 350 | 135 | 215 | 38.5% | | | | |
| <i>Total, Projects relating to cross-cutting themes</i> | 700 | 284 | 416 | 40.6% | | | | |
| HQ - Indirect programme costs | 301 | 174 | 127 | 57.8% | | | | |
| Staff costs | | | | | 33,648 | 15,459 | 18,189 | 45.9% |
| TOTAL, MAJOR PROGRAMME II | 23,909 | 11,460 | 12,449 | 47.9% | 33,648 | 15,459 | 18,189 | 45.9% |

| Appropriation Line | Activity costs | | | | Staff costs | | | |
|---|----------------------|--------------------------------------|-----------------|---------------------|----------------------|--------------------------------------|-----------------|---------------------|
| | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure |
| | \$ | \$ | \$ | % | \$ | \$ | \$ | % |
| III SOCIAL AND HUMAN SCIENCES | | | | | | | | |
| III.1 Ethics of science and philosophy | | | | | | | | |
| III.1.1 Ethics of Science | | | | | | | | |
| 1 Bioethics | 2,262 | 1,242 | 1,021 | 54.9% | | | | |
| 2 Ethics of science and technology | 1,008 | 638 | 371 | 63.2% | | | | |
| <i>Total, III.1.1</i> | 3,270 | 1,879 | 1,391 | 57.5% | | | | |
| III.1.2 Foresight, philosophy and human sciences, democracy and human security | | | | | | | | |
| 1 Philosophical reflection and the human sciences | 837 | 466 | 371 | 55.6% | | | | |
| 2 Promotion of human security and peace | 1,237 | 780 | 457 | 63.0% | | | | |
| 3 Anticipation and foresight | 785 | 310 | 475 | 39.5% | | | | |
| <i>Total, III.1.2</i> | 2,859 | 1,556 | 1,304 | 54.4% | | | | |
| <i>Total III.1</i> | 6,129 | 3,435 | 2,695 | 56.0% | | | | |
| III.2 Human rights and social transformations | | | | | | | | |
| III.2.1 Promotion of human rights | | | | | | | | |
| 1 Human rights development | 764 | 362 | 402 | 47.3% | | | | |
| 2 Gender equality and development | 778 | 413 | 365 | 53.1% | | | | |
| 3 Fight against racism and discrimination | 328 | 212 | 116 | 64.6% | | | | |
| <i>Total, III.2.1</i> | 1,870 | 986 | 883 | 52.8% | | | | |
| III.2.2 Social transformations | | | | | | | | |
| 1 Policy, international cooperation and knowledge sharing in the social sciences | 2,114 | 1,134 | 980 | 53.7% | | | | |
| 2 International migration and social integration, especially in urban settings | 684 | 356 | 328 | 52.1% | | | | |
| <i>Total III.2.2</i> | 2,799 | 1,491 | 1,308 | 53.3% | | | | |
| <i>Total III.2</i> | 4,668 | 2,477 | 2,191 | 53.1% | | | | |
| Projects relating to cross-cutting themes | | | | | | | | |
| o Eradication of poverty, especially extreme poverty | 1,000 | 489 | 511 | 48.9% | | | | |
| o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | 100 | 75 | 25 | 74.5% | | | | |
| <i>Total, Projects relating to cross-cutting themes</i> | 1,100 | 564 | 536 | 51.2% | | | | |
| Headquarters - Indirect programme costs | 198 | 120 | 78 | 60.4% | | | | |
| Staff costs | | | | | 19,588 | 8,949 | 10,639 | 45.7% |
| TOTAL, MAJOR PROGRAMME III | 12,096 | 6,595 | 5,501 | 54.5% | 19,588 | 8,949 | 10,639 | 45.7% |

| Appropriation Line | Activity costs | | | | Staff costs | | | |
|---|----------------------|--------------------------------------|-----------------|---------------------|----------------------|--------------------------------------|-----------------|---------------------|
| | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure |
| | \$ | \$ | \$ | % | \$ | \$ | \$ | % |
| IV CULTURE | | | | | | | | |
| IV.1 Protect and safeguard cultural heritage worldwide | | | | | | | | |
| IV.1.1 Reinforcing capacity-building for the protection of world heritage | | | | | | | | |
| 1 Coordination of statutory meetings of the World Heritage Committee | 815 | 330 | 485 | 40.5% | | | | |
| 2 Promotion of equitable representation on the World Heritage List | 393 | 198 | 195 | 50.5% | | | | |
| 3 Strengthening the protection of world heritage properties and in particular properties in danger | 2,164 | 782 | 1,382 | 36.1% | | | | |
| Total, IV.1.1 | 3,372 | 1,310 | 2,061 | 38.9% | | | | |
| IV.1.2 Identifying and safeguarding the intangible cultural heritage | | | | | | | | |
| 1 Promoting the entry into force of the Convention for the Safeguarding of the Intangible Cultural Heritage | 1,017 | 413 | 603 | 40.7% | | | | |
| 2 Strengthening capacities for the safeguarding of intangible cultural heritage | 1,426 | 489 | 937 | 34.3% | | | | |
| Total, IV.1.2 | 2,442 | 902 | 1,540 | 36.9% | | | | |
| IV.1.3 Protecting and rehabilitating cultural heritage | | | | | | | | |
| 1 Rehabilitation of heritage in post-conflict situations and in the LDCs | 1,527 | 758 | 770 | 49.6% | | | | |
| 2 Promotion and implementation of conventions for the protection of cultural heritage | 854 | 282 | 572 | 33.1% | | | | |
| Total, IV.1.3 | 2,382 | 1,040 | 1,342 | 43.7% | | | | |
| IV.1.4 Protecting cultural property | | | | | | | | |
| 1 Enhancing protection of movable cultural property | 874 | 392 | 483 | 44.8% | | | | |
| 2 Advancing heritage conservation practices and museum policy development | 210 | 122 | 88 | 58.3% | | | | |
| Total, IV.1.4 | 1,084 | 514 | 570 | 47.4% | | | | |
| Total, IV.1 | 9,280 | 3,767 | 5,513 | 40.6% | | | | |
| IV.2 Strengthen cultural policies, cultural industries, and intercultural dialogue | | | | | | | | |
| IV.2.1 Developing cultural policies | | | | | | | | |
| 1 Promotion of the Convention on the Protection of the Diversity of Cultural Contents and Artistic Expressions | | | | | | | | |
| 1.087 | 426 | 661 | 39.2% | | | | | |
| 2 Promotion, elaboration, implementation and updating of cultural policies | 952 | 362 | 590 | 38.0% | | | | |
| Total, IV.2.1 | 2,040 | 788 | 1,251 | 38.7% | | | | |
| IV.2.2 Promoting intercultural dialogue | | | | | | | | |
| 1 Formulation of policies promoting cultural pluralism and inter-cultural dialogue | 947 | 492 | 456 | 51.9% | | | | |
| 2 Strengthening competences in intercultural communication | 886 | 318 | 568 | 35.9% | | | | |
| Total, IV.2.2 | 1,833 | 809 | 1,024 | 44.1% | | | | |
| IV.2.3 Sustaining cultural industries and crafts | | | | | | | | |
| 1 Development of cultural industries and strengthening of partnerships | 1,537 | 668 | 869 | 43.5% | | | | |
| 2 Advancing crafts and design for sustainable development | 1,049 | 479 | 570 | 45.7% | | | | |
| Total, IV.2.3 | 2,586 | 1,148 | 1,438 | 44.4% | | | | |
| Total, IV.2 | 6,459 | 2,745 | 3,713 | 42.5% | | | | |
| Projects relating to cross-cutting themes | | | | | | | | |
| o Eradication of poverty, especially extreme poverty | 768 | 260 | 508 | 33.8% | | | | |
| o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | 338 | 197 | 141 | 58.4% | | | | |
| Total, Projects relating to cross-cutting themes | 1,105 | 457 | 648 | 41.3% | | | | |
| Headquarters - Indirect programme costs | 216 | 90 | 126 | 41.8% | | | | |
| Staff costs | | | | | 34,569 | 16,572 | 17,997 | 47.9% |
| TOTAL, MAJOR PROGRAMME IV | 17,060 | 7,059 | 10,001 | 41.4% | 34,569 | 16,572 | 17,997 | 47.9% |

| Appropriation Line | Activity costs | | | | Staff costs | | | |
|---|----------------------|--------------------------------------|-----------------|---------------------|----------------------|--------------------------------------|-----------------|---------------------|
| | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure |
| | \$ | \$ | \$ | % | \$ | \$ | \$ | % |
| V COMMUNICATION AND INFORMATION | | | | | | | | |
| V.1 Empowering people through access to information and knowledge with special emphasis on freedom of expression | | | | | | | | |
| V.1.1 Creating an enabling environment for the promotion of freedom of expression and universal access | | | | | | | | |
| 1 Promoting freedom of expression | 1,742 | 955 | 786 | 54.9% | | | | |
| 2 Universal access - promoting policies and standards, raising awareness and monitoring | 1,745 | 838 | 907 | 48.0% | | | | |
| Total, V.1.1 | 3,487 | 1,793 | 1,693 | 51.4% | | | | |
| V.1.2 Fostering community access and diversity of content | | | | | | | | |
| 1 Training information and media professionals and strengthening related institutions | 2,109 | 1,143 | 965 | 54.2% | | | | |
| 2 Strengthening community access and participation in kn | 2,140 | 1,034 | 1,107 | 48.3% | | | | |
| 3 Creating and preserving diverse content | 2,315 | 1,139 | 1,176 | 49.2% | | | | |
| Total, V.1.2 | 6,564 | 3,316 | 3,248 | 50.5% | | | | |
| Total, V.1 | 10,050 | 5,109 | 4,941 | 50.8% | | | | |
| V.2 Promoting communication development and ICTs for education, science and culture | | | | | | | | |
| V.2.1 Fostering media development | | | | | | | | |
| 1 Promoting independent and pluralistic media developme | 1,290 | 627 | 663 | 48.6% | | | | |
| 2 Developing media in conflict areas and post-disaster situ | 1,054 | 483 | 571 | 45.8% | | | | |
| Total, V.2.1 | 2,344 | 1,110 | 1,234 | 47.4% | | | | |
| V.2.2 Advancing the use of ICTs in education, science and culture | | | | | | | | |
| 1 Enhancing literacy, teacher training and quality education at all levels through media and ICTs | 329 | 136 | 193 | 41.3% | | | | |
| 2 Broadening access to scientific and technical information through media and ICTs | 260 | 115 | 145 | 44.1% | | | | |
| Total, V.2.2 | 590 | 251 | 339 | 42.5% | | | | |
| Total, V.2 | 2,934 | 1,361 | 1,573 | 46.4% | | | | |
| Projects relating to cross-cutting themes | | | | | | | | |
| o Eradication of poverty, especially extreme poverty | 150 | 59 | 91 | 39.0% | | | | |
| o The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society | 1,358 | 596 | 762 | 43.9% | | | | |
| Total, Projects relating to cross-cutting themes | 1,508 | 654 | 854 | 43.4% | | | | |
| Headquarters - Indirect programme costs | 209 | 99 | 111 | 47.2% | | | | |
| Staff costs | | | | | 18,841 | 8,702 | 10,139 | 46.2% |
| TOTAL, MAJOR PROGRAMME V | 14,701 | 7,223 | 7,478 | 49.1% | 18,841 | 8,702 | 10,139 | 46.2% |

| Appropriation Line | Activity costs | | | | Staff costs | | | |
|--|-----------------------------------|--------------------------------------|-----------------|---------------------|----------------------|--------------------------------------|-----------------|---------------------|
| | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure | Work plan allocation | Expenditure (delivered/unliquidated) | Surplus/Deficit | Rate of expenditure |
| | \$ | \$ | \$ | % | \$ | \$ | \$ | % |
| UNESCO Institute for Statistics <i>(Financial allocations include the costs of personnel and activities)</i> | 9,020 | 4,510 | 4,510 | 50.0% | - | - | - | - |
| Field - Management of decentralized programmes | - | - | - | - | 40,826 | 21,928 | 18,898 | 53.7% |
| Total, II.A | 134,157 | 63,819 | 70,338 | 47.6% | 200,461 | 95,979 | 104,482 | 47.9% |
| B. Participation Programme | 20,000 | 6,098 | 13,902 | 30.5% | - | - | - | - |
| C. Programme related services | | | | | | | | |
| 1. Coordination of action to benefit Africa | 1,055 | 633 | 422 | 60.0% | 3,334 | 1,266 | 2,069 | 38.0% |
| 2. Fellowships programme | 1,262 | 660 | 602 | 52.3% | 625 | 347 | 279 | 55.5% |
| 3. Public information | 2,900 | 1,392 | 1,508 | 48.0% | 11,053 | 5,223 | 5,830 | 47.3% |
| 4. Strategic planning and programme monitoring | 1,278 | 705 | 572 | 55.2% | 5,183 | 2,268 | 2,915 | 43.8% |
| 5. Budget preparation and monitoring | 206 | 115 | 91 | 55.9% | 4,212 | 1,932 | 2,280 | 45.9% |
| Total, II.C | 6,700 | 3,505 | 3,195 | 52.3% | 24,408 | 11,036 | 13,373 | 45.2% |
| TOTAL, PART II | 160,858 | 73,422 | 87,435 | 45.6% | 224,870 | 107,015 | 117,855 | 47.6% |
| PART III SUPPORT FOR PROGRAMME EXECUTION AND ADMINISTRATION | | | | | | | | |
| A. Field management and coordination <i>(Headquarters activities and field offices' operating costs)</i> | 17,137 | 8,194 | 8,942 | 47.8% | 4,436 | 2,364 | 2,072 | 53.3% |
| B. External relations and cooperation | 3,460 | 1,631 | 1,828 | 47.1% | 16,886 | 8,234 | 8,652 | 48.8% |
| C. Human resources management | 14,752 | 7,069 | 7,683 | 47.9% | 16,437 | 7,933 | 8,504 | 48.3% |
| D. Administration | | | | | | | | |
| 1. Administrative coordination, support and procurement | 348 | 217 | 130 | 62.5% | 5,907 | 2,964 | 2,943 | 50.2% |
| 2. Accounting, treasury management and financial control | 1,627 | 1,036 | 591 | 63.7% | 7,742 | 3,757 | 3,984 | 48.5% |
| 3. Information systems and telecommunications | 10,630 | 5,452 | 5,178 | 51.3% | 13,104 | 6,121 | 6,984 | 46.7% |
| 4. Conferences, languages and documents | 3,853 | 1,569 | 2,284 | 40.7% | 22,838 | 11,236 | 11,603 | 49.2% |
| 5. Common services, security, utilities and management of premises and equipment | 11,141 | 5,641 | 5,500 | 50.6% | 16,648 | 8,133 | 8,515 | 48.9% |
| 6. Maintenance, conservation and renovation of Headquarters premises | 14,200 | 4,824 | 9,376 | 34.0% | - | - | - | - |
| Total, IIID | 41,798 | 18,738 | 23,060 | 44.8% | 66,239 | 32,211 | 34,028 | 48.6% |
| TOTAL, PART III | 77,146 | 35,632 | 41,514 | 46.2% | 103,998 | 50,742 | 53,256 | 48.8% |
| TOTAL, PARTS I - III | 257,927 | 118,177 | 139,750 | 45.8% | 348,180 | 166,266 | 181,914 | 47.8% |
| Reserve for reclassifications | - | - | - | - | 1,500 | - | 1,500 | - |
| PART IV | ANTICIPATED COST INCREASES | 6,570 | - | 6,570 | - | 192 | - | 192 |
| TOTAL, PARTS I - IV | 264,497 | 118,177 | 146,320 | 44.7% | 349,872 | 166,266 | 183,606 | 47.5% |

ANNEX III (Part B)

In accordance with 166 EX/Decision 5.2, paragraph 12(b), which invites the Director-General:

“to report annually to the first session of the Executive Board on the operating costs of the Board during the previous year by item of expenditure”,

this annex presents the situation of operating costs of the Executive Board by item of expenditure for the year ended 31 December 2006.

OPERATING COSTS OF THE EXECUTIVE BOARD WHICH WERE INCURRED IN 2006

Budget

At its 33rd session, the General Conference approved a budget provision of \$6,313,700 for the Executive Board's operating costs during 2006-2007.

(*in thousands of US dollars*)

| | 33 C/5 Approved | Expenditures for 2006 |
|--|--------------------|--------------------------|
| Expenditures during sessions of the Executive Board* | 2,125 | 963 |
| Interpretation, translation and document services | 3,570 | 1,949 |
| Other operating expenses | 619 | 160 |
| Total | 6,314 | 3,072 |

* Including travel expenses and subsistence allowance of representatives (from the 174th session to the 175th session).

Expenditures incurred in 2006

(*in thousands of US dollars*)

| Item of expenditure (main category) | \$ |
|---|------------|
| A. Expenditures during sessions of the Executive Board | |
| 1 Temporary assistance | 119 |
| 2 Overtime (General Service) | 65 |
| 3 Travel and per diem (representatives not residing in Paris, travel for consultations, Group of Experts on FA matters) | 730 |
| 4 General operating expenses | 49 |
| Total, A | 963 |

| Item of expenditure (main category) | | \$ |
|---|---|--------------|
| B. Interpretation, translation and document services | | |
| 1 | Temporary assistance | 1,735 |
| 2 | Overtime (General Service) | 78 |
| 3 | Contractual services | 36 |
| 4 | General operating expenses (including communications, rental and maintenance of furniture) | 9 |
| 5 | Supplies and materials | 1 |
| 6 | Acquisition of materials and equipment (including data processing, printing, reproduction and distribution equipment) | 90 |
| Total, B | | 1,949 |
| C. Other operating expenses (including the elaboration of informational tools for representatives and permanent delegations, and the digitalization of Executive Board documents | | |
| 1 | Temporary assistance | 18 |
| 2 | Overtime (General Service) | 11 |
| 3 | Contractual services | 32 |
| 4 | General operating expenses | 85 |
| 5 | Supplies and materials | 12 |
| 6 | Acquisition of furniture and equipment | 2 |
| Total, C | | 160 |
| Total, 2006 expenditures (A + B + C) | | 3,072 |

Anticipation and foresight

1. In 2006, UNESCO continued to promote future-oriented dialogue and debate in its fields of competence, notably through the *Twenty-first Century Talks* series and the *Twenty-first Century Dialogues*. Member States, scientific and intellectual communities, media and civil society institutions were thus made aware of the importance of future-oriented thinking and the need for international, regional and national capacity-building in that area.
2. During the period under review, one *Twenty-first Century Dialogue* and three *Twenty-first Century Talks*, chaired by the Director-General, were held at UNESCO Headquarters and another meeting was held in the field as part of the International Economic Forum of the Americas/Conference of Montreal. At the first *Talk*, held on 30 March 2006, four eminent persons, Mr Axel Kahn, Ms Paula Sibilia, Mr Peter Sloterdijk and Mr Jacques Testard, addressed the question "Can the human species domesticate itself?". The second *Talk* took place on 9 May 2006 and was attended by Mr Jean Baudrillard, Mr Hélène Béji, Mr Norman Myers and Mr Adama Samassekou, who discussed the question "Can everything disappear? Species, languages, cultures, values, etc.". On 25 September, the last *Twenty-first Century Talks* for 2006 was held on the theme "Knowledge sharing: forever a future prospect?" at UNESCO Headquarters and was attended by Ms Nouzha Guessous-Idrissi, Mr Jacques Attali and Mr Boutros Boutros-Ghali. That meeting, which followed the publication of the UNESCO World Report *Towards Knowledge Societies*, drew an audience of approximately 600 people.
3. At the International Economic Forum of the Americas/Conference of Montreal, one meeting was devoted to the *Twenty-first Century Talks*, held in cooperation with the Social Sciences and Humanities Research Council of Canada on 5 June in Montreal to discuss the theme "Governance and Development: The Challenges of Multiculturalism".
4. On 25 November 2006, the Office of Foresight organized at UNESCO Headquarters a session of Twenty-first Century Dialogues on the theme "What future for the human species? What prospects for the planet?", which was opened by the Director-General and the former Secretary-General of the United Nations, Mr Javier Pérez de Cuéllar. A number of scientists, experts, philosophers and senior officials from around the world discussed, throughout the day before more than 1,000 people, five main issues: "Are there limits to growth? Population, resources, energy, development", "Water for all?", "Biodiversity in danger", "Saving the planet: consume less to live better?" and "A new ethic of responsibility: towards a natural contract?".
5. The second anthology of *Twenty-first Century Talks and Dialogues*, *The Future of Values*, available in French, English, Spanish, Arabic, Russian, Chinese, Portuguese and Catalan, was widely disseminated. Additional language versions were issued in 2006: second Arabic version, a Portuguese version and Spanish and Russian versions. The third anthology of *Twenty-first Century Talks and Dialogues* is under preparation.
6. Various activities to raise the media's awareness of UNESCO's endeavours in the field of foresight were also carried out. Thus, the article "Towards Knowledge Societies", summarizing the key messages of the World Report, was published in approximately 80 reference journals. That text was also disseminated on the Internet. The article on "Knowledge sharing: forever a future prospect" has been published to date in 60 reference journals, following the *Twenty-first Century Talks* held on 25 September 2006 at Headquarters on the same theme. In 2006, the Office of Foresight produced digital recordings of the *Twenty-first Century Talks and Dialogues* in order to build up a multimedia collection that will be posted online shortly, together with a presentation of UNESCO's foresight activities.
7. In October 2006, the Director-General decided to transfer the Foresight Division (SHS/FOR) to the central services of the Organization, under the name Office of Foresight, in order to strengthen UNESCO's activities in the areas of anticipation and foresight as well as its laboratory of ideas function, intersectorality and interdisciplinarity.